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

COVER PAGE

THESIS

By

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LANGUAGE AND ARTS EDUCATION DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2021

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

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents: Jadiman and Soenah. Thank you so much for your never ending pray, suggestion and support.
2. My lovely brother Mif Tahul Razzaq Hanafi. Thank you for your support.
3. All of my family that have supported me to finish my thesis
4. All my friends. Thank you so much for your love, pray and support.

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MOTTO

"Without Education, we are in a horrible and deadly danger of taking educated people seriously"

Gilbert Keith Chesterton

(Source: https://englishclass.com/)

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CONSULTANTS' APPROVAL

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

THESIS

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EXAMINERS' APPROVAL

This thesis entitled "**The Effect of Using Comic Strips on The Eighth Grade Students' Reading Comprehension Achievement**" is approved and accepted by the Examination Committee of the Faculty Teacher Training and Education of the University of Jember.

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

Jember, 11 November 2020

The Writer

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SUMMARY

The Effect of Using Comic Strips on the Eighth Grade Students' Reading Comprehension Achievement; Ulfa Diaz Pratiwi, 160210401021; 2020; 41 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Reading is one of the language skills that must be mastered by the students because by reading, students are able to relate or connect every kind of learning skill. The main purpose of reading is to understand the whole content of the text. In order to understand the whole content of the text, the readers need comprehension skill to be the fundamental goal of reading. According to Grellet (1996) reading comprehension is the process of understanding, guessing, predicting, checking, and asking some specific information from the content. In fact, most students do not like reading, because they do not understand the reading text well.

Based on the preliminary study at SMPN 2 Siliragung by doing the interview with the eighth grade of the English teacher, the teacher explained that he only uses picture series in teaching reading comprehension. However the use of picture series still cannot facilitate the students in comprehending the reading text. It was found out that the students got difficulties to find the appropriate pictures with sentences in the text. That is why, the students easily got bored in comprehending the reading text.

In this case the alternative media that can be used by the teacher in teaching reading comprehension is comic strips. Comic strips are useful for teaching and emphasizing the meaning of words by looking at the pictures with some unique characters that describe the exact plot of the story. Thus, the researcher was interested in conducting an experimental research in order to know whether or not the use of comic strips had a significant effect in teaching reading comprehension.

The purpose of this research was to investigate whether or not there was a significant effect of using comic strips on the eighth grade students' reading comprehension achievement at SMPN 2 Siliragung. The researcher used Quasi experimental research with post-test only design. The population of this research

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were all the eighth grade students of SMPN 2 Siliragung in the 2020/2021 academic year.

Before selecting the participants of the research, the researcher conducted the homogeneity test in order to know whether the population was homogeneous or heterogeneous, and the result of homogeneity test showed that the population was heterogeneous because the significant level was 0.001 which was less than 0.05 (Psig < 0.05). Therefore, the researcher chose two classes that had the closest mean scores as the experimental and the control classes. Thus, VIII B was chosen as the experimental class and VIII E was chosen as the control class by lottery. In this case, the experimental class received the treatment that was taught reading comprehension by using comic strips, while the control class did not received the treatment but it was taught reading comprehension by using picture series usually used by the English teacher.

There were two kinds of data used in this research, they are, primary data and the supporting data. The primary data gained from the students' reading comprehension scores on the post-test, while the supporting data were collected from the results of interview and documentation. In order to collect the primary data, the researcher administered the post test, and analyzed the results by using independent sample T-test on SPSS to find the significant difference of the experimental and the control classes. The t-test formula analysis showed that the value of the significant (2-tailed) was 0.021, which means that it was less than significant degree 0.05. Therefore, the null hypothesis (Ho) indicated that "there was no significant effect on the eighth grade students' reading comprehension achievement at SMPN 2 Siliragung" was rejected and the alternative hypothesis (Ha) formulated "there was a significant effect on the eighth grade students' reading comprehension achievement at SMPN 2 Siliragung" was accepted.

Based on the result of this research, hopefully the research result will be useful for the following people. For the English teacher, it is suggested for the English teacher of SMPN 2 Siliragung to build the students' reading comprehension achievement by using comic strips as the teaching media. Therefore, it is hoped that comic strips can be used by the English teacher because comic strips are effective

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to attract the students' attention due to its unique characters. For the students, it is suggested that they can use comic strips in learning reading comprehension because they can help them comprehend the concept of the reading text easily. For the future researchers, it is suggested to conduct the research in one full semester. It is also expected that the result of this research can be used as a consideration to conduct a research dealing with the similar topic but using different research design, such as CAR on increasing the students' reading comprehension achievement using comic strips.

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CHAPTER 1. INTRODUCTION

This chapter presents some aspects related to the topic of the research. It includes research background, research problem, research objective, and research contributions. All of them are discussed respectively below.

1.1 Research Background

English becomes the universal language that almost people around the world use it as the tool to build their communication. It is widely recognized that English has important roles in the world of humans' opportunities such as science, technology, academic, economic, politics, business and many others. Therefore, people are expected to be able to master English in order to have a better job in the globalization era.

English is taught as a foreign language in almost every school in Indonesia. Based on the 2013 Curriculum (Kurikulum 2013/ K-13), English is stated as the compulsory subject that must be learnt by the students of junior high school and senior high school. Therefore, the students are expected to master English through the four language skills: listening, speaking, reading and writing. Reading is one of the important skills in learning English besides listening, speaking and writing. Therefore, the students will be able to develop their vocabulary, get much information, and learn many things by reading. Reading comprehension focuses on the students' ability to understand the whole content of the texts. It can be indicated through how students answer the questions dealing with the text given.

According to Grellet (1996:8), reading comprehension is the process of understanding, guessing, predicting, checking, and asking some specific information from the content of the text. In addition, Oberholzer (2005) states that reading comprehension is the process of understanding the important point of the content, not only knowing the mechanical skill of reading but also finding the specific information from the text. Therefore, the students are expected to comprehend the specific information that they get through reading.

Based on the preliminary study at SMPN 2 Siliragung by doing the interview with the eighth grade of the English teacher, the teacher explained that

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he only uses picture series in teaching reading comprehension to motivate the students. However, the use of picture series still cannot facilitate the students in comprehending the reading text. It was found out that the students got difficulties to find the appropriate pictures with sentences in the reading text. That is why, the students easily got bored in comprehending the reading text. Moreover, the English teacher never taught reading comprehension by applying other media. Referring to this condition, the researcher was interested in applying comic strips as the media to teach reading comprehension.

According to Wright and Sherman (1999), comic strips refer to visual media that consist of some pictures combined with words which are commonly used to build students' interest and competencies in comprehending the reading text and also make them easier to understand the meaning of the text. Thus, the students will get the concept of the reading text easily through reading the text while looking to the pictures of the comic strips. In addition, Driks and Opper (1902) in Gordon (1998:37) state that comic strips as the featuring some prominent characters which cover sequential panels, continuing characters, and word balloons. Therefore, it was expected that using comic strips in teaching reading comprehension could make students interested in their learning process because comic strips are quite different from what they usually got in their reading class. That is why, the researcher chose comic strips as the media to be used in the classroom.

There were three previous researches about the use of comic strips as the media in teaching reading comprehension. The first research was an experimental research conducted by Soviyah and Wulandari (2017) who used comic strips as media to teach reading comprehension that included the seventh grade students of 7B as the control class and 7C as the experimental class. The result of this research showed that there was a significant effect on the seventh grade students' reading comprehension achievement on descriptive text at SMPN 9 Yogyakarta. The second research was an experimental research conducted by Pradana (2017) who used comic strips as media to teach reading comprehension that included the seventh grade students of SMPN 3 Pagedongan. There were 23 students as the experimental class and also 23 students as the control class. The result of this

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research showed that there was a significant effect of using comic strips on the seventh grade students' reading comprehension on descriptive text at SMPN 3 Pagedongan. The third research was an experimental research conducted by Awalta et al. (2015) who used comic strips as media to teach reading comprehension on descriptive text. The participants of this research were the 7B and 7C classes. The result of this research showed that there was a significant effect of teaching reading comprehension on descriptive text through comic strips at SMP Negeri 22 Pontianak.

Dealing with the explanation above, there was a similarity among those previous researches and the present research, that is, using comic strips as teaching and learning materials. However, the differences were: (1) The participants of the research. Those previous researches were conducted on the seventh grade students. Therefore, the present research was conducted on the eighth grade students; (2) The genre of the texts. Those previous researches used descriptive text as the learning material but the present research used narrative text as the learning material; (3) The research design. Those previous researches received the treatment twice but the present research received the treatment three times. Therefore, the researcher conducted an experimental research entitled "The Effect of Using Comic Strips on the Eighth Grade Students' Reading Comprehension Achievement".

1.2 Research Problem

Based on the background above, the research problem was formulated as follows:

"Was there any significant effect of using comic strips on the eighth grade students' reading comprehension achievement at SMPN 2 Siliragung?" **> Siliragung mana?**

1.3 Research Objective

Based on the research problem, the objective of this research was as follows: to find out whether or not the use of comic strips had a significant effect on the

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eighth grade students' reading comprehension achievement at SMPN 2 Siliragung.

1.4 Research Contributions

The results of this research are expected to give contribution to the following people:

1.4.1 Empirical Contribution

The result of this research is expected to be useful for the students to get a new experience how to comprehend the reading text through comic strips. The researcher hopefully can motivate the students in learning reading comprehension through the interesting media. Teaching reading comprehension by using comic strips will make the students more active, relax, and fun in the class. The media can help them learn with the easiest way without getting difficulties to understand the reading text.

1.4.2 Practical Contribution

The result of this research can be used as an alternative way by the English teacher to create a relaxed atmosphere in the classroom which include comic strips as media in teaching reading comprehension. It is also expected that the result of this research can give the English teacher an idea in teaching reading comprehension by using comic strips to make the teaching and learning process become more enjoyable and more interesting.

1.4.3 Theoretical Contribution

Theoretically the research result is expected to be a reference and information for the English teacher in teaching reading comprehension by using comic strips to improve the students' reading comprehension achievement. Besides, it can be used as a reference for other researchers to conduct a research in a longer period of time in giving the treatments, in order to gain a better result since this research only took 3 meetings that were conducted online. Therefore, it is requested for future

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researchers to conduct the research in one full semester, if they are interested in conducting the research with the same design, that is, experimental design.

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CHAPTER II. LITERATURE REVIEW

This chapter presents the discussion of some literatures related to the research topic. It includes reading comprehension, reading comprehension achievement, narrative text, comic strips, the strengths of using comic strips in teaching reading comprehension, the weaknesses of comic strips in teaching reading comprehension, the procedures of teaching reading comprehension using comic strips, the previous researches review and the research hypothesis. All of them are discussed respectively below.

2.1 Reading Comprehension

Reading is the important skill in learning English besides listening, speaking and writing. According to Anderson et al. (1985), reading is the process of concluding the meaning from the written texts. Therefore, in order to grab some information related to the text, the students have to know the meanings of some words in the text. Besides, Wikson et al. (1987) state that reading is the process of understanding the reading text in which the readers simultaneously use their background knowledge and skill related to the topic, in order to construct the meanings of the text. Therefore, in order to be a good reader, the students must have the knowledge and skill to know the various purposes of reading text that can influence the way the students' learn. Being able to read is needed to develop and to enrich students' knowledge. Ahmadi (2012) states that the purpose of reading is to gain the moral value or message from the text that the writer tries to convey for the readers.

Comprehension is one of the basic skills that must be mastered by the students to be the fundamental goal of reading. Duke (2003) states that comprehension is a process in which the readers try to interpret the meaning of the reading text that needs the combination of the prior knowledge, previous experience, the information provided and the readers' perspective related to the text. Meanwhile, Grellet (1996) defines reading comprehension as the process of understanding, guessing, predicting, checking, and asking some specific information from the content. It means that the students are expected to be able to

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understand the whole contents of the text, grab as much information as they can, predict the meanings of some words, and get the specific ideas from the text. Kintsch and Van Dijk (1983) state that reading comprehension as the ability of creating, guessing and interpreting the meaning from the text. It aims at getting the specific point from the text rather than only knowing the meaning from the individual word or sentence.

According to Otero and Kintsch (1992), reading comprehension is the activate skill how the reader tries to comprehend the word meanings and understand the sentences of the text. Therefore, In order to understand the text, the reader needs some activities such as: concluding the main idea from the text and linking the ideas of the text coherently. Furthermore, Grellet (1996) says that reading comprehension is the way to understand a written text and find the important point from the text including the required information from the text. In addition, Kustaryo (1988) states that comprehension needs the ability to understand some vocabularies of the text, find the relationships among words and concepts, organize the ideas, recognize the author's purpose, make a judgment and evaluate the text.

Reading comprehension covers some indicators that the students should achieve in order to improve their reading comprehension skill. Hennings (1997) classifies reading comprehension into 4 aspects of comprehension which are: word comprehension, sentence comprehension, paragraph comprehension and text comprehension. In this research, the researcher only focused on word comprehension, sentence comprehension and text comprehension. It is because there is no text written in the forms of paragraphs on the elements of comic strips. Therefore, the researcher did not use paragraph comprehension to be the focus of reading comprehension achievement test in this research. The following part discusses those parts of the aspects of reading comprehension.

2.1.1 Word Comprehension

Comprehending word meaning is needed by the students because the students cannot get what the meaning of the text is and understand the whole contents of the text if they cannot recognize the word meanings. This idea is supported by Burns

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(1984) who says that the important point in reading comprehension is to understand the word meanings. It means that by understanding the word meanings, the readers will be able to comprehend the text easily. In order to understand the whole text, the reader must be able to identify the individual word first then conclude all of the words in the text to understand the whole content of the text.

Here is an example of word comprehension:

She could have drowned if a dove up at nearby tree had not helped her. Seeing that the ant was in ***trouble***, the dove quickly plucked a leaf and dropped it onto the water near the struggling ant.

What is the synonym of the word "trouble"?

a. Problem
b. Solution
c. Safety
d. Protect

The answer is: A

Zaida, (2013). Practice Your English Competence 2

2.1.2 Sentence Comprehension

Comprehending a sentence is needed by the students to understand the meaning of each sentence completely. Wood (1991) defines that sentence refers to the smallest unit in the text that expresses a complete idea. It can be said that each sentence in the reading text contains some ideas or messages that should be understood by the students. Grellet (1996) also suggests that in order to comprehend the whole content of the text, it would be better to understand the meaning of some words constructed in sentences than to understand the meaning of word by word.

Here is an example of sentence comprehension:

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it onto the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safety to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the

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heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flied away to safety.

What happened when the ant was making its way up?

a. The ant slipped from the grass.
b. The ant fell into the water.
c. The ant slipped and fell into the water.
d. The ant drowned into the water.

The answer is: C

Zaida, (2013). Practice Your English Competence 2

2.1.3 Text Comprehension

The main purpose of reading comprehension is to comprehend the whole text. According to McWhorter (1989), a whole text consists of words, sentences, and paragraphs. Thus, it can be said that the readers have to understand the whole parts of the text such as words, sentences and paragraphs and then the students have to combine them in order to understand the complete meanings of the text.

Here is an example of text comprehension:

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell onto the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it onto the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safety to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flied away to safety.

What is the moral value of the story?

a. We should help an ant when it needs help
b. Every good deed do for others will surely come back for us
c. Don’t play in the river too often
d. Be a good person everywhere

The answer is: B

Zaida, (2013). *Practice Your English Competence 2*

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2.2 Reading Comprehension Achievement

Glenberg and Epstein (1987) state that the way to measure the students' ability in comprehending the text is by giving them test in order to know the students' reading comprehension achievement. As stated by Huges (2003), a test can be the tool to measure how successful the students have been achieving the learning objective of the subject. The result of reading comprehension test can be seen from the students' scores. In this research, reading comprehension achievement test was the result of reading activity after the students were taught by using comic strips for the experimental class and without comic strips for the control class.

Heaton (1990) states that there are some types of tests to measure the students' scores covering: multiple choice items, true/false items, re-arrangement items, jumble sentences, ordinary completion items, completion of information in tables, and open-ended questions. In this research, the researcher chose multiple choice and true/false items as the test type to measure the students' achievement of reading comprehension that contained 3 aspects of reading comprehension, they were: word comprehension, sentence comprehension and text comprehension.

2.3 Narrative Text

A narrative text is an imaginative story to entertain people or the readers, but sometimes narrative text can be the factual text as well. Most students love imaginary stories. When the students read a narrative text, they will tend to believe that all the characters and events have the relationship with their lives. According to Anderson (1998), the purpose of narrative text is to amuse or to entertain the readers. Anderson (1998) states that reading narrative text is more interesting when it is told by the story teller. Anderson (1998) states that narrative text has language features as follows: nouns that identify the specific characters and places in the story, adjectives that provide accurate descriptions of the characters and settings, using simple past tense and simple past continuous tense and using direct speech.

According to Neo (2005), there are many different types of narrative text. Those are fable, humor, romance, crime, real life fiction, theoretical fiction,

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mystery, fantasy, science fiction, diary novels and adventure. In this research, the researcher chose fable to be the theme of narrative text that was taught to the students. Narrative text of fable consists of some types of animals that are living in the jungle and they can talk each other like humans. Such a story usually conveys some moral values such as the narrative text of the mouse deer and the tiger. The moral value of that narrative text is not to underestimate others because such a person may be smarter than you". Therefore, the students not only enjoy to read the narrative text and know how the narrative text looks like but they can also absorb the moral value of the story then apply it in their daily lives. Based on Anderson (1998), there are some generic structures of narrative text: orientation, complication, events and coda.

a. **Orientation:** In this part the writer tries to introduce the characters that involve in the story. The indicators generally given are: where the action is located and when it takes place.
b. **Complication (Sequence of Events):** In this part, there will be some problems that must be faced by the main characters. The complication will make the story more exciting to be followed by the readers. The complication usually appears in the middle of the story.
c. **Resolution:** Where the problem in the story is solved by the main characters, whether the problem of the story is a happy ending or a sad ending.
d. **Coda:** The lesson that the readers can learn from the story, it consists of a moral value from the story. Nevertheless, coda does not usually appear in the story because the writer has a purpose that the readers have to think by themselves what exact the moral value containing in the story.

2.4 Comic Strips

Comic strips refer to visual media that utilize panels (Individual frame), having a minimum of one and maximum of twelve panels that consisting of some pictures in sequential panels combining with words inside the balloons (Smith, 2006). Generally, comic strips are drawn by individual cartoonist usually published

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on newspapers, magazines, and so on. According to Wikipedia (2019), comic strip is a sequential of stories that utilize pictures arranged in interconnected panels to show the readers a sense of humor or form of narrative completed with balloons and captions.

According to Saraceni (2003), comic strips consist of some elements: panels, gutter, balloons and caption. (1) Panel is an individual frame of a single drawing that describes a single moment. Each page normally consists of one until twelve panels; (2) Gutter is the space that separates two panels within a comic strips. However, this gutter is not always needed by the drawer of comic strips; (3) Balloons refer to the graphic convention that are mostly used to allow words as representing the speech or thought of each characters in the comic strips. Each tail of the balloon indicates the character who is speaking or thinking; (4) Caption represents what the narrators or the writers' voice tells the information of the story. The set of this caption is usually not inside the panels. Mostly, the caption separates from the rest of panels or the top of panels.

Comic strips provide the perfect vehicle for the teacher to teach students' reading comprehension using visual literacy abilities (McVicker, 2007). It means that the students can connect their sensory by seeing what they have read then connect it with other sensory of their experiences. Therefore, comic strips can be the media that the teacher uses to attract the students' attention and create the students' understanding of unknown words or sentences in the text, not only given the students understanding about the material using the verbal language but also comic strips can give the students' effect to memorize the story as well, interpret the meanings of the text and conclude the main idea that the story conveys. Thus, it can be concluded that comic strips refer to visual media that help the students in comprehending the reading text easily because the images in the series tell the readers about the story in a sequence event.

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2.4.1 The Strengths of Using Comic Strips in Teaching Reading Comprehension.

Every medium of instruction has its own strengths and weaknesses. Yang (2003), states that there are some strengths of comic strip in teaching learning process such as: motivating, visual, permanent, intermediary, and popular.

a. Motivating

It must be the teachers' duty to encourage the students' motivation in learning reading comprehension become more interesting. Therefore, providing the teaching media is needed by the teacher to attract the students' attention in learning process. Comic strips can be the media that can motivate the students' attention to read the reading text easily. The utilize of various pictures with the combination of wonderful characters on the comic strips can capture and maintain the students' interest to read the text again and again in order to follow the story line. Furthermore, comic strips can increase the students' curiosity about what will happen next on the story line. Therefore, it can motivate the students to read another story of comic strips.

b. Visual

Comic strips provide the clear picture with the funny characters on the story. According to Versaci (2001), the visualization of each characters on comic strips can connect the students' emotion become one of the main characters of that story. It means that the combination of pictures with some characters on that story line can communicate more deeply than words because comic strips build the students' imagination about what exactly happened in the story. Yang (2003) also states that comic strips as the useful media can help the students in increasing their learning reading comprehension with the quality of visual aids. Therefore, the students can be helpful to comprehend the reading text in the limited time especially for the students who have less vocabulary knowledge.

c. Permanent

Another strength of comic strip is on the visual permanent which means that the text of the story and the characters have never changed all the time. As stated by William (1995) in Yang (2003) that comic strips are unique media

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compared with any movie or animation because they have visual permanents in which the characters, the plot, the text of the story are not changed which are different from animation or movie where all of the elements of the movie show the progress. It means that the plot, the story, and the characters on the movies can be changed and have progressed continuously based on the development era and technology.

d. Intermediary

In order to face the students' difficulties in comprehending the reading text, the teacher can guidance them by solving their problems with comic strips. Comic strips can help the students to comprehend the reading text with the easiest way especially for the students who are less experience in learning English or the students who are not familiar with the story or the words contain in the text. Therefore, in this situation, comic strips can be the mediators to give clear information about the meaning of the story for the students who need special help.

e. Popular

Comic strips are popular reading stories for children. Generally, the children are familiar with any kinds of story books in their lives. Comis strips are said as the popular media because they have some interesting stories completed with some colors that make them more beautiful. In addition, Marrison (2002) in Yang (2003) suggests that in order to make the learning process more fun, the teacher can incorporate the popular culture into the curriculum, bring the separation of the students' feelings between their lives in and out of the school. Therefore, it can build the students' understanding more deeply through the popular culture that they have experienced or have not experience.

2.4.2 The Weaknesses of Using Comic Strips in Teaching Reading Comprehension

Besides Yang (2003) expressed all strengths of using comic strips they are: motivating, visual, permanent, intermediary and popular. However, Chow (2010) mentions the weakness of using comic strips in teaching reading comprehension. The weakness is comic strips use the informal language rather than the formal

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language. Comic strips refer to media that have existed since 1900's. A lot of children and adults used to read comics in their free time. Actually, comic is created to attract the children with an interesting story not for an educational purposes. That is why, comic does not use formal language but it is using informal language. As stated by Chow (2010), the language that is usually used in the comic strips are the language for daily conversation such as the use of idioms, slangs, onomatopoeia and abbreviation. (1) Idiom is an expression that has an unpredictable meaning, for example " That exercise is like a piece of cake" the underlined idiom means "That exercise is too easy"; (2) Slang is informal language consisting of words and expressions that the meaning will not be found in the dictionary such as" Lit" which means super cool or amazing; (3) onomatopoeia means the imitation of sound in the form of words such as "meaow" is the sound of a cat; (3) abbreviation is a word or a phrase that has a shortened form such as "a.m" abbreviation from ante meridiem. Chow (2010) also adds that it will not be meaningful if the informal language used in the comic strips cannot be understood by the students since the students only learn formal language in their school. Furthermore, the idioms or slangs in the comic strips sometimes are not appropriate with the students' culture because not all words of idioms and slangs have good meanings.

In order to anticipate the weakness, teachers have to be smart in choosing the words that will be used in the comic strips and to minimize the use of idioms and abbreviations. If the students still do not know the meanings of certain words, the teacher can give them a clue to dig their understanding in order to comprehend the reading text. As stated by Csabay (2006), the teacher should select the language presented to the class which have to be suitable with the students' level in order to make the use of comic strips can be understood by them. Therefore, it becomes the important thing to choose the content of comic strips which have to be appropriate with the eighth grade students. In this research, the researcher adapted the weakness of the use of comic strips by doing the same thing as suggested by Csbay.

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2.4.3 The Procedures of Teaching Reading Comprehension Achievement Using Comic Strips

There are three steps in teaching reading comprehension. As stated by Rivas (1999), the three steps in teaching reading comprehension are: pre-reading activities, while-reading activities and post-reading activities.

1. Pre-reading Activities

Following the finding of schema theory, interactive models of reading comprehension suggested that the readers have to reconstruct the information based on the text then connect it with their prior knowledge available. Nevertheless, there are two main goals of pre-reading activities that have to be achieved: 1) to seek students' involvement, interest and motivation; 2) to provide the language preparation.

In order to achieve these goals, the researcher conducted the teaching and learning reading comprehension by checking the students' prior knowledge by showing them the pictures and giving them riddles then asked them to guess what kind of animals stated in the riddles, in order to relate their prior knowledge with the reading text that they was going to learn. It aimed at attracting the students' involvement, interest and motivation to the material that was going to be discussed. In this activity, the teacher asked them some leading questions dealing with the pictures that the students observed and stimulated to deliver their opinions about the pictures.

2. While-reading activities

While-reading activity requires some factors to make the main goal achieved. It includes the strategy skill practice, linguistic development and helps the students understand the writer's text structures, content of text, purpose or messages convey in the reading text.

In this research, the teacher gave the students reading comprehension of narrative texts. Then, while-reading activity was conducted by identifying the generic structures and finding the language features used in reading text of narrative

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text related with comic strips. The students were also expected to find the main idea of the text and the unfamiliar words then found the meanings of those words. Besides, the students were given another task that consisted of multiple choice and identified the statements of true false. This activity was conducted in groups of four.

3. Post-reading activity

The main goal of post-reading activity is to help the students to incorporate what they have observed or read in reading text and also to relate the text to the learners' experience, knowledge and opinion. Besides, the post-reading activity is to offer the most consistent approach since the teacher provides a greater activity that will help the learners reflect their understanding and reflect on the text that they have observed such as a greater variety of creative task that can help the students relate their experience, prior knowledge, view, perception to the task.

In this research, the teacher asked the students to do the reflection about what they learned, what they got from the story, then concluded what the story told about while showing the pictures of comic strips.

2.5 The Previous Researches Review

There were three previous researches about the use of comic strips as the media in teaching reading comprehension conducted by: Soviyah and Wulandari (2017), Pradana (2017) and Awalta et al., (2015).

The first research was an experimental research conducted by Soviyah and Wulandari (2017) who used comic strips as media to teach reading comprehension that included the seventh grade students of 7B as the control class and 7C as the experimental class. The result of this research showed that there was a significant effect on the seventh grade students' reading comprehension achievement on descriptive text at SMPN 9 Yogyakarta. It can be proved from the result of the pre-test (52.80) and the mean score of the post-test (75.45).

The second research was an experimental research conducted by Pradana (2017) who used comic strips as media to teach reading comprehension that included the seventh grade students of SMPN 3 Pagedongan. There were 23

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students as the experimental class and also 23 students as the control class. The result of post-test showed that sig (2-tailed) stated 0.001 that was less than sig 0.005. Therefore, it can be said that there was a significant effect of using comic strips on the seventh grade students' reading comprehension achievement on descriptive text at SMPN 3 Pagedongan.

The third research was an experimental research conducted by Awalta et al., (2015) who used comic strips as media to teach reading comprehension on descriptive text. The participants of this research were the 7B and 7C classes. The mean score of post-test showed 0.61 that was larger than 0.51 but less than 1.00 and could be categorized as moderate. Therefore, it can be said that there was a significant effect of teaching reading comprehension on descriptive text through comic strips at SMP Negeri 22 Pontianak.

Dealing with the explanation above, there was a similarity among those previous researches and the present research that was, using comic strips as teaching and learning media. The differences were: (1) The participants of the research. Those previous researches were conducted on the seventh grade students. Therefore, the present research was conducted on the eighth grade students; (2) The genre of of texts. Those previous researches used descriptive text as the learning material but the present research used narrative text as the learning material; (3) The research design. Those previous researches received the treatment twice but the present research received the treatment three times.

2.6 Research Hypothesis

Based on the research problem and the review of related literature above, the hypothesis of this research was formulated as follows: "There was a significant effect of using comic strips on the eighth grade students' reading comprehension achievement".

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CHAPTER III. RESEARCH METHODS

This chapter presents the methods to conduct this research. It includes research design, research context, research participants, data collection methods and data analysis method. All of them are discussed respectively below.

3.1 Research Design

The objective of this research was to investigate whether or not there was a significant effect of using comic strips on the eighth grade students' reading comprehension achievement at SMPN 2 Siliragung. The researcher used quasi experimental design with post-test only design. According to Cresswell (2012), in the experimental research, the researcher tests a procedure in order to determine whether or not it gives a significant effect on the dependent variable. In the quasi experimental research, there were two classes that were chosen as the participants. One class as the experimental class and the other class as the control class. The two classes were chosen as the participants who were determined by using cluster random sampling based on the result of homogeneity test. The result of the homogeneity test was heterogeneous. So, the two classes were chosen as the experimental and the control classes which had the closest mean scores. The experimental class received the treatment that was taught reading comprehension by using comic strips. Meanwhile, the control class did not receive the treatment, but it was taught reading comprehension by using picture series usually used by the English teacher in teaching reading comprehension. The treatments were conducted in three meetings for both classes. After the treatments, the two classes were given reading comprehension test in the form of objective test. Then, the result of reading comprehension test was compared to find the mean difference. The diagram of the design can be illustrated as follows:

Group	Treatment	Post-Test
A	→ **X** →	O
B	→	O

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Notes: A : Experimental Class
B : Control Class
X : Treatment
O : Post Test (Creswell, 2012: 310).

The procedures of the research design were as follows:

1. Administering a homogeneity test to all classes of eighth grade students at SMPN 2 Siliragung in the academic year 2020/2021.
2. Analyzing the scores of homogeneity test by using Analysis of Variance (ANOVA).
3. Determining the two classes to be the experimental class and the control class based on the result of homogeneity test. The result of homogeneity test was heterogeneous because the significant level was lower than the significant degree (0.05).
4. Giving treatments to the experimental class by teaching reading comprehension using comic strips while the control class was taught reading comprehension by using picture series usually used by the English teacher.
5. Giving the try out test to one of the classes that did not belong to the experimental and the control classes. The purpose of giving try out test was to know whether the test met the criteria or not in which the test had to appropriate with the content validity, the reliability, and the difficulty index of the test.
6. Revising the post-test based on the result of try out test.
7. Giving the post-test to both of classes, the experimental and the control classes after the treatments with the same material and the same time allocation.
8. Analyzing the result of the post-test scores by using t-test formula in SPSS (Statistical Package for the Social Sciences) to know whether or not there was a significant difference of mean scores of the two classes.
9. Drawing conclusion whether or not the use of comic strips on the eighth grade students' reading comprehension achievement had a significant effect based on the data analysis to answer the research problem.

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3.2 The Research Context

This research was conducted at SMPN 2 Siliragung located in Banyuwangi. According to McMillan (1992), purposive method refers to a method that is used to select particular elements from the population that must be representative and informative with the topic. Thus, a purposive method is a method employed in choosing a research area based on a certain purpose or reason. The researcher chose this school as the research area because of some reasons as follows: (1) The English teacher never taught reading comprehension by using comic strips for the eighth grade students. Based on the information collected by the researcher through interview with the English teacher, the teacher usually teaches the students by using picture series. (2) The Headmaster and the English teacher gave permission to conduct this experimental research at SMP Negeri 2 Siliragung.

3.3 Research Participants

The participants of this research were the eighth grade students of SMPN 2 Siliragung in the 2020/2021 academic year. According to the information collected by the researcher through interview with the English teacher, there were five classes of the eighth grade students (A to E) with about 32 students for each class. In this research, the researcher chose two classes of the eighth grade which were selected as the experimental and the control classes based on the result of homogeneity test. The purpose of determining the research participants was to collect the data that was required in this research. The participants were determined after administering the homogeneity test. The homogeneity test was administered to five classes of the eighth grade students at SMPN 2 Siliragung. The researcher analyzed the data by using ANOVA (Analysis of Variance) on SPSS (Statistical package for the social sciences) to know whether the population was homogeneous or not. The result of the homogeneity test was heterogeneous because the significant value of the Anova was lower than 0.05. So, the participants were chosen from the two classes who had the closest mean score, those were VIII B and VIII E classes.

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3.4 Data Collection Methods

In conducting the research, it was important for the researcher to collect the data. The data collection method was used to collect the data concerning with the research problem. The data of this research was the students' reading comprehension scores. The students' reading comprehension scores was collected by using reading comprehension test as the primary data, whereas the interview and documentation were collected to get the secondary data. The following parts are the discussions.

3.4.1 Reading Comprehension Test

a. Homogeneity Test, Try Out, and Post-Test

Homogeneity test was the test to decide which classes belonged to the experimental and the control classes. In this research the homogeneity test was given to the five classes of the eighth grade students. The test was given in the form of multiple choice that consisted of 20 test items with 4 options. The result of homogeneity test was analyzed by using ANOVA to know whether the result of homogeneity test was homogeneous or not. The result of homogeneity test can be seen in Table 4.2. The result of the Anova analysis showed that the significant was lower than 0.05. So, the population of the research was heterogeneous, then two classes which had the closest mean scores were chosen as the participants of the research.

Try out test was given to the class that did not belong to the experimental and the control classes. According to Djiwandono (1996), the purpose of administering the try out test is to know the test validity, the reliability coefficient of the test and the difficulty index of the test items. Try out test was conducted after the researcher gave the treatments to both of the classes (experimental and control classes). In conducting the try out test, the researcher used the objective test in the form of multiple choice test that consisted of 25 test items of multiple choice questions with 4 options and 10 test items in the form of true/false statements, so the total number of the try-out test was 35 items.

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The reading comprehension post-test in this research was conducted to know whether the use of comic strips on the eighth grade students' reading comprehension achievement had a significant effect or not. Reading comprehension post-test was given to both of the classes (experimental and control classes) after the researcher gave the treatments. The researcher conducted the post-test to the experimental class after they received the treatments that was taught by using comic strips. Meanwhile, the control class was given the post-test after the students were taught reading comprehension by using picture series usually used by the English teacher. The test consisted of 20 test items of multiple choice questions with 4 options and 10 test items in the form of true/false statements, so the total number of the test items was 30 items. This post-test was given to the experimental and the control classes after the researcher conducted the try out test. Therefore, it was important for the researcher to consider about the validity, the reliability, the difficulty index, the instructions and the time allocation that was used in the post test.

b. The Validity of the Test

Test can be said as a good test if the test meets the criteria in which the test must be valid. According to Hughes (2003), the test can be said as a valid test if it measures what is intended to be measured. Heaton (1990) classifies validity into 4 types, that is, face validity, content validity, construct validity and empirical validity. In order to know the students' reading comprehension achievement, the researcher conducted the reading comprehension test that had to be based on the content validity. The test can be said has content validity if the test contains a representative sample of the course. In this case, the curriculum that the English teacher uses is the 2013 Curriculum (Kurikulum 2013/ K-13) as the basic course to teach English. Therefore, in this research the material that contained on the reading comprehension constructed based on the basic competence stated in the 2013 Curriculum (Kurikulum 2013/ K-13). Besides, the test items were constructed based on the indicators to be measured in reading comprehension achievement covering: word comprehension, sentence comprehension and text comprehension.

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c. The Reliability of the Test

Test can be said as a good test if the test meets the criteria that must be reliable. According to Hughes (2003) the test can be said as a reliable test if the result of the test is consistent. It means that the result of the test should be consistent whenever the test will be administered. It can be seen from the result of the reliability coefficient.

The result of try-out test was analyzed by using SPSS calculating system. The procedures of the analysis were as follows.

1. Open SPSS Program
2. Set the name of the variables in the variable view (Name Q1 for the question 1, Q2 for the question 2 and soon)
3. Choose data view to set the data based on the variables, those were the initial name of the students and question 1 to question 35 (give score 1 for the correct answer of each items and 0 for the wrong one)
4. Click Analyze, scale, reliability analysis
5. Move variable question 1 to question 35 to “items” column
6. Click model, choose “Alpha”
7. Click OK
8. Categorize the result of reliability coefficient based on the criteria of reliability written by Sudijono as follows.

Criteria of Reliability	
0.90-1.00	= very high
0.70-0.89	= high
0.50-0.69	= fair
0.30-0.49	= low

(Sudijono, 1996: 229).

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d. The Difficulty Index

It was important for the researcher to determine which items of the try out test that had to be used as the reading comprehension post-test for both of the classes (the experimental and the control classes). As stated by Heaton (1990), the difficulty index of test items shows how each items will be categorized as: too easy, difficult or fair. In order to know whether the test item belongs to: too easy, fair or difficult, the researcher analyzed each items of the test by using the formula as follows:

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

Notes: FV= Facility Value (the difficulty index)
R = the number of students who answer the question correctly
N = the number of students who take the test

Criteria of the Difficulty Index:

0.00-0.19	= difficult
0.20- 0.80	= fair
0.81-1.00	= easy

(Djiwandono, 1996:141)

3.4.2 Interview

According to McMillan (1992), Interview is the form of data collection in which questions are asked orally and the subjects' responses are recorded. McMillan (1992) classifies interview into three types, namely structured interview, unstructured interview, and semi structured interview. Structured interview refers to a type of interview in which the interviewer asks the questions based on the scenario or list of questions; unstructured interview refers to a type of interview in which the interviewer asks the questions which are not based on the scenario or list of questions; and semi structured interview refers to interview that contains the series of open ended questions. In this research, the researcher used semi structured

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interview to collect the secondary data. Although it used an interview guide, the interviewer still could develop the question to gain information deeply. In this research, the interview was conducted as the preliminary study to obtain the information about the curriculum, the textbooks and the media used by the English teacher of the eighth grade in teaching reading comprehension at SMPN 2 Siliragung. The result of interview can be seen in *Appendix C*.

3.4.3 Documentation

Documentation is a method that is used to obtain the data from the written documents, such as notes, soft file, books and other documents. Arikunto (2010) defines documentation as collecting data from the written things which can be in the form of transcript, books, newspapers or magazines. In this research, the documentation was used as the supporting data related to the list of the participants' initial names (the experimental and the control classes).

3.5 Data Analysis Method

The data of this research was conducted from reading comprehension achievement test and the data were analyzed by using t-test with SPSS (Statistical package for the social sciences) to find whether or not there was a significant effect of using comic strips on the students' reading comprehension achievement. The formula of t-test was as follows:

1. open the SPSS program.
2. set the data in the variable view.
3. enter the data
4. click Analyze, Compare Means, Independent-Sample t-Testclick the variable that is examined in column test variable(s)
5. click Options and make sure the confidence interval 95% on confidence interval percentage and code exclude cause analysis by analysis then click continue
6. click Ok

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If the probabilities (P_{sig}) ≤ 0.05 the null hypothesis (Ho) was rejected and the alternative hypothesis (h_a) was accepted; which means that there was a significant effect of using comic strips on the eighth grade students' reading comprehension achievement at SMPN 2 Siliragung.

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CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research findings and suggestions. The suggestions are proposed for the English teacher, the students, and future researchers.

5.1 Conclusion

Regarding to the results of the data analysis and the hypothesis verification discussed in the previous chapter, it can be concluded that there was a significant effect of using comic strips on the eighth grade students' reading comprehension achievement at SMPN 2 Siliragung

5.2 Suggestions

Since teaching reading comprehension by using comic strips gave a significant effect on the eighth grade students' reading comprehension achievement at SMPN 2 Siliragung, this research hopefully will be useful for the following people:

5.2.1 The English Teacher

It is suggested for the English teacher to build the students' reading comprehension achievement by using comic strips as the teaching media. Even though they learnt through online class, they could still show their enthusiasm in competing to answer questions given by the researcher and showed their interest in reading the narrative text in the form of comic strips because of the interesting images. Furthermore, when they can learn reading comprehension in the classroom they will more active in the class than when they learn through the zoom meeting as what they did. Therefore, it is hoped that comic strips can be used by the English teacher when the pandemic of the corona virus is over.

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5.2.2 The Students

It is suggested that the students can use comic strips in learning reading comprehension because they can help them comprehend the concept of the reading text easily.

5.2.3 Future Researchers

It is suggested for future researchers to conduct the research in a longer period of time in giving the treatments, in order to gain a better result since this research only took 3 meetings that were conducted online. Therefore, it is requested for future researchers to conduct the research in one full semester. It is also expected that the result of this research can be used as a consideration to conduct a research dealing with the similar topic but using different research design, different level of students and different text genres for example, the use of comic strips to improve the tenth grade students' reading comprehension achievement on recount text.

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Appendix A **RESEARCH MATRIX**

TITLE	RESEARCH PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	HYPOTHESIS
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** • The use of comic strips in teaching reading comprehension achievement. **2. Dependent** • The eighth grade students' reading comprehension achievement.	1. Teaching reading comprehension by using comic strips: • Motivating • Visual • Permanent • Intermediary • Popular *(Yang, 2003:1)* 2. Students' scores of reading comprehension achievement test covering: • Word comprehension • Sentence comprehension • Text comprehension	**1. Participants** • The eighth grade students of SMPN 2 Siliragung in the 2020/2021 Academic Year. **2. Informant** The English teacher of the eighth grade students at SMPN 2 Siliragung. **3. Documents** • The list of the initial names of the participants	**1. Research Design** Quasi Experimental Research with the Post-test only design. *(Creswell, 2012:310)* **2. Area Determination Method** Purposive Method **3. Respondent Determination Method** Cluster Random Sampling **4. Data Collection Methods** a. Primary data: Reading test b. Secondary data: Interview Documents	There is a significant effect of using comic strips on the eighth grade students' reading comprehension achievement.

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					5. Data Analysis The data collected will be analyzed by independent t-test. The calculation of t-test will be done by using SPSS (Statistical Package for Social Science)	

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Appendix B

The Schedule of the Research

No.	Activities	Date
1.	Interviewing the English teacher	December 17th, 2019
2.	Taking the documentation	December 18th, 2019
3.	Administering the homogeneity test to all classes of the eighth grade students via Online	August 5th, 2020
4.	Analyzing the scores of the homogeneity test by using SPSS.	August 6th, 2020
5.	Giving the treatments to the Experimental class via online	August 10th, August 17th and August 24th, 2020
6.	Giving the treatments to the control class via online	August 12th, August 19th and August 26th, 2020.
7.	Administering the try out test via online	August 26th, 2020
8.	Analyzing the result of the try out test	August 27th, 2020
9.	Administering the post-test for the experimental and control classes via online	August 29th, 2020
10.	Analyzing the result of the post-test scores by using t-test formula on SPSS	September 2th, 2020
11.	Drawing conclusion.	September 2th, 2020

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Appendix C

The Guideline of the Secondary Data Instruments

A. Interview Guide

No.	The Research Questions	Source
1.	What curriculum do you use in teaching English?	The English teacher of the eighth grade of SMPN 2 Siliragung
2.	How many classes are there in this school?	
3.	How often do you teach English for each class in a week?	
4.	What resources / materials do you use to teach reading comprehension to the students?	
5.	What media do you apply in teaching reading comprehension?	
6.	Have you ever used comic strips in teaching reading comprehension?	
7.	Why have you never use comic strips in teaching reading comprehension?	

B. Documentation Guide

Data	Source
The total number of the participants and the initial names of the participants.	The school documents

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The Guideline of the Secondary Data Instruments

A. Interview Guide

No.	The Research Questions	The teacher's responses
1.	What curriculum do you use in teaching English?	The 2013 Curriculum
2.	How many classes are there in this school?	There are six classes
3.	How often do you teach English for each class in a week?	Twice a week
4.	What resources / materials do you use to teach reading comprehension to the students?	I usually use the book "When English Rings a Bell" and "Bright: An English Course for Junior High Students 2"
5.	What media do you apply in teaching reading comprehension?	I just apply pictures series as media in teaching reading comprehension
6.	Have you ever used comic strips in teaching reading comprehension?	I never use comic strips in teaching reading comprehension
7.	Why have you never use comic strips in teaching reading comprehension?	Because I have never heard and I have never known about comic Strips

B. Documentation Guide

Data	Source
The total number of the participants and the initial names of the participants.	The school documents

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Appendix D

READING COMPREHENSION ACHIEVEMENT TEST

HOMOGENEITY TEST

School	: SMPN 2 Siliragung
Subject	: English
Class/Semester	: VIII /2
Type of text	: Narrative Text
Theme	: Fable
Language Skill	: Reading Comprehension
Academic Year	: 2020/2021
Time Allocation	: 25 minutes

Choose the best answer for the following questions based on the text given by crossing

a, b, c, or d on the Answer sheet!
This text below is for numbers 1 to 10

The Mousedeer and the Crocodiles

One day, a mousedeer saw a lot of fruits on the other side of the river. He wanted to eat them but he could not cross the river. There were many crocodiles there, but there was no bridge across the river.

The Mousedeer suddenly had an idea. He stood on the river side and called out. “Hello. Is anybody there?” The crocodile heard him. He swam fast to meet the Mousedeer and answered, “Hello, Mousedeer. How are you? Please come in.” said the crocodile pretended to be friendly. He had a plan. As soon as the Mousedeer got near, he would snap him and eat him for breakfast. But the Mousedeer was standing on top of a big stone. In a proud voice he said, “Crocodile, I ’m here to do the King’s order. The King will give away free meat to all crocodiles. He has sent me to count the number of all the crocodiles here.”

The Crocodile was so happy that he forgot his plan to eat the Mousedeer. “Really? How will you count us?” “Please call all your family, relatives, friends and neighbours. Tell them to line up from here to the other side of the river,” ordered the Mousedeer. Before long , all the crocodiles were in a long line across the river. Then, the Mousedeer jumped onto the back of one crocodile to another, counting loudly “One, Two, Three, Four.” When he got to the last crocodile he said “One hundred!” and

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quickly jumped up to the land. “How many are we?” asked the crocodile. “One hundred. Hahaha , I fooled you! Thanks for giving me a bridge to cross the river. Bye!”

(*Buku Guru Bahasa Inggris: When English Rings a Bell)*

1. Why did the mousedeer want to cross the river?
   a. Because he wanted to play with the crocodiles
   b. Because he hated the crocodiles
   c. Because he wanted to eat some fruits
   d. Because he wanted to count the crocodiles

2. The Mousedeer suddenly had an idea. He stood on the river side and called out. “Hello. Is anybody there?” The crocodile heard **him.** The underlined word refers to…….
   a. The crocodile
   b. The mousedeer
   c. The mousedeer and the crocodile
   d. All the crocodiles

3. What is the main idea of paragraph 2?
   a. The mousedeer started to run his clever idea
   b. The mousedeer called out the crocodiles
   c. The crocodile pretended to be friendly to the mousedeer
   d. The crocodile had a plan to eat the mousedeer

4. What did the mousedeer say to make the crocodile believe him?
   a. The mousedeer would give them some food
   b. The mousedeer would give them some fruits
   c. The crocodile would be crowned as the king
   d. The king would give them meat to all the crocodiles

5. What is the moral value of the story about the mousedeer and the crocodiles?
   a. Do anything without hesitation
   b. Be a good person
   c. Don’t do the prank to your friends
   d. Be a smart person

6. What did you know about the mousedeer?
   a. The mousedeer was smart but cheated the crocodiles.
   b. The mousedeer had a good behavior

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c. The mousedeer was the cleverest animal in the forest
d. The mousedeer was happy everyday

7. "Please call all your family, **relatives**, friends, neighbours". The underlined word has the similar meaning with the word?
   a. big family
   b. nuclear family
   c. the closest family
   d. parents

8. What is the main idea of the last paragraph?
   a. The crocodile was so happy until he forgot his plan.
   b. The crocodile succeeded to eat the mousedeer
   c. The mousedeer succeeded to cross the river
   d. The mousedeer counted the crocodiles until one hundred

9. "One hundred. Hahaha , I **fooled** you!. The underlined word can be replaced by the word ……
   a. asked
   b. helped
   c. cheated
   d. ordered

10. What was the story about?
    a. The mousedeer counted the number of crocodiles
    b. The friendship between the mousedeer and the crocodile
    c. The smart mousedeer and the silly crocodiles
    d. The struggle of the mousedeer across the river

This text below is for number 11 to 20

The Lion and the Mouse

Once upon a time, there lived a lion who ruled the forest. One day after eating his meal, the lion slept under a tree. A little mouse saw him and thought it would be fun to play on him. He began running up and down the sleeping lion. He ran up and slid down the tail. The lion woke up angrily with a loud roar. He grabbed the mouse with his huge paw. The mouse struggled but could not escape. The lion opened his big

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jaws to swallow him. The mouse was very scared. “Oh king, I am very scared. Please don’t eat me. Forgive me this time. Please let me go. I shall never forget it and maybe one day I can help you,” said the mouse. The lion was so amused by the idea of the mouse being able to help him that he lifted up his paw and let him go. “Thank you king, I will never forget your kindness,” said the mouse. The lion replied,” you are lucky my friend that I’ve just eaten. Now go! But don’t mess with me again or I will eat you roaaaar”.

A Few days later, the lion was roaming the jungle. Hunters set a trap to catch the lion. The hunters hid behind the tree waiting for the lion to approach the trap. As he did the hunters pulled the ropes and caught him in the net. The lion started to roar loudly and tried to escape but the hunters fastened the net. They went back to the village to bring a cart to transport the lion. The lion was still roaring loudly. All the animals including the mouse heard the roar. “The king is in trouble,” I must return the favor,” said the mouse. He soon reached the lion. “Don’t worry my king. I will set you free” said the mouse. He climbed up the trap and used his sharp little teeth to bite through the ropes.

Finally he freed the lion from the trap. The lion realized that even a little mouse can be a great help. “Thank you mouse” said the lion to the mouse. “I will never trouble you again. Live happily in my forest. You save the king’s life. Now you are the prince of this forest” said the lion to the mouse. “Thank you king. Bye, see you soon,” replied the mouse. “Oh… where are you going?” do you want to play on me and slide down on my tail?” asked the lion. Yeay…,” said the mouse while climbing up to the lion’s tail. The mouse started jumping on his back and sliding down his tail. After a while, the hunters came back with a big cart to carry the lion. The lion and the mouse saw them and started running towards them. The lion gave a big roar. “Roarr The lion was angry. The hunters were terrified and ran away back to the village. The lion and the mouse became friends forever.

(Source: http://youtu.be/GxcGVCEEdcU)

11. Who woke the lion up when he was sleeping?
    a. The hunters
    b. The mouse deer
    c. The mouse
    d. The goat

12. What did the lion do after the mouse woke him up?
    a. He went back to sleep
    b. He was angry and ate the mouse

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c. He let the mouse go away
d. He grabbed the mouse with his huge paw

13. " The lion was so amused by the idea of the mouse being able to help him" what does the sentence mean?
a. The lion was happy to hear that the mouse would help him another time.
b. The lion was sad because the mouse was so lonely
c. The lion was surprised because the mouse was so kind
d. The lion was so kind to the mouse

14. Now go! But don't **mess** with me again or I will eat you". What is the synonym of the underlined word?
a. play c. come
b. disturb d. woke

15. What did the mouse do to save the lion's life?
a. The mouse climbed up the trap
b. The mouse bit the hunters' feet with his sharp teeth
c. The mouse bit the ropes with his sharp teeth
d. The mouse ran up to ask for help

16. "The king is in trouble". which sentences have a similar meaning with the underlined sentence?
a. The king is angry
b. The king is so scared
c. The king is so sad
d. The king has a problem

17. What was the story about?
a. The friendship of the mouse and the lion
b. The friendship between the mouse and the tiger
c. The hunters and the king of forest
d. The struggle of the mouse to survive due to the hunters

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18. What is the moral value of the story?
    a. Make friends with anyone to ask for help
    b. Do not think that you are the smartest in the world
    c. Do not underestimate someone who you think is weaker than you
    d. Everything will be ok if you have a good friend

19. What did the lion do when the hunters came back to carry him again?
    a. The lion started running towards the hunters and gave a big roar
    b. The lion bit the hunters until they ran
    c. The lion asked the mouse to help him
    d. The lion ran away from the hunters

20. The hunters were **terrified** and ran away back to the village. What is the synonym of the underlined word?
    a. disturbed
    b. frightened
    c. unafraid
    d. upset

a. Answer Key

1. C	11.C
2. B	12.D
3. A	13.A
4. D	14.B
5. D	15.C
6. A	16.D
7. A	17.A
8. C	18.C
9. C	19.A
10. C	20.B

b. Scoring of the Test Items

N= n/20 X 100 =

N= Student's score
n= the number of correct answer

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Appendix E

THE RESULT OF HOMOGENEITY TEST

THE RESULT OF HOMOGENEITY TEST					
No.	CLASS A	CLASS B	CLASS C	CLASS D	CLASS E
1	60	50	30	50	75
2	30	40	45	50	50
3	80	55	25	55	50
4	30	30	0	60	20
5	85	45	75	25	40
6	75	25	30	40	0
7	80	55	35	45	15
8	65	60	40	60	60
9	80	30	50	65	30
10	50	10	60	70	75
11	85	35	60	40	45
12	30	70	45	30	75
13	75	45	70	40	20
14	25	30	50	30	40
15	90	60	70	0	70
16	85	50	75	20	60
17	60	15	60	40	75
18	50	60	45	45	45
19	50	60	25	20	55
20	50	40	65	35	50
21	55	30	45	60	0
22	70	70	35	0	40
23	90	55	70	70	25
24	65	65	70	20	30
25	65	60	60	50	45
26	70	25	20	70	60
27	30	55	65	25	65
28	55	40	45	80	45
29	40	35	30	50	70
30	50	55	45	25	45
31	65	45	60	30	45
32		60	70	65	50
Total	1890	1460	1570	1365	1470

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Appendix F

The Initial Names of the Participants of the Experimental and the Control Classes

No	Experimental Class VIII B		Control Class VIII E	
	Initial Names	Gender	Initial Names	Gender
1	ASC	Female	AR	Male
2	AYP	Male	AW	Male
3	BM	Female	A	Female
4	BSNP	Female	AA	Male
5	BAN	Female	AEP	Male
6	CTA	Male	ABA	Male
7	CDPA	Female	CPL	Female
8	EVR	Female	DAA	Female
9	EFN	Female	DA	Male
10	FED	Male	DDS	Male
11	GCR	Male	EAD	Female
12	GS	Male	ENM	Female
13	HBF	Male	FMR	Male
14	IWSD	Female	GSTN	Male
15	JDA	Female	IK	Female
16	KDN	Female	IE	Female
17	LED	Female	JMF	Female
18	MACS	Male	JLA	Female
19	NWG	Female	KAK	Female
20	NUN	Female	MABP	Female
21	NFP	Female	MA	Female
22	NCR	Female	MFDK	Male
23	PBA	Male	NTA	Female
24	RKWA	Female	NN	Female
25	RKS	Male	NS	Female
26	SNI	Female	NL	Female
27	SAM	Female	PR	Female
28	SA	Female	RM	Female
29	SFSP	Female	RD	Female
30	TEP	Male	RP	Male
31	WA	Male	RDW	Male
32	WN	Male	SC	Female

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Appendix G

LESSON PLAN (MEETING 1)

School : SMPN 2 Siliragung
Subject : English
Class/Semester : VIII /2
Type of text : Narrative Text
Theme : Fable
Sub-Theme : The Peacock and the Crane
Language Skill : Reading Comprehension
Academic Year : 2020/2021
Time Allocation : 2 x 40 minutes

A. Core Competence

KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI. 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan.

KI.3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Achievement Indicators

BASIC COMPETENCE	INDICATORS
3.14 Memahami fungsi social, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fable, sesuai dengan konteks penggunaannya.	*3.14.1* Identifying the generic structures and the language features based on the story entitled *" The Peacock and The Crane"* 3.14.2 Finding the unfamiliar words from the story. 3.14.3 Finding the meanings of the unfamiliar words
4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fable pendek dan sederhana penggunaannya.	3.18.1 Answering word, sentence and text comprehension questions in the forms of multiple choice and true false statements.

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C. Learning Objectives

After learning the material, the students will be able to:

1. identify the generic structures and the language features based on the story entitled "*The Peacock and The Crane"* appropriately.
2. find the unfamiliar words from the story, and then find the meanings of the unfamiliar words properly.
3. answer word, sentence and text comprehension questions in the forms of multiple choice and true false statements correctly.

D. Learning Materials

- **The Definition of Narrative Text**

  A narrative text is an imaginative story used to entertain people or the readers that consists of the act of action or events in the past.

- **Social Function of Narrative text**

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

- **The Generic Structures of Narrative Text**

  Orientation :In this part the writer tries to introduce the characters that involve in the story. The indicators generally given are: where the action is located and when it takes place.

  Complication (Sequence of Events) : In this part, there will be some problems that must be faced by the main characters. The complication will make the story more exciting to be followed by the readers. The complication usually appears in the middle of the story.

  Resolution : Where the problem in the story is solved by the main characters, whether the problem of the story is a happy ending or a sad ending.

  Coda: The lesson that the readers can learn from the story, it consists of a moral value of the story.

- **The Language Features of Narrative Text**

  Using simple past tense (Verb 2): she ate the apple
  Using action verbs (verbs that show an action): kick, jump and etc.
  Using temporal conjunction: one day
  Using direct speech: she said," My name is Tarzan"

E. Learning Method

1. Approach : Scientific approach
2. Technique : Three Phase Technique (Pre-reading, while-reading and post-reading activities) and discussion.

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F. Learning Media and Tools

1. Media : Comic Strips (for the experimental class)
   Picture Series (for the control class)
2. Tools : Board-markers, a white board, and students' worksheet

G. Learning Sources:

1. Kementerian Pendidikan dan Kebudayaan. 2017. *Buku Guru Bahasa Inggris: When English Rings a Bell.* Jakarta: Kementerian Pendidikan dan Kebudayaan**.**
2. Kementerian Pendidikan dan Kebudayaan. 2017. *Buku Siswa Bahasa Inggris: When English Rings a Bell*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
3. Zaida N. 2016. Bright: An English Course for Junior High Students 2. Jakarta: Erlangga.
4. Other sources from the Internet.

H. Teaching and Learning Activities

Meeting 1 (2 x 40 minutes)

Experimental Class		**Control Class**	
No	**Activities**	**Activities**	**Time**
	Set Induction	Set Induction	
1. 2. 3. 4. 5. 6.	Greeting the students Checking the students' attendance Showing the pictures related to the topic. (*Showing the pictures of the peacock and the crane one by one)* Asking leading questions related to the topic Giving riddles about *"The Peacock and the Crane"* and asking the students to guess what kind of animals stated in the riddles. Stating the learning objectives (All activities in the set induction was done face to face through the zoom application)	• Greeting the students • Checking the students' attendance • Showing the pictures related to the topic. (*Showing the pictures of the peacock and the crane one by one)* • Asking leading questions related to the topic • Giving riddles about *"The Peacock and the Crane"* and asking the students to guess what kind of animals stated in the riddles. • Stating the learning objectives (All activities in the set induction was done face to face through the zoom application)	10'

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No	**Pre-Reading**	**Pre-Reading**	10’
	Observing	**Observing**	
1. 2.	Sharing the reading text entitled *“The Peacock and The Crane”* in the form of comic strips via Whats App. Reading the text in the form of comic strips entitled *“The Peacock and The Crane”* silently **(C.S 1.1)**	• Sharing the reading text entitled *“The Peacock and The Crane”* completed with pictures series via Whats App. • Reading the text entitled *“The Peacock and The Crane”* completed with picture series in the text silently. **(P.S 1.1)**	
	Questioning	**Questioning**	5’
	Guiding the students to ask some questions about social function, generic structures, the language features of the narrative text and etc.	Guiding the students to ask some questions about social function, generic structures, the language features of the narrative text and etc.	
	While-Reading	**While-Reading**	20’
	Experimenting	**Experimenting**	
1. 2. 3. 4.	Dividing the students into 8 groups (one group consists 4 students) Giving the students a video that explained about the definition, generic structures and language features of narrative text before doing their work with their group. Identifying the generic structures and the language features based on the story in the comic strips entitled “*The Peacock and The Crane*” ***(Worksheet 1.1)*** Finding the unfamiliar words from the story then find the meanings of those words. ***(Worksheet 1.1)***	• Dividing the students into 8 groups (one group consists of 4 students) • Giving the students a video that explained about the definition, generic structures and language features of narrative text before doing their work with their group. • Identifying the generic structures and the language features based on the story entitled “*The Peacock and The Crane”* ***(Worksheet 1.1)*** • Finding the unfamiliar words from the story then find the meanings of those words. ***(Worksheet 1.1)***	
	Associating	**Associating**	20’
	Answering word, sentence and text comprehension questions in the forms of multiple choice and true false statements. **(Worksheet 1.2)**	• Answering word, sentence and text comprehension questions in the forms of multiple choice and true false statements. ***(Worksheet 1.2)***	

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	Communicating	**Communicating**	10’
	Giving feedback to the students’ work after they presented their work (worksheet 1.1 and 1.2) by sending their work back completed with the correct answer.	Giving feedback to the students’ work after they presented their work (worksheet 1.1 and 1.2) by sending their work back completed with the correct answer.	
	Post-Reading	**Post-Reading**	5’
	Closure	**Closure**	
1. 2.	Giving the information to the students that they will learn the same material that is narrative text but with the different story for the next meeting via Whats App. Parting the students via Whats App	• Giving the information to the students that they will learn the same material that is narrative text but with the different story for the next meeting via Whats App. • Parting the students via Whats App	

I. LEARNING ASSESSMENT (enclosured)

1. Assessment
   An Excercise (Reading comprehension) : enclosured
2. Instrument Form
   Multiple choice and true false statements

Jember,… 2020

Researcher,

Ulfa Diaz Pratiwi
NIM: 16021040102

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Students' Activities

(Experimental Class)

(Set Induction)

A. Motivating the students by showing the pictures of The Peacock and the Crane.

(Picture 1)

(Picture 2)

Leading Questions.

1. Have you ever seen these animals?
2. What animal is it? (Picture 1)
3. What animal is it? (Picture 2)

B. Giving riddles about two animals (the peacock and the crane) to the students

The Peacock

Hi! I am an animal. I am one of the rare animals in Indonesia. I have crest on my head. My feathers are so beautiful, colorful and shiny. I have medium wings but I can't use my wings to fly. Can you guess, what I am?

The Crane

I am an animal. I have a long neck and long legs. I can fly around the world using my long wings. I have a long beak that I use to peck some fish. Can you guess, what I am?

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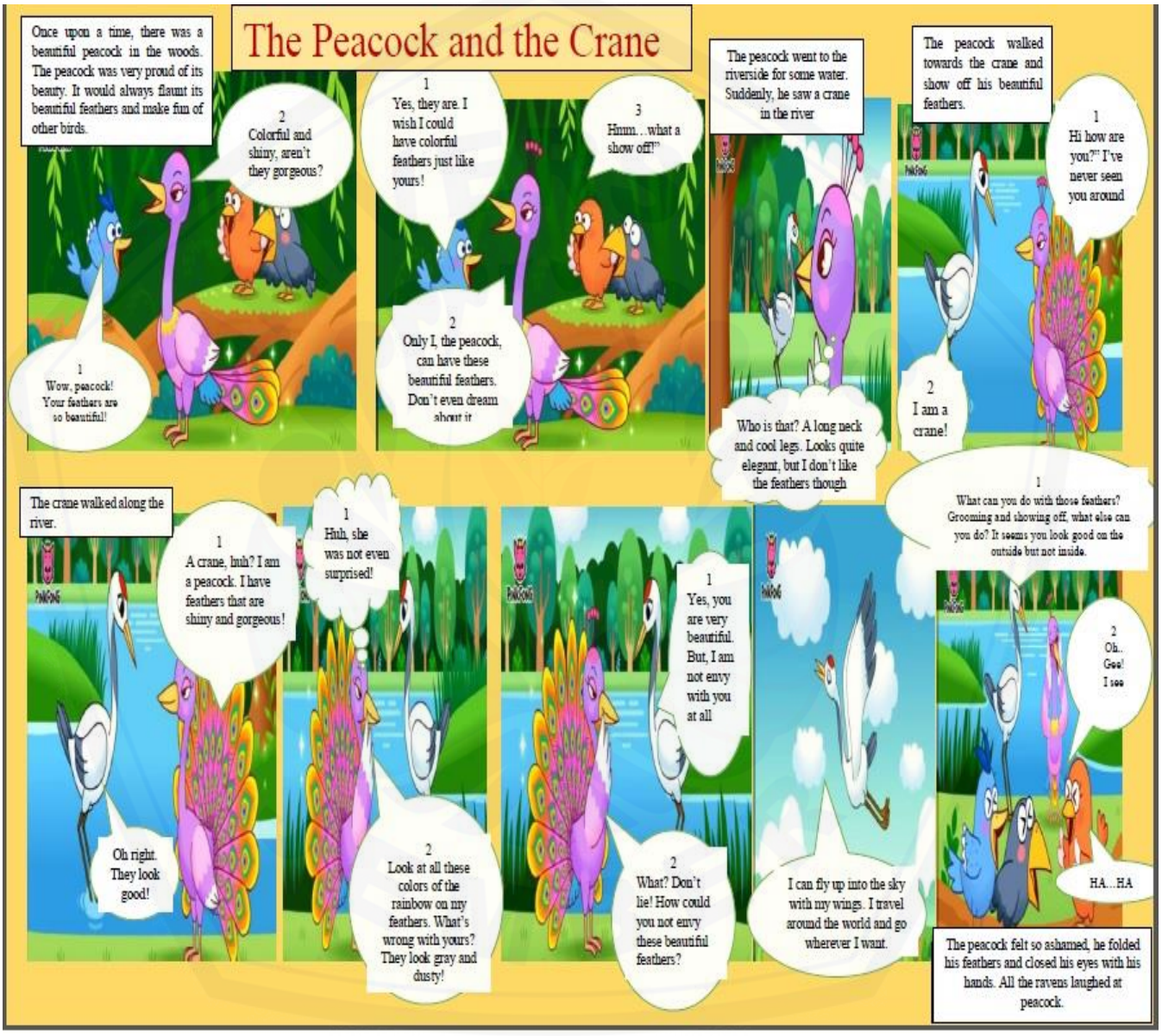
Pre-reading (Observing)

(Comic Strips 1.1)

C. Giving the story in the form of comic strips entitled "The peacock and The Crane"



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While-Reading

Worksheet (1.1)

STUDENT'S WORKSHEET 1

I. Instruction: Identify the generic structures and the language features based on the story entitled "*The Peacock and The Crane*"!

The Generic Structures of Narrative Text entitled "The peacock and The Crane"

Orientation	Complication	Resolution	Coda
• The characters of the story were: the peacock, the crane and the ravens. • The story took place in the woods and in the river	The peacock showed off his beautiful feathers to the crane.	The crane was not envy with peacock at all, even though she explained to the peacock that she could fly up into the sky, traveled around the world and went wherever she wanted to go.	• The coda of this story is don't judge your friends by its cover like what the peacock has done.

The Language Features of Narrative Text entitled "The Peacock and The Crane"

Nouns	Past Tense (Verb 2)	Adjectives	Temporal Conjunctions
1. The peacock and the crane 2. Woods 3. Feathers 4. Neck 5. Legs 6. The river 7. Eyes 8. Hands	**1.** Was **2.** Were **3.** Went **4.** Saw **5.** Walked **6.** Felt **7.** Folded	**1.** Beautiful **2.** Colorful **3.** Shiny **4.** Gorgeous **5.** Elegant	**1.** Suddenly **2.** When

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II. Instruction: Find the unfamiliar words from the story you have read then find the meanings of those words!

NO	UNFAMILIAR WORDS	MEANING
1. 2. 3. 4. 5. 6.	…… …… ……...	

Worksheet (1.2)

STUDENT'S WORKSHEET 2

TASK 1

Choose the correct answer of the following questions based on the comic strips entitled "The Peacock and The Crane"!

1. Who had beautiful feathers in the forest?
   a. The crane
   b. The peacock
   c. The raven
   d. The dove

2. It would always **flaunt** its beautiful feathers. What is the synonym of the underlined word?
   a. fly off
   b. fall off
   c. drop off
   d. show off

3. What does the peacocks' feathers look like?
   a. They are white and dusty
   b. They are black and white
   c. They are colorful and shiny
   d. They are bright and smooth

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4. How did the crane look like based on the story?
   a. The crane had a short neck and cool legs
   b. The crane had a long neck and cool legs
   c. The crane had a short beak
   d. The cranes' feathers were so colorful

5. How many characters are there in the story?
   a. Six c. Two
   b. Three d. Five

6. "Looks quite **elegant**, but I don't like the feathers though,"…what is the opposite meaning of the underlined word?
   a. beautiful c. shining
   b. colorful d. awful

7. Which one of these statements is not correct based on the story?
   a. The crane could fly up into the sky
   b. The crane could go wherever it wants
   c. The crane could swim in the river.
   d. The crane could travel around the world.

8. The peacock felt so **ashamed.** What is the closest meaning of the underlined word?
   a. shy c. angry
   b. afraid d. beautiful

9. What is the moral value of the story?
   a. Never judge your friend
   b. Never be so proud of yourself
   c. Don't be so greedy
   d. Don't make your friends angry

10. "Yes they are, I wish I could have colorful feathers just like **yours**" said the raven. What does the underlined word refer to?
    a. the crane's feathers c. the peacock's feathers
    b. the raven's feathers d. the crane and the peacock's feathers

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TASK 2

Give a circle to the letter (T) if the statement is true and (F) if the statement is false based on the story!

1. The peacock was one of the animals who had beautiful feathers in the forest. (T/F)
2. The peacock saw the crane on the beach (T/F)
3. The crane did not like the peacocks' feathers (T/F)
4. The peacock said that the cranes' feathers looked gray and dusty (T/F)
5. "What can you do with those feathers? Grooming and **showing off**
   the underlined word has the similar meaning with the word **pulling off** (T/F)
6. The characters of the peacock was so calm (T/F)
7. The crane was not envy with the peacock because
   she felt that her feathers were more beautiful than hers (T/F)
8. The peacock was very proud of **its** beauty.
   The underlined word refers to **the peacock** (T/F)
9. "I have feathers that are **shiny** and gorgeous"
   the underlined word has the closest meaning with the word **bright** (T/F)
10. "How could you not **envy** these beautiful feathers?"
    the underlined word can be replaced by the word **jealous.** (T/F)

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Students' Activities

(Control Class)

(Set Induction)

A. Motivating the students by showing the pictures of the Peacock and the Crane.

(Picture 1)

(Picture 2)

Leading Questions.
1. Have you ever seen these animals?
2. What animal is it? (Picture 1)
3. What animal is it? (Picture 2)

B. Giving riddles about two animals (the peacock and the crane) to the students

The Peacock

Hi! I am an animal. I am one of the rare animals in Indonesia. I have crest on my head. My feathers are so beautiful, colorful and shiny. I have medium wings but I can't use my wings to fly. Can you guess, what I am?

The Crane

I am an animal. I have a long neck and long legs. I can fly around the world using my long wings. I have a long beak that I use to peck some fish. Can you guess, what I am?

Pre-reading (Observing)

(Picture Series 1.1)

C. Giving the story entitled "The peacock and The Crane" complete with picture series.

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The Peacock and the Crane

Once upon a time, there was a beautiful peacock in the woods. The peacock was very proud of its beauty. It would always flaunt its beautiful feathers and make fun of other birds. “Wow, peacock! Your feathers are so beautiful!” said the raven 1. “Colorful and shiny, aren’t they gorgeous?” asked the peacock. “Yes, they are. I wish I could have colorful feathers just like yours.” Replied the raven 2. “Ha..ha…Only I, the peacock, can have these beautiful feathers. Don’t even dream about it.” Said the peacock. “Hmm…what a show off!” cok…cok…” replied the raven 3.

The peacock went to the riverside for some water. Suddenly, he saw a crane in the river. “Who is that?” asked the peacock. “A long neck and cool legs. Looks quite elegant, but I don’t like the feathers though,” said the peacock

The peacock walked towards the crane and show off his beautiful feathers. “Hi how are you?” I’ve never seen you around” asked the peacock. “I am a crane” replied a crane. “A crane, huh? I am a peacock. I have feathers that are shiny and gorgeous” said the peacock while playing with his feathers. “Oh right. They look good” answered the crane.

The crane walked along the river. “Huh, she was not even surprised!” though the peacock. “Look at all these colors of the rainbow on my feathers. What’s wrong with yours? They look gray and dusty!” said the peacock. “Yes, you are very beautiful. But, I am not envy with you at all.” Replied the crane. “What? Don’t lie! How could you not envy these beautiful feathers?” asked the peacock.

“I can fly up into the sky with my wings. I travel around the world and go wherever I want.” Replied the crane. The peacock felt so ashamed. “What can you do with those feathers? Grooming and showing off, what else can you do? It seems you look good on the outside but not inside.

The peacock felt so ashamed, he folded his feathers. “Oh, gee. I see!” said the peacock while closing his eyes with his hands. “Ha…ha…ha….,” all the ravens laughed at the peacock.

(Source: http://www:youtube.com/pinkfong)

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While-Reading

Worksheet (1.1)

STUDENT'S WORKSHEET 1

I. Instruction: Identify the generic structures and the language features based on the story entitled "The peacock and the crane"

The Generic Structures of Narrative Text entitled "The peacock and The Crane"

Orientation	Complication	Resolution	Coda
• The characters of the story were: the peacock, the crane and the raven. • The story took place in the woods and in the river.	The peacock showed off his beautiful feathers to the crane.	The crane was not envy with the peacock at all, even though she explained to the peacock that she could fly up into the sky, traveled around the world and went wherever she wanted to go.	• The coda of this story is don't judge your friends by its cover like what the peacock has done.

The Language Features of Narrative Text entitled "The Peacock and The Crane"

Nouns	Past Tense (Verbs 2)	Adjectives	Temporal Conjunctions
1. The peacock and the crane 2. Woods 3. Feathers 4. Neck 5. Legs 6. The river 7. Eyes 8. Hands	1. Was 2. Were 3. Went 4. Saw 5. Walked 6. Felt 7. Folded	1. Beautiful 2. Colorful 3. Shiny 4. Gorgeous 5. Elegant	1. Suddenly 2. When

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II. Instruction: Find the unfamiliar words from the story you have read then find the meanings of those words!

NO	UNFAMILIAR WORDS	MEANING
1. 2. 3. 4. 5. 6.	…….. …….. ……	

Worksheet (1.2)

STUDENT'S WORKSHEET 2

TASK 1

Choose the correct answer of the following questions based on the text entitled "The Peacock and The Crane"!

1. Who had beautiful feathers in the forest?
   a. The crane
   b. The peacock
   c. The raven
   d. The dove

2. It would always **flaunt** its beautiful feathers. What is the synonym of the underlined word?
   a. fly off
   b. fall off
   c. drop off
   d. show off

3. What does the peacocks' feathers look like?
   a. They are white and dusty
   b. They are black and white
   c. They are colorful and shiny
   d. They are bright and smooth

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4. How did the crane look like based on the story?
   c. The crane had a short neck and cool legs
   d. The crane had a long neck and cool legs
   e. The crane had a short beak
   f. The cranes' feathers were so colorful

5. How many characters are there in the story?
   a. Six c. Two
   b. Three d. Five

6. "Looks quite **elegant**, but I don't like the feathers though,"…what is the opposite meaning of the underlined word?
   a. Beautiful c. shining
   b. Colorful d. awful

7. Which one of these statements is not correct based on the story?
   a. The crane could fly up into the sky
   b. The crane could go wherever it wants
   c. The crane could swim in the river.
   d. The crane could travel around the world.

8. The peacock felt so **ashamed.** What is the closest meaning of the underlined word?
   a. shy c. angry
   b. afraid d. beautiful

9. What is the moral value of the story?
   a. Never judge your friend
   b. Never be so proud of yourself
   c. Don't be so greedy
   d. Don't make your friends angry

10. "Yes they are, I wish I could have colorful feathers just like **yours**" said the raven. What does the underlined word refer to?
   a. The crane' s feathers c. the peacock' s feathers
   b. The raven's feathers d. the crane and the peacock's feathers

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TASK 2

Give a circle to the letter (T) if the statement is true and (F) if the statement is false based on the story!

1. The peacock was one of the animals who had beautiful feathers in the forest. (T/F)
2. The peacock saw the crane on the beach (T/F)
3. The crane did not like the peacocks' feathers (T/F)
4. The peacock said that the cranes' feathers looked gray and dusty (T/F)
5. "What can you do with those feathers? Grooming and **showing off**
   the underlined word has the similar meaning with the word **pulling off** (T/F)
6. The characters of the peacock was so calm (T/F)
7. The crane was not envy with the peacock because
   she felt that her feathers were more beautiful than hers (T/F)
8. The peacock was very proud of **its** beauty
   the underlined word refers to **the peacock** (T/F)
9. "I have feathers that are **shiny** and gorgeous"
   the underlined word has the closest meaning with the word **bright** (T/F)
10. "How could you not **envy** these beautiful feathers?"
    the underlined word can be replaced by the word **jealous.** (T/F)

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A. Answer Key

Worksheet 1.2 Multiple Choice		Worksheet 1.2 True/False	
1. B	6. D	1. T	6. F
2. D	7. C	2. F	7. F
3. C	8. A	3. F	8. T
4. B	9. B	4. T	9. T
5. D	10. C	5. F	10. T

Enclosed

B. The Distribution of the Task Items Worksheet 1.2

The Indicators of Reading Comprehension	Item Numbers	
	TASK 1	TASK 2
Word Comprehension	2,6,8	5,9,10
Sentence Comprehension	3,4,10	2,3,4,8
Text Comprehension	1,5,7,9	1,6,7

C. Scoring of The Test Items

N= n/20 X 100 =

N= Student's Score
n= The Number of Correct Answer

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Appendix H

LESSON PLAN (MEETING 2)

School : SMPN 2 Siliragung
Subject : English
Class/Semester : VIII /2
Type of text : Narrative Text
Theme : Fable
Sub-Theme : The Ant and the Grasshopper
Language Skill : Reading Comprehension
Academic Year : 2020/2021
Time Allocation : 2 x 40 minutes

A. Core Competence

KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI.2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan.

KI3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Achievement Indicators

BASIC COMPETENCE	INDICATORS
3.14 Memahami fungsi social, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fable, sesuai dengan konteks penggunaannya.	*3.14.1* Identifying the generic structures and the language features based on the story entitled *" The Ant and the Grasshopper"* 3.14.2 Finding the unfamiliar words from the story. 3.14.3 Finding the meanings of the unfamiliar words
4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fable pendek dan sederhana penggunaannya.	3.18.1Answering word, sentence and text comprehension questions in the forms of multiple choice and true false statements.

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C. Learning Objectives

After learning the material, the students will be able to:

1. identify the generic structures and the language features based on the story entitled "*The Ant and the Grasshopper"* appropriately.
2. find the unfamiliar words from the story, and then find the meanings of the unfamiliar words properly.
3. answer word, sentence and text comprehension questions in the forms of multiple choice and true false statements correctly.

D. Learning Materials

- **The Definition of Narrative Text**
  A narrative text is an imaginative story used to entertain people or the readers that consists of the act of action or events in the past.
- **Social Function of Narrative text**
  The purpose of narrative text is to entertain and to amuse the readers.
- **The Generic Structures of Narrative Text**
  Orientation :In this part the writer tries to introduce the characters that involve in the story. The indicators generally given are: where the action is located and when it takes place.
  Complication (Sequence of Events) : In this part, there will be some problems that must be faced by the main characters. The complication will make the story more exciting to be followed by the readers. The complication usually appears in the middle of the story.
  Resolution : Where the problem in the story is solved by the main characters, whether the problem of the story is a happy ending or a sad ending.
  Coda: The lesson that the readers can learn from the story, it consists of a moral value of the story.
- **The Language Features of Narrative Text**
  Using simple past tense (Verb 2): she ate the apple
  Using action verbs (verbs that show an action): kick, jump and etc.
  Using adverbials of time: Once upon a time, one day and etc.
  Using temporal conjunctions: when, while, before, after Using direct speech: she said," My name is Tarzan"

E. Learning Method

Approach : Scientific approach
Technique : Three Phase Technique (pre-reading, while-reading and post-reading activities) and discussion.

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F. Learning Media and Tools

Media: Comic Strips (for the experimental class)
Picture Series (for the control class)
Tools: Board-markers, a white board, and students' worksheet

G. Learning Sources:

1. Kementerian Pendidikan dan Kebudayaan. 2017. *Buku Guru Bahasa Inggris: When English Rings a Bell.* Jakarta: Kementerian Pendidikan dan Kebudayaan**.**
2. Kementerian Pendidikan dan Kebudayaan. 2017. *Buku Siswa Bahasa Inggris: When English Rings a Bell*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
3. Zaida N. 2016. Bright: An English Course for Junior High Students 2. Jakarta: Erlangga.

Other sources from the Internet.

H. Teaching and Learning Activities
Meeting 2 (2 x 40 minutes)

Experimental Class		**Control Class**	
No	**Activities**	**Activities**	**Time**
	Set Induction	Set Induction	
1. 2. 3. 4. 5. 6.	Greeting the students Checking the students' attendance Giving riddles about *"The Ant and the Grasshopper"* and asking the students to guess what kind of animals stated in the riddles. Showing the pictures related to the topic. (*Showing the pictures of the Ant and the Grasshopper one by one)* Asking leading questions related to the topic Stating the learning objectives (All activities above was done face to face through the zoom application)	• Greeting the students • Checking the students' attendance • Giving riddles about *"The Ant and the Grasshopper"* and asking the students to guess what kind of animals stated in the riddles. • Showing the pictures related to the topic. (*Showing the pictures of the Ant and the Grasshopper one by one)* • Asking leading questions related to the topic • Stating the learning objectives (All activities above was done face to face through the zoom application)	10'
No	**Pre-Reading**	**Pre-Reading**	10'
	Observing	**Observing**	
1. 2.	Sharing the reading text entitled "*The Ant and the Grasshopper*" in the form of comic strips via Whats App. Reading the text in the form of comic strips entitled *"The Ant and the Grasshopper"* silently **(C.S 1.1)**	• Sharing the reading text entitled "TheAnt and the Grasshopper" completed with pictures series via Whats App. • Reading the text entitled *"The Ant and the Grasshopper"* completed with picture series in the text silently. **(P.S 1.1)**	

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	Questioning	**Questioning**	5’
	Guiding the students to ask some questions about social function, generic structures, the language features of the narrative text and etc.	Guiding the students to ask some questions about social function, generic structures, the language features of the narrative text and etc.	
	While-Reading	**While-Reading**	20’
	Experimenting	**Experimenting**	
1. 2.	Identifying the generic structures and the language features based on the story in the comic strips entitled “*The Ant and the Grasshopper*” with the previous group ***(Worksheet 1.1)*** Finding the unfamiliar words from the story, and then find the meanings of those words with the previous group ***(Worksheet 1.1)***	• Identifying the generic structures and the language features based on the story entitled “*The Ant and the Grasshopper”* with the previous group ***(Worksheet 1.1)*** • Finding the unfamiliar words from the story, and then find the meanings of those words with the previous group ***(Worksheet 1.1)***	
	Associating	**Associating**	20’
	Answering word, sentence and text comprehension questions in the forms of multiple choice and true false statements. ***(Worksheet 1.2)***	• Answering word, sentence and text comprehension questions in the forms of multiple choice and true false statements. ***(Worksheet 1.2)***	
	Communicating	**Communicating**	10’
	Giving feedback to the students’ work after they presented their work (worksheet 1.1 and 1.2) by sending their work back completed with the correct answer.	Giving feedback to the students’ work after they presented their work (worksheet 1.1 and 1.2) by sending their work back completed with the correct answer.	
	Post-Reading	**Post-Reading**	5’
	Closure	**Closure**	
1. 2.	Giving information to the students that they will learn the same material that is narrative text but with the different story for the next meeting via Whats App. Parting the students via Whats App.	• Giving information to the students that they will learn the same material that is narrative text but with the different story for the next meeting via Whats App. • Parting the students via Whats App.	

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I. LEARNING ASSESSMENT (enclosed)

Assessment

An Exercise (Reading comprehension) : enclosed

Instrument Form

Multiple choice and true false statements

Jember,… 2020

Researcher,

Ulfa Diaz Pratiwi

NIM: 160210401021

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Students' Activities

(Experimental Class)

(Set Induction)

A. Giving riddles about two animals (The Ant and the Grasshopper) to the students

The Ant

Hi! I am an animal. I am an insect. My body is very small. I have an antennae on my head. The color of my body is red. You can find me anywhere especially in a place that has a lot of food. I love sugar. If I bite your skin, you will feel very itchy. Can you guess, what I am?

The Grasshopper

Hi! I am an animal. I am an insect too but my body is not too small. I have a long antennae on my head. I live on some plants. I love eating grass. The color of my body is green. I can jump very high using my long legs. My legs are so thin and full of sharp claws. I often appear after raining. I am one of the characters in the Kung Fu panda cartoon. My sound is "Krik..Krik.."Can you guess what I am?

B. Motivating the students by showing the pictures of The Ant and the Grasshopper

(Picture 1)

(Picture 2)

Leading Questions.

1. Have you ever seen these animals?
2. Which picture belongs to the Ant?
3. Which picture belongs to the Grasshopper?
4. What is "semut" in English?
5. What is "belalang" in English?

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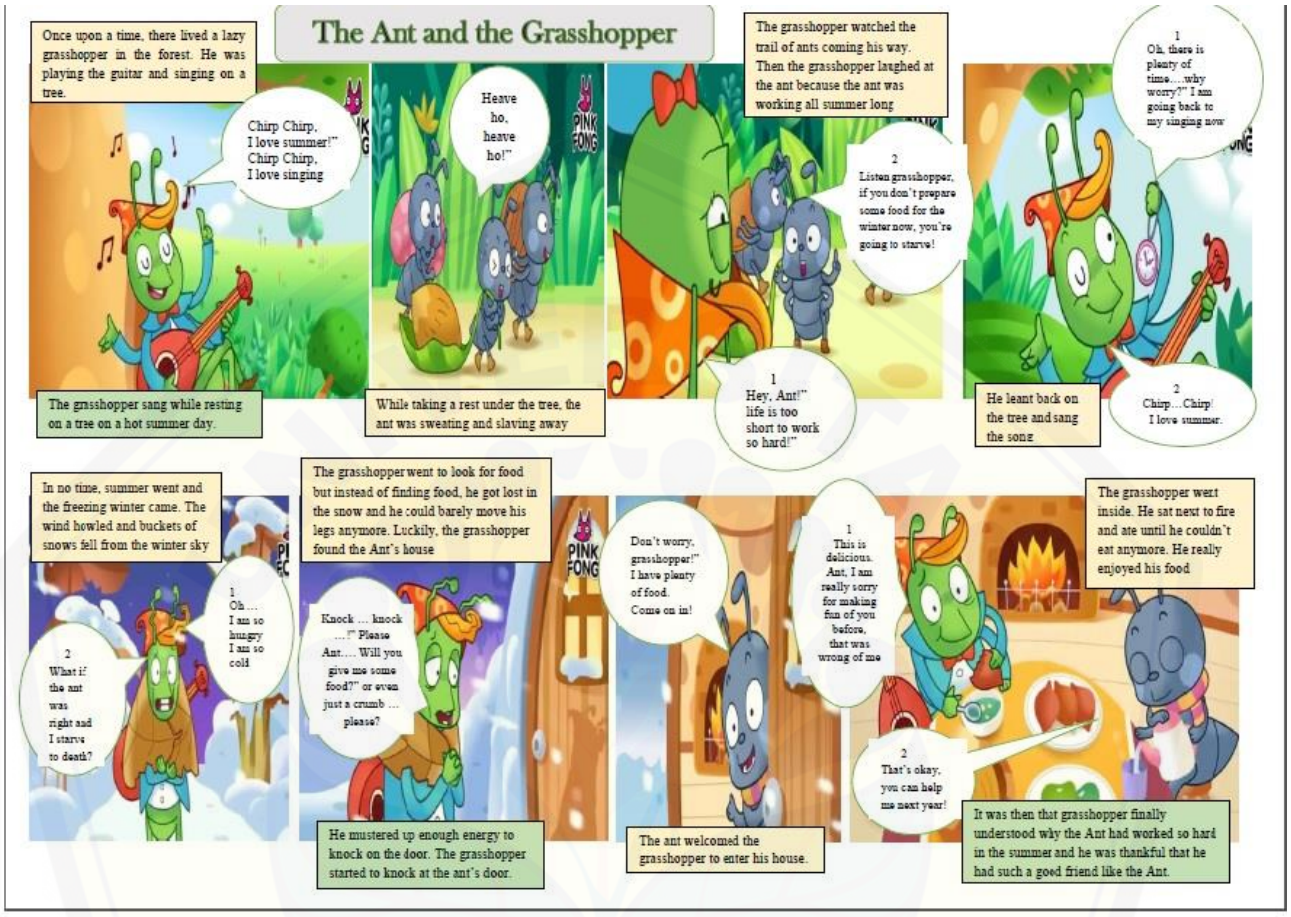
Pre-reading (Observing)
(Comic Strips 1.1)

C. Giving the story in the form of comic strips entitled "The Ant and the grasshopper"



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While-Reading

Worksheet (1.1)

STUDENT'S WORKSHEET 1

I. Instruction: Identify the generic structures and the language features based on the story entitled "*The Ant and the Grasshopper*"!

The Generic Structures of Narrative Text entitled "The Ant and the Grasshopper"

Orientation	Complication	Resolution	Coda
• The characters of the story were: the ant and the grasshopper. • The story took place in the forest and at the Ant's house.	The problem of this story began when the winter came, the Grasshopper was so hungry and so cold because he didn't prepare any food on the summer day like what the ant did.	The grasshopper found the Ant's house and the ant was welcoming the grasshopper. The Ant was so kind that he shared some food to the hungry grasshopper.	The coda of this story is work hard today to reap the benefits tomorrow like what the ant has done.

The Language Features of Narrative Text entitled "The Ant and the Grasshopper"

Nouns	Past Tense (Verb 2)	Adjectives	Adverbials of time
1. The grasshopper 2. the ant 3. the forest 4. the guitar 5. a tree 6. food	1. Lived 2. Sang 3. Watched 4. Laughed 5. Continued 6. Leant 7. Went 8. Knocked	1. Delicious 2. Hungry	1. Once upon a time 2. a hot summer day 3. In no time

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II. Instruction: Find the unfamiliar words from the story you have read, and then find the meanings of those words!

NO	UNFAMILIAR WORDS	MEANING
1. 2. 3. 4. 5. 6.	…… …… ……...	

Worksheet (1.2)

STUDENT'S WORKSHEET 2

TASK 1

Choose the correct answer of the following questions based on the comic strips entitled "The Ant and the Grasshopper"!

1. When did the story happen?
   a. On a hot summer day
   b. On a hot summer day and in the winter
   c. In the winter
   d. In the autumn

2. While taking a rest under the tree, the ant was sweating and **slaving away**. What is the synonym of the underlined word?
   a. getting away c. working hard
   b. walking away d. taking out

3. What advice did the Ant give to the grasshopper?
   a. "Just enjoy the summer by dancing a lot"
   b. "You don't need to work so hard in the summer"
   c. "Prepare some food to enjoy the summer day"
   d. "Prepare some food before the winter comes"

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4. He **leant back** on the tree and sang the song. The underlined word has the similar meaning to …….
   a. took a deep breath
   b. moved his body
   c. took a rest
   d. moved the upper body backward.

5. What is the moral value of the story?
   a. Don't sleep too much
   b. Be kind every time and everywhere
   c. Do your best to your friends
   d. Work hard today to reap the benefits tomorrow.

6. What did the ant do after knowing the grasshopper's condition?
   a. The ant shared his food to the grasshopper
   b. The ant did not allow the grasshopper to enter his house
   c. The ant asked the grasshopper to take a rest
   d. The ant asked the grasshopper to find food by himself

7. He **mustered** up enough energy to knock on the door. What does the word mean?
   a. pushed the door open.
   b. pushed the door by his hands
   c. kicked the door until the ant opened it.
   d. gave all the energy to knock the door

8. "**Heave** ho, heave ho!" said the ant. What is the opposite meaning of the underlined word?
   a. Easy
   b. Small
   c. Light
   d. Big

9. How was the character of the ant in this story?
   a. Hard working
   b. Lazy
   c. Loved sleeping
   d. Diligent

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10. "**That's okay, you can help me next year**!" replied the Ant. In relation to the underlined sentence what should the grasshopper do to the ant?
a. The grasshopper could eat the ants' food next year
b. The grasshopper had to help the ant collect some food next year
c. The grasshopper had to come to the Ant's house next year
d. The grasshopper could cook some food next year.

TASK 2

Give a circle to the letter (T) if the statement is true and (F) if the statement is false based on the story!

1. The character of the grasshopper was so lazy (T/F)
2. The ant gave the grasshopper advice to prepare food before the winter came. (T/F)
3. "Oh, there is **plenty of time**….why worry?" said the grasshopper. the underlined word has the similar meaning with the word **"A lot of time"** (T/F)
4. The grasshopper died after he could not move his legs (T/F)
5. "Will you give me some food?" or even just a **crumb** … please?" the underlined word means "**a very small amount** (T/F)
6. "This is **delicious**" said the grasshopper the underlined word has the similar meaning with the word **"tasty"** (T/F)
7. The grasshopper got lost in the snow when he was finding some food (T/F)
8. All the animals in the forest prepared some food for the winter (T/F)
9. "If you don't prepare some **food** for the winter, you're going to starve" (T/F) the underlined word has similar meaning with the word **meal**"
10. The ant was such a bad friend for the grasshopper. (T/F)

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Students' Activities

(Control Class)

(Set Induction)

A. Giving riddles about two animals (The Ant and the Grasshopper) to the students

The Ant

Hi! I am an animal. I am an insect. My body is very small. I have an antennae on my head. The color of my body is red. You can find me anywhere especially in a place that has a lot of food.

I love sugar. If I bite your skin, you will feel very itchy. Can you guess, what I am?

The Grasshopper

Hi! I am an animal. I am an insect too but my body is not too small. I have a long antennae on my head. I live on some plants. I love eating grass. The color of my body is green. I can jump very high using my long legs. My legs are so thin and full of sharp claws. I often appear after raining. I am one of the characters in the Kung Fu panda cartoon. My sound is "Krik..Krik.."Can you guess what I am?

B. Motivating the students by showing the pictures of The Ant and the Grasshopper

(Picture 1)

(Picture 2)

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Leading Questions.

1. Have you ever seen these animals?
2. Which picture belongs to the Ant?
3. Which picture belongs to the Grasshopper?
4. What is “semut” in English?
5. What is “belalang” in English?

Pre-reading (Observing)

(Picture Series 1.1)

C. Giving the story entitled “The Ant and the Grasshopper” complete with pictures series

The Ant and the Grasshopper

Once upon a time, there lived a lazy grasshopper in the forest. He was playing the guitar and singing on a tree. “Chirp chirp, I love summer!” Chirp chirp, I love singing”. The grasshopper sang while resting on a tree on a hot summer day. While taking a rest under the tree, the ant was sweating and slaving away. “Heave ho, heave ho!” said the ant.

The grasshopper watched the trail of ants coming his way. “Heave ho…heave ho…” said the ant. “Hey, ant!” life is too short to work so hard!” ha…ha…” said the grasshopper. He laughed at the ant because the ant was working all summer long. “Listen grasshopper, if you don’t prepare some food for the winter now, you’re going to starve!” said the ant. Then the ant continued to bring his food.

“Oh, there is plenty of time….why worry?” I am going back to my singing now” said the grasshopper. He leant back on the tree and sang the song “Chirp…chirp!” I love summer. “Chirp…chirp!”

In no time, summer went and the freezing winter came. The wind howled and buckets of snows fell from the winter sky. “Oh … I am so hungry, I am so cold” said the grasshopper. He walked through the winter. “What if the ant was right and I starve to death?” said the grasshopper. He felt so cold.

The grasshopper went to look for food but instead of finding food, he got lost in the snow and he could barely move his legs anymore. Luckily, the grasshopper found the Ant’s house. He mustered up enough energy to knock on the door.

“Knock … knock …!” Please Ant…. Will you give me some food?” or even just a crumb … please?” asked the grasshopper. He knocked at the ant’s door. “Don’t worry, grasshopper!” I have plenty of food. Come on in!” said the Ant. The ant welcomed the grasshopper to enter his house.

The grasshopper went inside. He sat next to fire and ate until he couldn’t eat anymore. “This is delicious” said the grasshopper. He really enjoyed his food. “Ant, I am really sorry for making fun of you before, that was wrong of me” said the

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grasshopper to the Ant. “That’s okay, you can help me next year!” replied the Ant to the grasshopper.

It was then that grasshopper finally understood why the Ant had worked so hard in the summer and he was thankful that he had such a good friend like the Ant.

(Source: http://youtu.be/XbMrw3cwVUc)

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While-Reading

Worksheet (1.1)

STUDENT'S WORKSHEET 1

I. Instruction: Identify the generic structures and the language features based on the story entitled "*The Ant and the Grasshopper*"!

The Generic Structures of Narrative Text entitled "The Ant and the Grasshopper"

Orientation	Complication	Resolution	Coda
• The characters of the story were: the ant and the grasshopper. • The story took place in the forest and at the Ant's house.	The problem of this story began when the winter came, the Grasshopper was so hungry and so cold because he didn't prepare any food on the summer day like what the ant did.	The grasshopper found the Ant's house and the ant was welcoming the grasshopper. The Ant was so kind that he shared some food to the hungry grasshopper.	The coda of this story is work hard today to reap the benefits tomorrow like what the ant has done.

The Language Features of Narrative Text entitled "The Ant and the Grasshopper"

Nouns	Past Tense (Verb 2)	Adjectives	Adverbials of time
1. The grasshopper 2. the ant 3. the forest 4. the guitar 5. a tree 6. food	**1.** Lived **2.** Sang **3.** Watched **4.** Laughed **5.** Continued **6.** Leant **7.** Went **8.** Knocked	1. Delicious 2. hungry	1. Once upon a time 2. a hot summer day 3. In no time

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II. Instruction: Find the unfamiliar words from the story you have read, and then find the meanings of those words!

NO	UNFAMILIAR WORDS	MEANING
1. 2. 3. 4. 5. 6.	…… ……... ……	

Worksheet (1.2)

STUDENT'S WORKSHEET 2

TASK 1

Choose the correct answer of the following questions based on the text entitled "The Ant and the grasshopper"!

1. When did the story happen?
   a. On a hot summer day
   b. On a hot summer day and in the winter
   c. In the winter
   d. In the autumn

2. While taking a rest under the tree, the ant was sweating and **slaving away**. What is the synonym of the underlined word?
   a. getting away c. working hard
   b. walking away d. taking out

3. What advice did the Ant give to the grasshopper?
   a. "Just enjoy the summer by dancing a lot"
   b. "You don't need to work so hard in the summer"
   c. "Prepare some food to enjoy the summer day"
   d. "Prepare some food before the winter comes"

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4. He **leant back** on the tree and sang the song. The underlined word has the similar meaning to ……..
   a. took a deep breath
   b. moved his body
   c. took a rest
   d. moved the upper body backward

5. What is the moral value of the story?
   a. Don't sleep too much
   b. Be kind every time and everywhere
   c. Do your best to your friends
   d. Work hard today to reap the benefits tomorrow.

6. What did the ant do after knowing the grasshopper's condition?
   a. The ant shared his food to the grasshopper
   b. The ant did not allow the grasshopper to enter his house
   c. The ant asked the grasshopper to take a rest
   d. The ant asked the grasshopper to find food by himself

7. He **mustered** up enough energy to knock on the door. What does the word mean?
   a. pushed the door open.
   b. pushed the door by his hands
   c. kicked the door until the ant opened it.
   d. gave all the energy to knock the door

8. "**Heave** ho, heave ho!" said the ant. What is the opposite meaning of the underlined word?
   a. Easy
   b. Small
   c. Light
   d. Big
9. How was the character of the ant in this story?
   a. Hard working
   b. Lazy
   c. Loved sleeping
   d. Diligent
10. "**That's okay, you can help me next year**!" replied the Ant. In relation to the underlined sentence what should the grasshopper do to the ant?
    a. The grasshopper could eat the ants' food next year
    b. The grasshopper had to help the ant collect some food next year
    c. The grasshopper had to come to the Ant's house next year
    d. The grasshopper could cook some food next year.

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TASK 2

Give a circle to the letter (T) if the statement is true and (F) if the statement is false based on the story!

1. The character of the grasshopper was so lazy (T/F)
2. The ant gave the grasshopper advice to prepare food

   before the winter came. (T/F)
3. "Oh, there is **plenty of time**….why worry?" said the grasshopper.

   the underlined word has the similar meaning with the word **"A lot of time"** (T/F)
4. The grasshopper died after he could not move his legs (T/F)
5. "Will you give me some food?" or even just a **crumb** … please?"

   the underlined word means "**a very small amount"** (T/F)
6. "This is **delicious**" said the grasshopper

   the underlined word has the similar meaning with the word **"tasty"** (T/F)
7. The grasshopper got lost in the snow when he was finding some food (T/F)
8. All the animals in the forest prepared some food for the winter (T/F)
9. "If you don't prepare some **food** for the winter, you're going to starve"

   the underlined word has similar meaning with the word **meal**" (T/F)
10. The ant was such a bad friend for the grasshopper. (T/F)

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a. Answer Key

Worksheet 1.2 Multiple Choice		Worksheet 1.2 True/False	
1. B	6. A	1. T	6. T
2. C	7. D	2. T	7. F
3. D	8. C	3. T	8. F
4. D	9. A	4. F	9. T
5. D	10. B	5. T	10. F

Enclosed

b. The Distribution of the Task Items Worksheet 1.2

The Indicators of Reading Comprehension	Item Numbers	
	TASK 1	TASK 2
Word Comprehension	2,4,7,8	3,5,6,9
Sentence Comprehension	3,6,10	2,4,7,5
Text Comprehension	1,5,9	1,7,8,9

c. Scoring of The Test items

N= n/20 x 100 =

N= Student's Score
n= The Number of Correct Answer

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Appendix I

LESSON PLAN (MEETING 3)

School	: SMPN 2 Siliragung
Subject	: English
Class/Semester	: VIII /2
Type of text	: Narrative Text
Theme	: Fable
Sub-Theme	: The Pigeon and the Rat
Language Skill	: Reading Comprehension
Academic Year	: 2020/2021
Time Allocation	: 2 x 40 minutes

A. Core Competence

KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI. 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan.

KI.3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Achievement Indicators

BASIC COMPETENCE	INDICATORS
3.14 Memahami fungsi social, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fable, sesuai dengan konteks penggunaannya.	*3.14.1* Identifying the generic structures and the language features based on the story entitled *" The Pigeon and the Rat"* 3.14.2 Finding the unfamiliar words from the story. 3.14.3 Finding the meanings of the unfamiliar words
4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fable pendek dan sederhana penggunaannya.	3.18.1Answering word, sentence and text comprehension questions in the forms of multiple choice and true false statements.

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C. Learning Objectives

After learning the material, the students will be able to:

1. identify the generic structures and the language features based on the story entitled "*The Pigeon and the Rat"* appropriately.
2. find the unfamiliar words from the story, and then find the meanings of the unfamiliar words properly.
3. answer word, sentence and text comprehension questions in the forms of multiple choice and true false statements correctly.

D. Learning Materials

- **The Definition of Narrative Text**
  A narrative text is an imaginative story used to entertain people or the readers that consists of the act of action or events in the past.
- **Social Function of Narrative text**
  The purpose of narrative text is to entertain and to amuse the readers.
- **The Generic Structures of Narrative Text**
  Orientation :In this part the writer tries to introduce the characters that involve in the story. The indicators generally given are: where the action is located and when it takes place.
  Complication (Sequence of Events) : In this part, there will be some problems that must be faced by the main characters. The complication will make the story more exciting to be followed by the readers. The complication usually appears in the middle of the story.
  Resolution : Where the problem in the story is solved by the main characters, whether the problem of the story is a happy ending or a sad ending.
  Coda: The lesson that the readers can learn from the story, it consists of a moral value of the story.
- **The Language Features of Narrative Text**

  Using simple past tense (Verb 2): she ate the apple
  Using action verbs (verbs that show an action): kick, jump and etc.
  Using adverbials of time: Once upon a time, one day and etc.
  Using temporal conjunctions: when, while, before, after
  Using direct speech: she said," My name is Tarzan"

E. Learning Method

Approach : Scientific approach

Technique : Three Phase Technique (Pre-reading, while-reading and post-reading activities) and discussion.

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F. Learning Media and Tools

Media : Comic Strips (for the experimental class)
Picture Series (for the control class)
Tools : Board-markers, a white board, and students' worksheet

G. Learning Sources:

1. Kementerian Pendidikan dan Kebudayaan. 2017. *Buku Guru Bahasa Inggris: When English Rings a Bell.* Jakarta: Kementerian Pendidikan dan Kebudayaan**.**
2. Kementerian Pendidikan dan Kebudayaan. 2017. *Buku Siswa Bahasa Inggris: When English Rings a Bell*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
3. Zaida N. 2016. Bright: An English Course for Junior High Students 2. Jakarta: Erlangga.
4. Other sources from the Internet.

H. Teaching and Learning Activities

Meeting 3 (2 x 40 minutes)

Experimental Class		**Control Class**	
No	**Activities**	**Activities**	**Time**
	Set Induction	Set Induction	
1. 2. 3. 4. 5. 6.	Greeting the students Checking the students' attendance Giving riddles about *"The Pigeon and the Rat"* and asking the students to guess what kind of animals stated in the riddles. Showing the pictures related to the topic. (*Showing the pictures of the Pigeon and the Rat one by one)* Asking leading questions related to the Topic Stating the learning objectives (All the activities above was done face to face through zoom application)	• Greeting the students • Checking the students' attendance • Giving riddles about *"The Pigeon and the Rat"* and asking the students to guess what kind of animals stated in the riddles. • Showing the pictures related to the topic. (*Showing the pictures of the Pigeon and the Rat one by one)* • Asking leading questions related to the topic • Stating the learning objectives (All the activities above was done face to face through zoom application)	10'

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No	**Pre-Reading**	**Pre-Reading**	10’
	Observing	**Observing**	
1. 2.	Sharing the reading text entitled *“The pigeon and the Rat”* in the form of comic strips via Whats App. Reading the text in the form of comic strips entitled *“The Pigeon and the Rat”* silently **(C.S 1.1)**	• Sharing the reading text entitled *“The Pigeon and the Rat”* completed with pictures series via Whats App. • Reading the text entitled *“The Pigeon and the Rat”* completed with picture series in the text silently. **(P.S 1.1)**	
	Questioning	**Questioning**	5’
	Guiding the students to ask some questions about social function, generic structures, the language features of the narrative text and etc.	Guiding the students to ask some questions about social function, generic structures, the language features of the narrative text and etc.	
	While-Reading	**While-Reading**	20’
	Experimenting	**Experimenting**	
1. 2.	Identifying the generic structures and the language features based on the story in the comic strips entitled “*The Pigeon and the Rat*” with the previous group ***(Worksheet 1.1)*** Finding the unfamiliar words from the story, and then find the meanings of those words. ***(Worksheet 1.1)***	• Identifying the generic structures and the language features based on the story entitled “*The Pigeon and the Rat”* with the previous group. ***(Worksheet 1.1)*** • Finding the unfamiliar words from the story, and then find the meanings of those words. ***(Worksheet 1.1)***	
	Associating	**Associating**	20’
	Answering word, sentence and text comprehension questions in the forms of multiple choice and true false statements. ***(Worksheet 1.2)***	• Answering word, sentence and text comprehension questions in the forms of multiple choice and true false statements. ***(Worksheet 1.2)***	
	Communicating	**Communicating**	10’
	Giving feedback to the students’ work after they presented their work (worksheet 1.1 and 1.2) by sending their work back completed with the correct answer.	Giving feedback to the students’ work after presented their work (worksheet 1.1 and 1.2) by sending their work back completed with the correct answer.	

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	Post-Reading **Closure**	**Post-Reading** **Closure**	5’
1. 2.	Guiding the students to draw a conclusion about the materials they have learnt via Whats App. Parting the students via Whats App.	• Guiding the students to draw a conclusion about the materials they have learnt via Whats App. • Parting the students via Whats App.	

I. LEARNING ASSESSMENT (enclosed)

Assessment

An Exercise (Reading comprehension) : enclosed

Instrument Form

Multiple choice and true false statements

Jember,… 2020

Researcher,

Ulfa Diaz Pratiwi

NIM: 160210401021

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Students' Activities

(Experimental Class)

(Set Induction)

A. Giving riddles about two animals (The Pigeon and the Rat) to the students

The Pigeon

Hi! I am an animal. Many people like to look after me. I have large wings and my wings are feathered. My eyes are round. My neck is long. I love eating corn.The shape of my legs are almost like the chicken's but they are thinner. People know me as the animal that can send letters from one house to another house. Can you guess, what I am?

The Rat

Hi! I am an animal. My body is small. My ears are very small and shaped like leaves. My tail is long. My teeth are small and sharp. Many people are afraid of me because I'm disgusting. I am usually found in sewers. My sound is Cit….cit"

"Can you guess what I am?

B. Motivating the students by showing the pictures of The Pigeon and the Rat"

(Picture 1)

(Picture 2)

Leading Questions.

1. Have you ever seen these animals?
2. Which picture belongs to the Pigeon?
3. Which picture belongs to the Rat?
4. What is "Merpati" in English?
5. What is "Tikus besar" in English?

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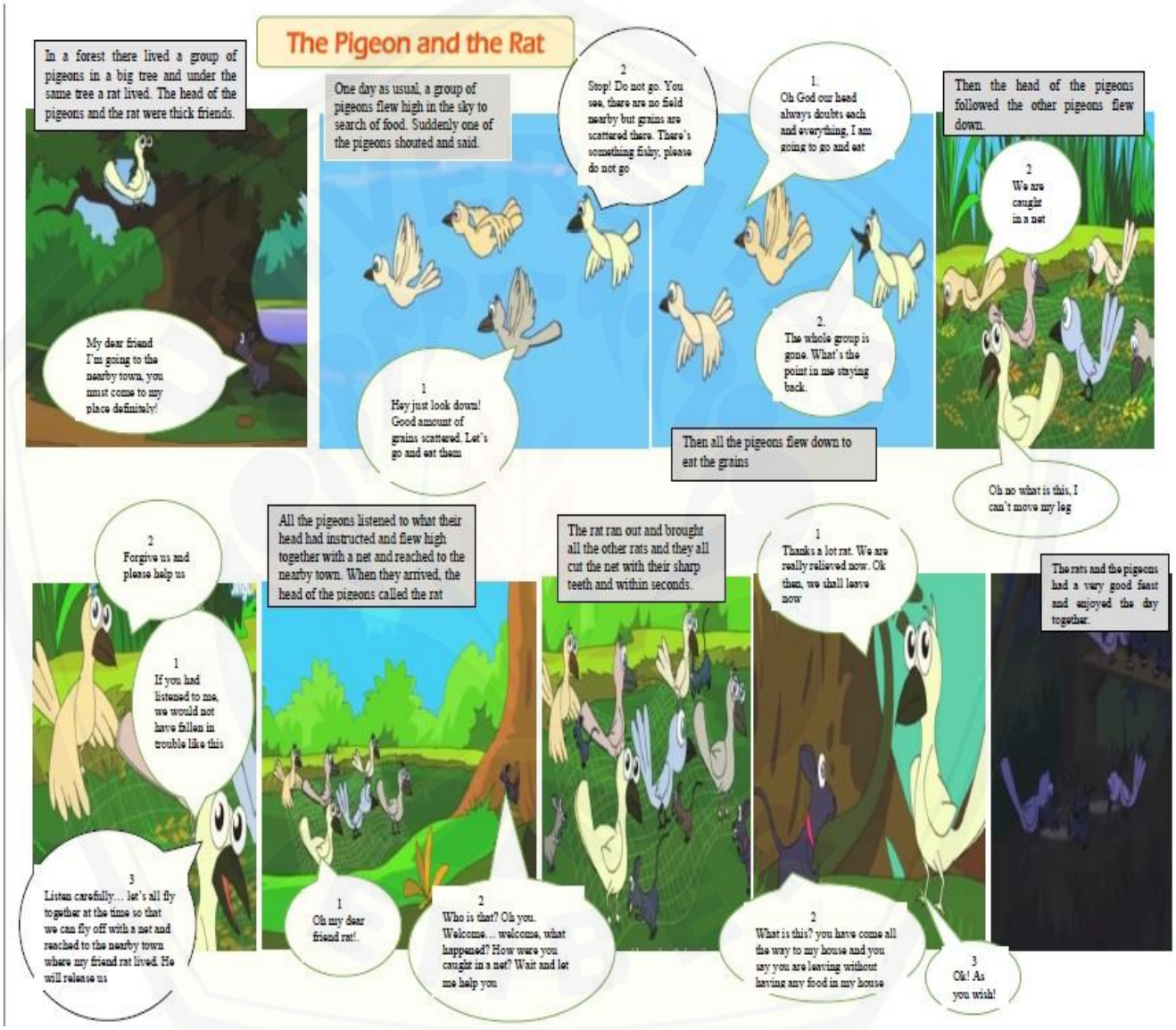
Pre-reading (Observing)

(Comic Strips 1.1)

C. Giving the story in the form of comic strips entitled "The Pigeon and the Rat"



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While-Reading

Worksheet (1.1)

STUDENT'S WORKSHEET 1

I. Instruction: Identify the generic structures and the language features based on the story entitled "*The Pigeon and the Rat"*!

The Generic Structures of Narrative Text entitled "The Pigeon and the Rat"

Orientation	Complication	Resolution	Coda
• The characters of the story were: the pigeon and the rat. • The story took place in the forest, in the field and in the nearby town.	The problem of this story began when a group of pigeons ate the grains and then they were caught in a net.	A groups of rats saved the pigeon by cutting the net with their sharp teeth.	The coda of this story is "Be a good friend and help each other"

The Language Features of Narrative Text entitled "The Pigeon and the Rat"

Nouns	Past Tense (Verb 2)	Adjective	Adverbial of time
1. A group of rats 2. A group of pigeons 3. Forest 4. Nearby town 5. Field 6. Grains 7. Tree 8. Teeth	1. Lived 2. Were 3. Shouted 4. Scattered 5. Flew 6. Followed 7. Caught 8. Listened	1. Fishy	1. One day

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II. Instruction: Find the unfamiliar words from the story you have read, and then find the meanings of those words!

NO	UNFAMILIAR WORDS	MEANING
1. 2. 3. 4. 5. 6.	…… ……...	

Worksheet (1.2)

STUDENT'S WORKSHEET 2

TASK 1

Choose the correct answer of the following questions based on the comic strips entitled "The Pigeon and the Rat"!

1. Where did the rat live before going to the nearby town?
   a. In a big tree
   b. Nearby town
   c. Under the tree
   d. In the ground

2. "Hey just look down! **A good amount of** grains scattered. The underlined word can be replaced by the word …….
   a. a thousand of
   b. a ton of
   c. a weight of
   d. a lot of

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3. "Hey just look down! A good amount of grains scattered. Let's go and eat **them**". What does the underlined word refer to?
   a. the pigeon
   b. the rat
   c. a group of pigeons
   d. the grains

4. "There's something ***fishy***, please do not go". The word ***fishy*** can be replaced by the word …….
   a. strange
   b. cool
   c. dangerous
   d. harmful

5. What was the story about?
   a. The struggle of the rat saved the pigeons' life
   b. The friendship between the rat and the pigeon
   c. A group of pigeons and a group of rats
   d. The pigeons got lost in the forest

6. "*Oh God our head always doubts each and everything*" said pigeon 2. What does the sentence mean?
   a. The pigeons always searched for food together
   b. The pigeons wanted to eat the grains quickly
   c. The pigeon's thought always wonder to do something.
   d. The head of the pigeons didn't want to eat the grains.

7. What is the moral value of the story?
   a. Be a good friend
   b. Don't make other people sad because of your behavior.
   c. Don't judge each other by its cover
   d. Be a careful person

8. "We can fly off with a net and reached to the **nearby** town". The underlined word has the similar meaning to the word……
   a. far
   b. close

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c. short
d. around

9. "Thanks a lot rat. We are really **relieved** now" said the head of the pigeons. The underlined word can be replaced by the word ……
   a. afraid
   b. happy
   c. lost
   d. free

10. Which one of these statements is not correct based on the story? …….
    a. The rat asked some food to the pigeons
    b. The rat had sharp teeth
    c. The rat lived in the nearby town
    d. The rat lived together with the pigeon

TASK 2

Give a circle to the letter (T) if the statement is true and (F) if the statement is false based on the story!

1. A group of pigeons love to eat the grains (T/F)
2. There was no field nearby, but a lot of grains are scattered (T/F)
3. All the pigeons flew down to eat the grains, except the head of the pigeons. (T/F)
4. The other pigeons listened to what the head of the pigeons said before they were caught in a net (T/F)
5. All the pigeons listened to what their head had **instructed.** the underlined word can be replaced by the word **command.** (T/F)
6. The rats and the pigeons had a very good **feast** The underlined word has the similar meaning with the word **party** (T/F)
7. All the rats helped the pigeons by cutting the net with their sharp nails (T/F)
8. The rat's house moved from the nearby town to under the tree (T/F)
9. "We are **caught** in a net" said pigeon 2. The underlined word has the similar meaning with the word **trapped** (T/F)
10. "Ok! **As you wish"** said the head of the pigeons the underlined sentence can be replaced with the sentence **"As what you want"** (T/F)

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Students' Activities

(Control Class)

(Set Induction)

Pre-Reading

A. Giving riddles about two animals (The Pigeon and the Rat) to the students

The Pigeon

Hi! I am an animal. Many people like to look after me. I have large wings and my wings are feathered. My eyes are round. My neck is long. I love eating corn. The shape of my legs are almost like the chicken's but they are thinner. People know me as the animal that can send letters from one house to another house. Can you guess, what I am?

The Rat

Hi! I am an animal. My body is small. My ears are very small and shaped like leaves. My tail is long. My teeth are small and spiky. Many people are afraid of me because I'm disgusting. I am usually found in sewers. My sound is "Cit….cit"

"Can you guess what I am?

B. Motivating the students by showing the pictures of The Pigeon and the Rat

(Picture 1)

(Picture 2)

Leading Questions.

1. Have you ever seen these animals?
2. Which picture belongs to the Pigeon?
3. Which picture belongs to the Rat?
4. What is "Merpati" in English?
5. What is "Tikus besar" in English?

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Pre-reading (Observing)

(Picture Series 1.1)

C. Giving the story entitled "The Pigeon and the Rat" complete with picture series.

The Pigeon and the Rat

In a forest there lived a group of pigeons in a big tree and under the same tree a rat lived. The head of the pigeons and the rat were thick friends. One day the rat said "My dear friend I'm going to the nearby town, you must come to my place definitely," said the rat. Then he left the place.

One day as usual, a group of pigeons flew high in the sky to search of food. Suddenly one of the pigeons shouted and said "hey just look down! A Good amount of grains scattered. Let's go and eat them" said pigeon 1. "Stop! Do not go. You see, there are no field nearby but grains are scattered there. There's something fishy, please do not go!" said the head of the pigeons. "Oh God our head always doubts each and everything, I am going to go and eat" said pigeon 2.

Then all the pigeons flew down to eat the grains. "Hmm… the whole group is gone what's the point in me staying back" said the head of the pigeons. Then the head of the pigeons followed the other pigeons flew down.

"Oh no what is this, I can't move my legs" said the head of the pigeons. "We are caught in a net" said pigeon 2. "If you had listened to me, we would not have fallen in trouble like this" said the head of the pigeons. "Forgive us and please help us" said pigeon 2. Listen carefully… let's all fly together at the time so that we can fly off with a net and reached to the nearby town where my friend rat lived. He will release us" said the head of the pigeons to his groups.

All the pigeons listened to what their head had instructed and flew high together with a net and reached to the nearby town. When they arrived, the head of the pigeons called the rat "Oh my dear friend rat!. "Who is that? Oh you. Welcome… welcome, what happened? How were you caught in a net? Wait and let me help you" said a rat.

The rat ran out and brought all the other rats and they all cut the net with their sharp teeth and within seconds. "Thanks a lot rat. We are really relieved now. Ok then, we shall leave now" said the head of the pigeons. "What is this? you have come all the way to my house and you say you are leaving without having any food in my house"

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replied the rat. “Ok! As you wish” said the head of the pigeons. The rats and the pigeons had a very good feast and enjoyed the day together.

(Source: https://youtu.be/ZeAW4V67_GU)

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While-Reading

Worksheet (1.1)

STUDENT'S WORKSHEET 1

I. Instruction: Identify the generic structures and the language features based on the story entitled "*The Pigeon and the Rat"*!

The Generic Structures of Narrative Text entitled "The Pigeon and the Rat"

Orientation	Complication	Resolution	Coda
• The characters of the story were: the pigeon and the rat. • The story took place in the forest, in the field and in the nearby town.	The problem of this story began when a group of pigeons ate the grains and then they were caught in a net.	A groups of rats saved the pigeon by cutting the net with their sharp teeth.	The coda of this story is "Be a good friend and help each other"

The Language Features of Narrative Text entitled "The Pigeon and the Rat"

Nouns	Past Tense (Verb 2)	Adjective	Adverbial of time
1. A group of rats 2. A group of pigeons 3. Forest 4. Nearby town 5. Field 6. Grains 7. Tree 8. Teeth	1. Lived 2. Were 3. Shouted 4. Scattered 5. Flew 6. Followed 7. Caught 8. Listened	1. Fishy	1. One day

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II. Instruction: Find the unfamiliar words from the story you have read, and then find the meanings of those words!

NO	UNFAMILIAR WORDS	MEANING
1. 2. 3. 4. 5. 6.	…… ……...	

Worksheet (1.2)

STUDENT'S WORKSHEET 2

TASK 1

Choose the correct answer of the following questions based on the text entitled "The Pigeon and the Rat"!

1. Where did the rat live before going to the nearby town?
   a. In a big tree
   b. Nearby town
   c. Under the tree
   d. In the ground

2. "Hey just look down! **A good amount of** grains scattered. The underlined word can be replaced by the word ……..
   a. a thousand of
   b. a ton of
   c. a weight of
   d. a lot of

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3. "Hey just look down! A Good amount of grains scattered. Let's go and eat **them**". What does the underlined word refer to?
    a. the pigeon
    b. the rat
    c. a group of pigeons
    d. the grains

4. "There's something ***fishy***, please do not go". The word ***fishy*** can be replaced by the word …….
    a. Strange
    b. cool
    c. dangerous
    d. harmful

5. What was the story about?
    a. The struggle of the rat saved the pigeons' life
    b. The friendship between the rat and the pigeons
    c. A group of pigeons and a group of rats
    d. The pigeons got lost in the forest

6. "*Oh God our head always doubts each and everything*" said pigeon 2.What does the sentence mean?
    a. The pigeons always searched for food together
    b. The pigeons wanted to eat the grains quickly
    c. The pigeon's thought always wonder to do something.
    d. The head of the pigeons didn't want to eat the grains.

7. What is the moral value of the story?
    a. Be a good friend
    b.Don't make other people sad because of your behavior
    c. Don't judge each other by its cover
    d.Be a careful person

8. "We can fly off with a net and reached to the **nearby** town". The underlined word has the similar meaning to the word ……
    a. far
    b. close

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c. short
d. around

9. "Thanks a lot rat. We are really **relieved** now" said the head of the pigeons. The underlined word can be replaced by the word ……
   a. afraid
   b. happy
   c. lost
   d. free

10. Which one of these statements is not correct based on the story? …….
   a. The rat asked some food to the pigeons
   b. The rat had sharp teeth
   c. The rat lived in the nearby town
   d. The rat lived together with the pigeon

TASK 2

Give a circle to the letter (T) if the statement is true and (F) if the statement is false based on the story!

1. A group of pigeons love to eat the grains (T/F)
2. There was no field nearby, but a lot of grains are scattered (T/F)
3. All the pigeons flew down to eat the grains, except the head of the pigeons. (T/F)
4. The other pigeons listened to what the head of the pigeons said before they were caught in a net (T/F)
5. All the pigeons listened to what their head had **instructed.** the underlined word can be replaced by the word **command.** (T/F)
6. The rats and the pigeons had a very good **feast** The underlined word has the similar meaning with the word **party** (T/F)
7. All the rats helped the pigeons by cutting the net with their sharp nails (T/F)

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8. The rat's house moved from the nearby town to under the tree (T/F)
9. "We are **caught** in a net" said pigeon 2.
   The underlined word has the similar meaning with the word **trapped** (T/F)
10. "Ok! **As you wish"** said the head of the pigeons
    The underlined sentence can be replaced with the sentence
    "**As what you want"** (T/F)

A. Answer Key

Worksheet 1.2 Multiple Choice		Worksheet 1.2 True/False	
1. C	6. C	1. T	6. T
2. D	7. A	2. T	7. T
3. D	8. B	3. F	8. F
4. A	9. D	4. F	9. T
5. B	10. D	5. T	10. T

Enclosed

A. The Distribution of the Task Items Worksheet 1.2

The Indicators of Reading Comprehension	Item Numbers	
	TASK 1	TASK 2
Word Comprehension	2,4,8,9	5,6,9
Sentence Comprehension	1,3,6	2,3,7,10
Text Comprehension	5,7,10	1,4,8

B. Scoring of the Test Items

N= n/20 X 100 =

N= Student's Score
n= The Number of Correct Answer

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Appendix J

TRY OUT TEST

School	: SMPN 2 Siliragung
Subject	: English
Class/Semester	: VIII /2
Type of text	: Narrative Text
Theme	: Fable
Language Skill	: Reading Comprehension
Academic Year	: 2019/2020
Time Allocation	: 45 minutes

TASK 1

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

The Elephant and the Ant

Once upon a time, there lived an elephant in the forest. He was very proud of his big size. He always troubled other animals in the forest and made fun of them. One day, as he was walking through the forest, he saw a parrot sitting on a tree. "Ha…ha…ha…Hey you! What are you doing there?" said the elephant to the parrot "Don't you see me passing through?. I am the most powerful animal in the forest. Come on bow down to me!" said the elephant. "What bow down to you?" asked the parrot. "You don't know who you are talking to! I will teach you to respect me!" said the elephant while laughing at the parrot.

The parrot didn't bow down to the elephant. The angry elephant picked up the whole tree and began to shake it with his long trunk. The parrot could not sit on that tree anymore. He flew away. "Ha…..ha….ha.. Go..go fly away! Now you see what I can do? You are so weak in front of me!" said the elephant.

The proud elephant then walked away as always and he went to the river to drink water. Just beside the river, there lived an ant in a small ant hill. Every day the ant would collect food and every day the elephant would bother the ant.

The elephant then drew water using his big trunk and sprayed it on the ant. The water spoiled her food and the ant was also wet. "Ha…ha…ha…" laughed the elephant. "Laugh all you want, elephant. I will teach you a lesson someday" said the ant. "Oh! I am so scared! A tiny ant wants to teach me a lesson! Go away! I might crush you under my feet!" said the elephant

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The next day as the ant stepped out to collect food, she saw that the elephant was sleeping. She immediately came up with a plan. She walked near him and slipped inside his trunk.

Once inside, she began to bite him until he woke up and started screaming in pain. “My trunk hurt so bad. Who is inside? Get out of there. Ahhh…” cried the elephant. Somebody please help me! Ahhh..Please!! Who is inside my trunk?. Get out!” cried the elephant.

The ant heard the elephant cry and came out from his trunk. The elephant was shocked to see the tiny ant. He was so afraid that the ant would bite him again then the elephant knelt down and began to apologize. “Please forgive me! I will never trouble you again!” said the elephant to the ant. Then, the elephant understood his mistake. He left that place and he never troubled animal after that.

(Source: https://youtu.be/h2Xj-A7HsYE)

1. He always **troubled** other animals in the forest and made fun of them. The underlined word can be replaced by the word ……..
   a. wicked
   b. disturbed
   c. amused
   d. poured

2. What did the elephant do when he saw the parrot?
   a. The elephant asked the parrot to go away from the tree
   b. The elephant cut the parrot’s tree
   c. The elephant asked the parrot to bow on him
   d. The elephant didn’t want the parrot to live in the forest

3. What did the elephant do when the parrot didn’t want to bow on him?
   a. The elephant picked up the whole tree and began to shake it.
   b. The elephant shook the tree then drove the parrot away.
   c. The elephant blew the parrot away with his long trunk
   d. The elephant didn’t do anything.

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4. He was very proud of his **big** size. The underlined word has a similar meaning to ……...
   a. small
   b. tiny
   c. long
   d. huge

5. What did the elephant do to bother the ant?
   a. He ruined the ant's house
   b. He bit the ant with his sharp teeth
   c. He sprayed the ant with water
   d. He blew the ant away

6. What did we know about the ant?
   a. The ant was so weak than other animals
   b. The ant was the strongest animal in the forest
   c. The ant wanted to prove to the elephant that he was not weak
   d. The ant was the most diligent animal in the forest.

7. What is the moral value of this story?
   a. Don't be so greedy
   b. Don't bother others
   c. Don't judge others by its cover
   d. Don't be so angry to your friend

8. The elephant was shocked to see the **tiny** ant. What is the opposite meaning of the underlined word ……
   a. small
   b. tall
   c. big
   d. thin

9. The elephant was sleeping. She immediately came up with a plan. She walked near **him.** The underlined word refers to …….
   a. the ant
   b. the elephant

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c. the parrot
d. other animal

10. What lesson did the ant give to the elephant?
    a. The ant bit the elephant's whole body
    b. The ant bit the elephant's ear
    c. The ant bit the elephant's trunk
    d. The ant came inside the elephant's ear

11. What is the main idea of this story?
    a. The weak ant and the strongest elephant
    b. The elephant was the powerful animal in the woods
    c. The arrogant elephant
    d. The ant could do what a big elephant could not.

12. What did the elephant do when his trunk felt hurt?
    a. He was crying
    b. He sneezed
    c. He blew his trunk
    d. He was drinking water

13. The next day as the ant stepped out to **collect** food, she saw that the elephant was sleeping. The underlined word can be replaced by the word ……...
    a. take
    b. search
    c. find
    d. steal

14. Come on **bow** down to me!" The underlined word means ……
    a. to move our head
    b. to get an attention
    c. to greet somebody
    d. to lower our head.

15. What did the elephant do when he knew that the ant bit him?
    a. The elephant cried so hard
    b. The elephant asked for help

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c. The elephant crushed the ant with his feet
d. The elephant asked an apologise to the ant.

16. From the following statements, which does not show the elephant's characteristics?
    a. The elephant felt so powerful than other animals
    b. The elephant could pick up the tree with his trunk
    c. The elephant was always proud of himself
    d. The elephant had big eyes

17. She began to bite him until he woke up and started screaming in **pain.** What is the synonym of the word pain?
    a. danger
    b. sore
    c. suffer
    d. ache

18. After the ant bit the elephant, the elephant understood and he didn't want to ……..
    a. kill other animals again
    b. eat any kind of animals again
    c. live in the forest again
    d. bother other animals.

19. Did the ant bite the elephant when he was sleeping?
    a. Yes, he did c. No, he did not
    b. Yes, he was d. No, he was not

20. What made the ant came out from the elephant's trunk?
    a. He came out from the elephant's trunk because the elephant was crying
    b. He came out from the elephant's trunk because the elephant sneezed
    c. He came out from the elephant's trunk because the elephant was angry
    d. He came out from the elephant's trunk because he was hungry

21. Which one of the following statements is correct based on the story above?
    a. The ant lived under the tree
    b. The parrot bowed to the elephant

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c. The elephant sprayed the water to the ant
d. The ant collected food every summer day

22. How many characters are there in this story?
    a. Three
    b. Four
    c. Two
    d. Five

23. The water **spoiled** her food and the ant was also wet. The underlined word can be replaced by the word ……
    a. harmed
    b. affected
    c. wrecked
    d. sprayed

24. From the story above we know that the elephant was …….
    a. grumpy
    b. lazy
    c. naughty
    d. arrogant

25. The elephant **knelt down** and began to apologize. What does the underlined word mean……..
    a. to move his head
    b. to ask apologize
    c. to get down his knees
    d. to lower his head

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TASK 2

Give a circle to the letter (T) if the statement is true and (F) if the statement is false based on the story and give the reason(s)!

26. The elephant asked the parrot to bow down on him (T/F)
27. The elephant sprayed the water to the parrot because he didn't want to bow down to the elephant. (T/F)
28. "The water spoiled her foot and the ant was also **wet"** the underlined word has the opposite meaning with the word **dry** (T/F)
29. The ant bit the elephant's ear until he cried so hard (T/F)
30. The elephant promised that he didn't want to bother Other animals again. (T/F)
31. The ant bit the elephant's trunk when he was sleeping (T/F)
32. "He was so **afraid** that the ant would bite him again" the underlined word has the similar meaning with the word **scared** (T/F)
33. The ant came out from the elephant's trunk because The elephant sneezed. (T/F)
34. The ant was the weakness animal in the forest (T/F)
35. After read this story, we know that the elephant always disturbed other animals in the forest (T/F)

A. Answer Key

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

TASK 2 (True/False Statements)

26. T
27. F
28. T
29. F
30. T
31. T
32. T
33. F
34. F
35. T

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B. The Distribution of the Task Items (Try Out)

The Indicators of Reading Comprehension	Item Numbers	
	TASK 1	TASK2
Word Comprehension	1,4,8,13,14,17,23,25	28,32
Sentence Comprehension	2,3,9,12,15,19,20	26,29,31,33
Text Comprehension	5,6,7,10,11,16,18,21, 22,24	27,30,34,35

C. Scoring of the Test Items

N= n/35 x 100 =

N= Student's Score

n= The Number of Correct Answer

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Appendix K

THE RESULT OF TRY OUT TEST

No.	TEST ITEMS																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	0	1	1	1	1	1	1	0	1	0	0	0	1	1	1	1	0	1
2	0	1	1	1	1	0	0	1	1	1	1	0	1	0	1	1	1	0
3	1	1	1	1	1	0	0	1	1	1	1	0	1	0	1	1	1	0
4	0	1	0	1	1	0	1	0	1	1	1	1	0	0	1	0	0	0
5	0	1	1	1	1	0	1	1	0	0	0	0	1	0	1	0	0	0
6	0	1	1	1	1	0	0	0	0	1	1	1	1	0	1	0	0	1
7	0	1	1	1	1	0	1	1	1	1	0	1	0	0	1	0	0	1
8	1	0	0	0	0	1	0	0	0	1	0	1	0	0	1	1	0	0
9	0	0	0	1	1	0	1	1	1	1	0	1	0	0	0	1	0	1
10	0	0	1	1	0	1	0	1	1	0	1	0	0	0	0	0	0	0
11	0	1	1	0	0	1	0	1	0	0	0	1	0	0	1	0	0	1
12	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1
13	0	0	1	1	0	1	1	1	1	0	0	1	0	0	0	0	0	1
14	0	0	1	1	0	0	1	0	0	1	0	0	0	0	0	1	0	0
15	0	1	0	0	0	1	1	0	0	1	0	1	0	0	0	0	0	0
16	0	0	1	0	0	1	1	0	0	1	0	1	1	1	0	1	0	0
17	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	1	1
18	0	0	0	0	0	1	0	0	0	1	1	0	1	0	1	0	0	1
19	0	1	1	0	0	0	0	0	0	1	1	1	1	0	0	0	0	0
20	0	0	0	0	0	1	0	0	0	1	0	1	1	0	0	0	0	0
21	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	1	1	0
22	0	1	0	1	0	1	0	0	0	0	1	0	1	0	0	0	0	0
23	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0
24	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0
25	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0
26	1	1	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0
27	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0
28	0	1	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0
29	0	1	0	0	1	0	0	0	1	0	1	0	0	0	0	0	1	0
30	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1
31	0	0	0	0	1	0	0	0	1	1	1	0	0	0	1	0	0	0
32	0	0	0	0	1	0	1	0	1	0	0	0	0	0	1	0	0	1
Total	4	14	14	13	14	13	13	12	13	14	11	12	15	3	12	9	5	11

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No.	TEST ITEMS																
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1
2	1	1	1	1	0	0	0	1	1	0	0	1	0	0	0	1	1
3	1	1	1	0	0	0	0	1	1	1	0	1	1	1	0	1	1
4	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1
5	1	0	0	0	0	1	0	1	0	0	0	0	1	1	1	1	1
6	1	0	1	1	0	0	0	1	1	0	1	1	0	1	1	0	0
7	1	1	1	1	0	1	0	1	1	0	0	0	1	1	0	1	1
8	0	0	0	1	0	1	0	1	0	0	1	0	1	1	1	1	1
9	0	1	0	1	0	1	0	1	1	0	0	1	0	0	0	1	0
10	1	1	0	1	0	0	0	1	1	0	1	0	1	0	1	1	1
11	1	0	0	1	0	0	0	1	0	0	0	0	1	1	1	1	1
12	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	1
13	0	1	0	1	0	0	0	1	1	1	1	0	0	0	0	0	0
14	0	1	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0
15	1	1	0	1	0	1	0	1	0	0	0	1	0	1	1	1	0
16	0	0	0	1	0	0	0	1	0	1	1	0	1	1	0	0	0
17	0	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0
18	0	1	1	0	0	1	1	1	0	0	0	0	1	1	0	0	0
19	0	1	0	1	0	0	0	0	0	0	0	0	1	1	1	0	0
20	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0
21	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0
22	0	0	0	1	0	0	0	0	0	1	1	1	0	1	1	0	1
23	0	0	1	1	1	1	0	1	0	1	0	1	0	0	0	0	0
24	0	1	0	1	0	1	0	0	1	1	1	0	0	0	0	1	0
25	1	0	0	1	1	0	0	1	0	1	0	1	1	0	0	0	1
26	0	0	1	1	0	0	0	1	0	1	0	0	1	0	1	1	0
27	1	0	1	1	0	1	0	1	0	1	0	0	0	0	0	1	1
28	0	0	0	1	0	0	0	1	1	1	1	0	1	0	0	0	1
29	0	0	0	1	1	0	0	0	1	1	0	1	0	0	0	1	0
30	0	0	0	1	0	0	0	1	1	0	1	0	0	1	0	0	1
31	1	0	0	1	1	1	1	1	1	1	0	1	0	0	1	0	1
32	1	0	0	1	1	1	0	1	0	1	1	1	0	0	1	1	0
Total	14	14	9	28	5	14	4	27	14	15	13	14	15	14	14	16	16

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Appendix L

THE RESULT OF DIFFICULTY INDEX ANALYSIS					
Multiple Choice					
NO	**R**	**N**	**FV**	**CRITERIA**	**STATUS**
1	4	32	0.12	DIFFICULT	Used
2	14	32	0.43	FAIR	Used
3	14	32	0.43	FAIR	Used
4	13	32	0.40	FAIR	Used
5	14	32	0.43	FAIR	Used
6	13	32	0.40	FAIR	Used
7	13	32	0.40	FAIR	Used
8	12	32	0.37	FAIR	Used
9	13	32	0.40	FAIR	Used
10	14	32	0.43	FAIR	Used
11	11	32	0.34	FAIR	Used
12	12	32	0.37	FAIR	Used
13	15	32	0.46	FAIR	Used
14	3	32	0.09	DIFFICULT	Deleted
15	12	32	0.37	FAIR	Used
16	9	32	0.28	FAIR	Used
17	5	32	0.15	DIFFICULT	Deleted
18	11	32	0.34	FAIR	Used
19	14	32	0.43	FAIR	Used
20	14	32	0.43	FAIR	Used
21	9	32	0.28	FAIR	Used
22	28	32	0,87	EASY	Deleted
23	5	32	0,15	DIFFICULT	Used
24	14	32	0.43	FAIR	Used
25	4	32	0.12	DIFFICULT	Deleted
True False Statements					
26	27	32	0.84	EASY	Used
27	14	32	0.43	FAIR	Used
28	15	32	0.46	FAIR	Used
29	13	32	0.40	FAIR	Used
30	14	32	0.43	FAIR	Used
31	15	32	0.46	FAIR	Used
32	14	32	0.46	FAIR	Used
33	14	32	0.46	FAIR	Used
34	16	32	0.5	FAIR	Used
35	16	32	0.5	FAIR	Used

Notes:

Easy : 2 items

Difficult : 5 items

Fair : 28 items

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Appendix M

POST TEST

School	: SMPN 2 Siliragung
Subject	: English
Class/Semester	: VIII /2
Type of text	: Narrative Text
Theme	: Fable
Language Skill	: Reading Comprehension
Academic Year	: 2019/2020
Time Allocation	: 45 minutes

TASK 1

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

The Elephant and the Ant

Once upon a time, there lived an elephant in the forest. He was very proud of his big size. He always troubled other animals in the forest and made fun of them. One day, as he was walking through the forest, he saw a parrot sitting on a tree. "Ha…ha…ha…Hey you! What are you doing there?" said the elephant to the parrot "Don't you see me passing through?. I am the most powerful animal in the forest. Come on bow down to me!" said the elephant. "What bow down to you?" asked the parrot. "You don't know who you are talking to! I will teach you to respect me!" said the elephant while laughing at the parrot.

The parrot didn't bow down to the elephant. The angry elephant picked up the whole tree and began to shake it with his long trunk. The parrot could not sit on that tree anymore. He flew away. "Ha…..ha….ha.. Go..go fly away! Now you see what I can do? You are so weak in front of me!" said the elephant.

The proud elephant then walked away as always and he went to the river to drink water. Just beside the river, there lived an ant in a small ant hill. Every day the ant would collect food and every day the elephant would bother the ant.

The elephant then drew water using his big trunk and sprayed it on the ant. The water spoiled her food and the ant was also wet. "Ha…ha…ha…" laughed the elephant. "Laugh all you want, elephant. I will teach you a lesson someday" said the ant. "Oh! I am so scared! A tiny ant wants to teach me a lesson! Go away! I might crush you under my feet!" said the elephant

The next day as the ant stepped out to collect food, she saw that the elephant was sleeping. She immediately came up with a plan. She walked near him and slipped inside his trunk.

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Once inside, she began to bite him until he woke up and started screaming in pain. “My trunk hurt so bad. Who is inside? Get out of there. Ahhh…” cried the elephant. Somebody please help me! Ahhh..Please!! Who is inside my trunk?. Get out!” cried the elephant.

The ant heard the elephant cry and came out from his trunk. The elephant was shocked to see the tiny ant. He was so afraid that the ant would bite him again then the elephant knelt down and began to apologize. “Please forgive me! I will never trouble you again!” said the elephant to the ant. Then, the elephant understood his mistake. He left that place and he never troubled animal after that.

(Source: https://youtu.be/h2Xj-A7HsYE)

1. He always **troubled** other animals in the forest and made fun of them. The underlined word can be replaced by the word ……..
   a. wicked
   b. disturbed
   c. amused
   d. poured

2. What did the elephant do when he saw the parrot?
   a. The elephant asked the parrot to go away from the tree
   b. The elephant cut the parrot’s tree
   c. The elephant asked the parrot to bow on him
   d. The elephant didn’t want the parrot to live in the forest

3. What did the elephant do when the parrot didn’t want to bow on him?
   a. The elephant picked up the whole tree and began to shake it.
   b. The elephant shook the tree then drove the parrot away.
   c. The elephant blew the parrot away with his long trunk
   d. The elephant didn’t do anything.

4. He was very proud of his **big** size. The underlined word has a similar meaning to ……....
   a. small
   b. tiny
   c. long
   d. huge

5. What did the elephant do to bother the ant?
   a. He ruined the ant’s house
   b. He bit the ant with his sharp teeth

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c. He sprayed the ant with water
d. He blew the ant away

6. What did we know about the ant?
   a. The ant was so weak than other animals
   b. The ant was the strongest animal in the forest
   c. The ant wanted to prove to the elephant that he was not weak
   d. The ant was the most diligent animal in the forest.

7. What is the moral value of this story?
   a. Don't be so greedy
   b. Don't bother others
   c. Don't judge others by its cover
   d. Don't be so angry to your friend

8. The elephant was shocked to see the **tiny** ant. What is the opposite meaning of the underlined word ……
   a. small
   b. tall
   c. big
   d. thin

9. The elephant was sleeping. She immediately came up with a plan. She walked near **him.** The underlined word refers to …….
   a. the ant
   b. the elephant
   c. the parrot
   d. other animal

10. What lesson did the ant give to the elephant?
    a. The ant bit the elephant's whole body
    b. The ant bit the elephant's ear
    c. The ant bit the elephant's trunk
    d. The ant came inside the elephant's ear

11. What is the main idea of this story?
    a. The weak ant and the strongest elephant
    b. The elephant was the powerful animal in the woods
    c. The arrogant elephant
    d. The ant could do what a big elephant could not.

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12. What did the elephant do when his trunk felt hurt?
    a. He was crying
    b. He sneezed
    c. He blew his trunk
    d. He was drinking water

13. The next day as the ant stepped out to **collect** food, she saw that the elephant was sleeping. The underlined word can be replaced by the word ……...
    a. take
    b. search
    c. find
    d. steal

14. What did the elephant do when he knew that the ant bit him?
    a. The elephant cried so hard
    b. The elephant asked for help
    c. The elephant crushed the ant with his feet
    d. The elephant asked apologize to the ant.

15. From the following statements, which does not show the elephant's characteristics?
    a. The elephant felt so powerful than other animals
    b. The elephant could pick up the tree with his trunk
    c. The elephant was always proud of himself
    d. The elephant had big eyes

16. After the ant bit the elephant, the elephant understood and he didn't want to ……..
    a. kill other animals again
    b. eat any kind of animals again
    c. live in the forest again
    d. bother other animals.

17. Did the ant bite the elephant when he was sleeping?
    a. Yes, he did c. No, he did not b.
    b. Yes, he was d. No, he was not

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18. What made the ant came out from the elephant's trunk?
    a. He came out from the elephant's trunk because the elephant was crying
    b. He came out from the elephant's trunk because the elephant sneezed
    c. He came out from the elephant's trunk because the elephant was angry
    d. He came out from the elephant's trunk because he was hungry

19. Which one of the following statements is correct based on the story above?
    a. The ant lived under the tree
    b. The parrot bowed to the elephant
    c. The elephant sprayed the water to the ant
    d. The ant collected food every summer day

20. From the story above we know that the elephant was …….
    a. grumpy
    b. lazy
    c. naughty
    d. arrogant

TASK 2

Give a circle to the letter (T) if the statement is true and (F) if the statement is false based on the story and give reason(s)!

21. The elephant asked the parrot to bow down on him **(T/F)**
22. The elephant sprayed the water to the parrot because he didn't want to bow down to the elephant. **(T/F)**
23. "The water spoiled her foot and the ant was also **wet"** the underlined word has the opposite meaning with the word **dry** **(T/F)**
24. The ant bit the elephant's ear until he cried so hard **(T/F)**
25. The elephant promised that he didn't want to bother Other animals again. **(T/F)**
26. The ant bit the elephant's trunk when he was sleeping **(T/F)**
27. "He was so **afraid** that the ant would bite him again" the underlined word has the similar meaning with the word **scared** **(T/F)**
28. The ant came out from the elephant's trunk because The elephant sneezed. **(T/F)**
29. The ant was the weakness animal in the forest **(T/F)**
30. After read this story, we know that the elephant always disturbed other animals in the forest **(T/F)**

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Answer Key		True/False Statements
31. B	11. D	21 T
32. C	12. A	22. F
33. A	13. B	23. T
34. D	14. A	24. F
35. C	15. D	25. T
36. C	16. D	26. T
37. C	17. A	27. T
38. C	18. A	28. F
39. B	19. C	29. F
40. C	20. D	30. T

D. Distribution of the Task Items (Try Out)

The Indicators of Reading Comprehension	Item Numbers	
	TASK 1	TASK 2
Word Comprehension	1,4,8,13	23,27
Sentence Comprehension	2,3,9,12,14,17,18	21,24,26,28
Text Comprehension	5,6,7,10,11,15,16,19,20	22,25,29,30

E. Scoring of the Test Items

$$N = \frac{n}{30} \times 100$$

N= Student's Score
n= The Number of Correct Answer

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Appendix N

The Students' Reading Comprehension Scores of the Experimental and the Control Classes

Experimental Class (VIII B)

NO	Initial Names	Scores
1	ASC	87
2	AYP	77
3	BM	80
4	BSNP	90
5	BAN	93
6	CTA	83
7	CDPA	70
8	EVR	67
9	EFN	80
10	FED	77
11	GCR	97
12	GS	83
13	HBF	87
14	IWSD	64
15	JDA	77
16	KDN	67
17	LED	73
18	MACS	80
19	NWG	90
20	NUN	90
21	NFP	97
22	NCR	87
23	PBA	74
24	PKWA	70
25	RKS	83
26	SNI	84
27	SAM	83
28	SA	97
29	SFSP	87
30	TEK	80
31	WA	83
32	WN	90

Control Class (VIII E)

NO	Initial Names	Scores
1	AR	70
2	AW	77
3	A	73
4	AA	97
5	AEP	87
6	ABA	77
7	CPL	70
8	DAA	80
9	DA	80
10	DDS	77
11	EAD	67
12	ENM	73
13	FMR	90
14	GSTN	63
15	IKW	73
16	IE	97
17	JMF	90
18	JLA	73
19	KAK	73
20	MABP	67
21	MA	90
22	MFDK	60
23	NTA	93
24	NN	70
25	NS	67
26	NL	70
27	PR	70
28	RM	83
29	RD	63
30	RP	87
31	RAW	57
32	SR	77

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Appendix O

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331-334988, 330738Fax: 0331-334988
Laman: www.fkip.unej.ac.id

Nomor : 5384 /UN25.1.5/LT/2020
Lampiran : -
Hal : Permohonan Izin Penelitian

24 JUL 2020

Yth. Kepala Sekolah
SMP Negeri 2 Siliragung

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

Nama	: Ulfa Diaz Pratiwi
NIM	: 160210401021
Jurusan	: Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris
Waktu Penelitian	: Agustus s.d September 2020

Berkenaan dengan penyelesaian masa studi mahasiswa tersebut, bermaksud melaksanakan Penelitian dengan judul "The Effect of Using Comic Strips on The Eighth Grade Students' Reading Comprehension Achievement" di sekolah yang saudara pimpin. Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang di perlukan.

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

a.n. Dekan
Wakil Dekan I,

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

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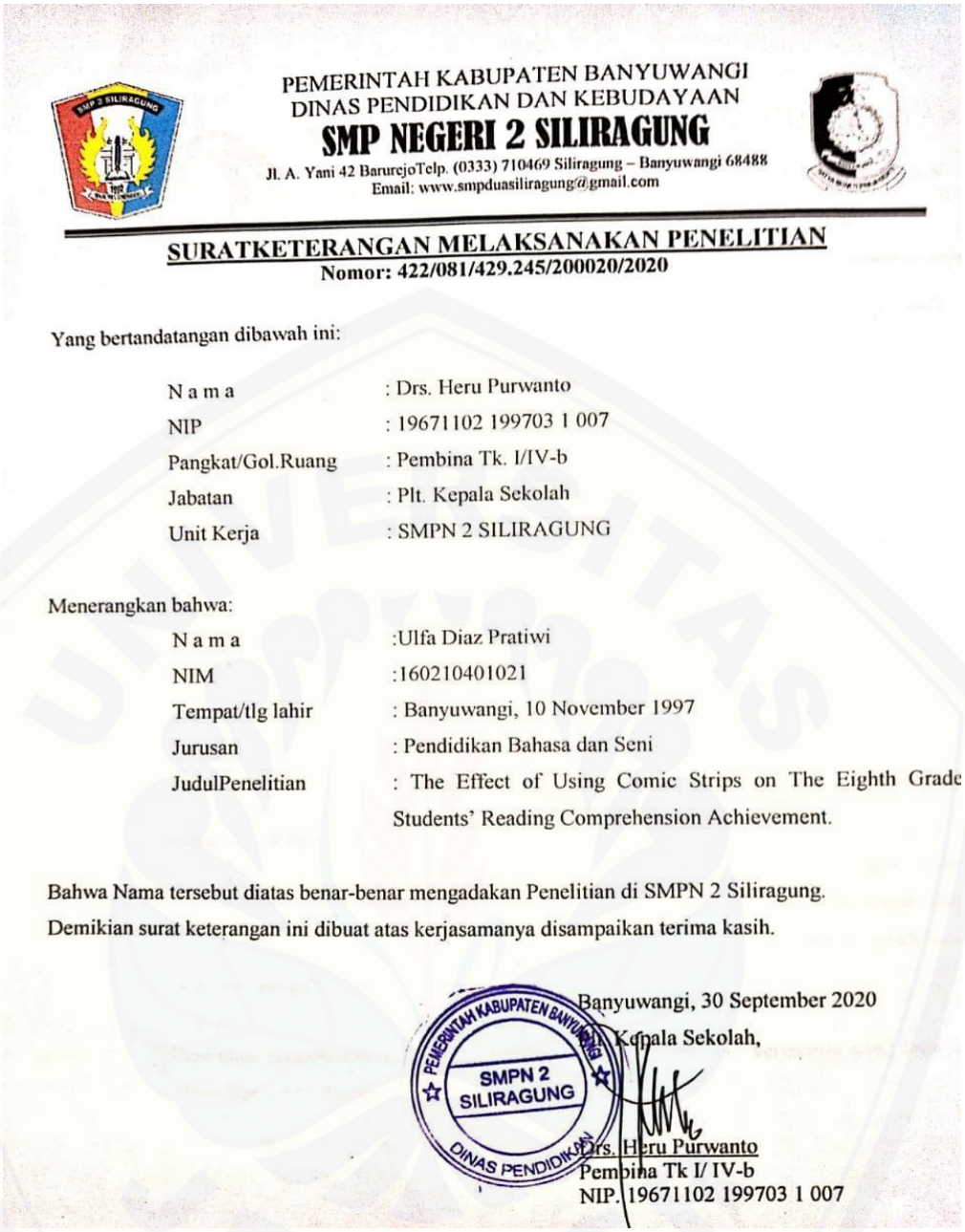
Appendix P



PEMERINTAH KABUPATEN BANYUWANGI
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SURATKETERANGAN MELAKSANAKAN PENELITIAN
Nomor: 422/081/429.245/200020/2020

Yang bertandatangan dibawah ini:

N a m a	: Drs. Heru Purwanto
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Pangkat/Gol.Ruang	: Pembina Tk. I/IV-b
Jabatan	: Plt. Kepala Sekolah
Unit Kerja	: SMPN 2 SILIRAGUNG

Menerangkan bahwa:

N a m a	:Ulfa Diaz Pratiwi
NIM	:160210401021
Tempat/tlg lahir	: Banyuwangi, 10 November 1997
Jurusan	: Pendidikan Bahasa dan Seni
JudulPenelitian	: The Effect of Using Comic Strips on The Eighth Grade Students' Reading Comprehension Achievement.

Bahwa Nama tersebut diatas benar-benar mengadakan Penelitian di SMPN 2 Siliragung.
Demikian surat keterangan ini dibuat atas kerjasamanya disampaikan terima kasih.

Banyuwangi, 30 September 2020
Kepala Sekolah,

PEMERINTAH KABUPATEN BANYUWANGI
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