

THE EFFECT OF MANGA COMIC TO STUDENTS' READING COMPREHENSION

(A Pre Experimental 11th Grade SMA Muhammadiyah 7 Rappokalling)



ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

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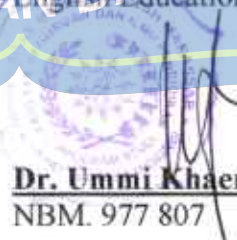

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ABSTRACT

M. Fiqri Fajrin, 2021. *The Effect of Manga Comic to Improve Student's Ready Comprehension at SMA Muhammadiyah 7 Rappokalling*. Essay. Elementary School Teacher Education Study Program. Supervised by Asriati and Andi Asri Jumiaty

This study aims to determine the effect of manga comics in improving students' reading comprehension in literal (main idea) and interpretive (conclusion) understanding. This research is a classroom action research conducted by following pre-experimental research procedures which include the implementation of pre-test (initial test), Treatment (providing material/understanding) and posttest (data collection), with procedures aimed at finding the effect. manga comics in improving students' reading knowledge.

The research was carried out at Rappokalling SMA Muhammadiyah 7 in grade 2 students, totaling 20 people. The results showed that before being given treatment the average literal value of students (51.00) after being given treatment, students' scores increased (91.25) with an increase (78.92) in literal understanding, while the mean score of students on the interpretive before being given treatment (36.50) and after being given treatment the score of the students improvement (60.00) with an increase (64.38) in interpretive understanding, the improvement that occurs in students is categorized with an increase in good criteria.

Keywords: Manga Comic, Reading Comprehension, effect, interpretive, literal

ABSTRAK

M.Fiqri Fajrin.2021. The Effect of Manga Comic to Improve Student's Ready Comprehension at SMA Muhammadiyah 7 Rappokalling. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar. Dibimbing oleh Asriati dan Andi Asri Jumiaty

Penelitian ini bertujuan untuk mengetahui pengaruh komik manga dalam meningkatkan pemahaman membaca siswa dalam pemahaman literal (gagasan utama) dan interpretatif (kesimpulan). Penelitian ini merupakan penelitian eksperimen yang dilaksanakan dengan mengikuti prosedur penelitian pra eksperimen yang meliputi pelaksanaan pre-test (tes awal), Treatment (pemberian materi/pemahaman) dan posttest (pengumpulan data), dengan prosedur yang bertujuan untuk mencari pengaruh komik manga dalam peningkatan pengetahuan membaca siswa.

Penelitian ini dilaksanakan di Rappokalling SMA Muhammadiyah 7 pada siswa kelas 11 yang berjumlah 20 orang. Hasil penelitian menunjukkan bahwa sebelum diberikan perlakuan rata-rata nilai literal siswa (51,00) setelah diberikan perlakuan, skor siswa meningkat (91,25) dengan peningkatan (78,92) dalam pemahaman literal. sedangkan nilai rata-rata siswa pada interpretatif sebelum diberikan perlakuan (36,50) dan setelah diberikan perlakuan skor siswa meningkat (60,00) dengan peningkatan (64,38) pada pemahaman interpretatif. peningkatan yang terjadi pada siswa dikategorikan dengan peningkatan kriteria baik.

Kata kunci: Komik Manga, Pemahaman Membaca, efek, interpretive, literal

CHAPTER I

INTRODUCTION

A. Background

Reading is one of the skills that should be learned and mastered in learning English as foreign language. "Reading is considered very valuable in the context of a foreign language learning because it is one of the main sources for students to obtain the input language" (Ediger, 2001). Reading is very useful to improve the students' general language-skills in English and helps the students to thinking English, enlarge the vocabulary, increase the reading speed, gain more knowledge, information and values, and also a good way "to find out about new ideas, facts, and experiences" (Mikulecky and Jeffries, 2004).

The foreign language learners or the readers can get idea, information or knowledge from understanding or comprehending the text. That's why reading comprehension is important skill, so that the foreign language learners knowing the meaning of printed word in reading. Reading comprehension is emphasizing both what the author had written ability and readers' ability "to use their background knowledge and thinking ability to make sense of text" (Sanchez, 2010). The "reading comprehension process is about understanding the opinions or messages that the author wants to deliver intentionally" (May and Rizzardi, 2002). By understanding the written English book, make students easily get some informations, messages and knowledges that are needed not only in their academic life but also their whole life. That's why reading comprehension is an important role to achieve the English learning goal and become an important part of language teaching.

One of the text that should be learnt and be read by the students based on the curriculum is narrative text. "Narrative text" is interesting text that has the purpose to entertain, to tell or to inform the reader or listener a story or to provide literary experience (Mislaini, 2015).

The text should be read and expected to be understood by the students, but many students still find difficulties in reaching the goal and could not find the ideas of whole the text. The students are find difficulties in comprehending the text and they often feel bored by reading the text because they can understand the message of the text and also teachers sometimes ask the students to translate the story, so make the students can not enjoy the text its self. One of the strategy or tool that is used to teach reading comprehension in this research is Manga Comic.

Manga Comic is a web or book which is more like a cartoon create from Japan, certainly has a different story, such as action, romance, mystery, horror, and others. Manga Comic is very popular among teenagers and even students are even more fond of reading from Manga Comic rather than their package books, of course Manga Comic has its own appeal not only from the story line but also the combination of reading with pictures so that it adds to the reader's appeal.

(Maulana, 2008) state that Manga Comics are illustrated stories that are arranged systematically and have a storyline so that they are easy to understand. Besides that the form of Manga Comic books can also be enjoyed by readers online with many sites to read this Manga Comic and increasingly share the appeal of its readers one of them is the use of Manga Comics for students.

In this era, the students are very lack of interest in reading to themselves, even though reading is one of the basic skills that are important for developing knowledge, one of the factors that influences students having less appeal in reading is the media and reading form they read.

In reading Manga Comic, readers can be helped by the images in the Manga Comics themselves. Manga Comic can be used for education especially in schools and can certainly be used in developing reading comprehension.

Unlike the reading in Manga Comics, as previously said that Manga Comic is combined with cartoons and can be enjoyed by readers through online comics by opening Manga Comic sites and of course that can be an attraction for students in terms of reading

The use of Manga Comic can be used in teaching and learning process, of course, to develop students' reading skills, because Manga Comic has fulfilled several aspects to develop reading skills, namely aspects in terms of popularity and in terms of building interest in reading H Adipta (2016) interesting readings are readings accompanied by images because the child's brain is more imaginative. In the teaching and learning process in the use of Manga Comic media that can be used is Manga Comic in the form of books or Smartphones and it affects the efficiency of students in building reading comprehension efficient.

Efficient is meant when the teaching and learning process because in addition to using Manga Comic media is also very efficient because in addition to reading, Manga Comic is also accompanied by images that make it easier for readers or students to better understand the storyline even though sometimes there

are students who abuse media then the teacher's task as educators and supervise students in the learning process.

IzmiLssati (2015) state that Readings that contain pictures tend to be more attractive to read because they are easy to understand. These cases have occurred in many schools, including schools in Muhammadiyah, lack of interest in reading greatly affects the future of students and schools with a high level of lack of reading interest, even teachers who prioritize learning in improving reading skills can be said fails in that case if a teacher cannot build their students' reading interest because students' reading interest influences the development of students' reading skills.

Based on the description above, the researcher chose Muhammadiyah 7 Rappokalling high school students to find out whether Manga Comic had an effect on improving students' reading skills. In connection with the identification of previous facts, the researcher was interested in conducting a study entitled "The effect use of Manga Comic in improving students' reading comprehension".

B. Problem Statement / Research Question:

Based on the previous background, the researcher formulated the question as follows:

- 1. Is the use of Manga Comic effect the students' reading comprehension in term of literal at SMA Muhammadiyah 7 Rappokalling?*
- 2. Is the use of Manga Comic effect the students' reading comprehension in term of Interpretive at SMA Muhammadiyah 7 Rappokalling?*

C. Objective of The Research

In relation to the problem statement above, the objective of the research are:

1. To find out whether use of Manga Comic effect in students' reading comprehension in terms of literal reading at SMA Muhammadiyah 7 Rappokalling
2. To find out whether the use Manga Comic effect in students' reading comprehension in terms of Interpretive reading at SMA Muhammadiyah 7 Rappokalling

D. Significance of the Research

After getting the results of this research, The taken into account to be a reference material for teachers, students and readers. Where teachers can find out the effect of Manga Comics on students' reading comprehension. And for practical purposes, this research is expected to be useful information for teachers, students and readers.

E. The scope of the research

This study determine the effect of Manga Comics on students' reading comprehension, focusing on literal understanding in terms of main ideas and interpretive understanding in terms of text conclusions in second grade students of Sma Muhammadiyah 7 Rappokalling.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Afrilyasanti (2010) "Adapting Comics and Cartoons to Develop 21st Century Learners, This research investigates how cartoons and comics make it possible students become 21st century learners. The results verify that cartoons and comics are helpful students to gain their 21st century skills. With activities using cartoons and comics, students can enjoy their learning and freely explore their creative and analytical thinking. As a result, students can be at the active, responsive, critical and level analytical. Thus, they can improve their communicative and thinking skills.

Jee, (2009) Comic cognition: exploring the potential cognitive impacts of science comics. Despite the emergence of new media, reading comics remains a popular activity for both children and adults. In recent times, there has been a tremendous increase in the creation of educational comic books, including many books on science. The rapid rise of science comics goes far beyond our understanding of how comics influence people's beliefs and interests in science. In this theoretical article, we draw upon research from science and cognitive education to discuss hitherto unexplored cognitive effects of science comics. We propose several ways in which learning can be improved or reduced through reading science comics and address some of the broader issues associated with the use of comic books in education, including individual differences and informal learning.

Hampton, Tracy (2009) "Media lab uses videos, comics, and more to help people understand health issues, This study will help hospitals to understand the weaknesses in implementing their interactive patient education and come up with Smart integration strategies. The study found that 70% of these hospitals have adopted interactive patient education content, 76.6% of that content comes from third-party developers, and only 20% of hospitals link their patient education content to one or more hospital resources. while 26% cross-reference for such content. The authors conclude that more hospitals should leverage modern information communication technology to cross-reference their patient education content and to integrate that content into their overall online marketing strategy to benefit patients and themselves.

Smaldino, et al (2005) suggest some types of media that is often used in the learning process are: text, audio, images, movies and Manga Comic, objects that can be manipulated, and people. Findings from research shows that animated videos are significantly effective improve students' reading comprehension. It can be seen from the results which were analyzed statistically using SPSS v20. The calculations show that There are differences in student learning outcomes before and after treatment. Moreover, the results of the questionnaire confirmed shows that most students give positive responses to use animated videos, namely animated videos that improve their reading skills understanding, motivating them, stimulating their interest and enhancing their curiosity. From this research it is suggested that the teacher has it better competence in selecting and presenting animated videos in teaching reading.

There are two differences in the research that I have made with the research of other people, in that the research I have made is more focused on reading comprehension and that is the difference between the media. And another difference is the strategy I use.

From the research of Frey, Nancy and Douglas Fisher. Teaching visual literacy: using comic books, graphic novels, anime, cartoons and more to develop understanding and thinking skill and whereas from my research using media in the form of web comics, Japanese researcher Nakazawa, Jun. literacy development in children with manga affects the psychological development of children with applied theory and practice while the strategies I used in the study used pre-test and post-test, that using comic book manga media is one way to improve the ability, be it the ability to English ability or to influence psychology and can use any strategy.

B. Literature review

1. Concept of Reading

Reading is the skill to take sense from text or printed material, it is like books, magazines, newspapers, texts and etc. Reading is a mental process and sensory. This is the way how the use of eyes and related thoughts compile people to read words, thought or something on the text, they are not only done know what is in the published text but their brains will be processed meaningfully from what they read, so they will get ideas, concepts and thoughts. In other names, reading does not mean to get information from supported texts but for processing. Reading can also ask in many ways depending on the background knowledge of people and

their purpose in reading. Get adults to read as an activity to produce hear from what they read.

According to Leu and Kinzer (1987) reading is development, increative and global process involving learned skills. (Musfiroh, 2014).

According to William (1984), he stated that reading as a process whereby one looks at and understands what has been written. Ariffin (1992) in her research state that entitled *Anthropology of Poetry for Young People* defines reading as a highly personal activity that is mainly done silently, alone. (Essays, 2017).

In teaching reading, there are many methods that can be used to improve students' reading skill, including them: previewing, predicting, guessing from context, paraphrasing in this paper, the author only focuses on predicting. To know the meaning of the text, the teacher has to do an interest method. Predict meaning of the text through picture series will help students to more easily predict the meaning of the text and also attract students' attention with an interesting picture.

For many students, reading skills are a particular challenge in finding information in the reading text, often the teacher can hear students read fluently and assume that they are good at reading. But if asked about the information they got from the reading students might experience difficulties. Reading comprehension consists of several levels: Literal, Interpretive and Critical. This strategy was devised by Herber (1978) and further developed by Morris and Steward-Dore (1984) to help students think and comprehend easily through the information in the texts. The Three Level Guide Strategy is an appropriate way that can be used by the teacher to help the students understand and conceive the text well.

C. The Definition of Reading Comprehension

Reading means an activity that can involve understanding that cannot be completed with each other. All that have not been approved to read, if not yet reached the text. Understanding makes the connection between what the reader reads and what the reader already knows. Sometimes a connection works by itself - especially compilation of information that is important or interesting to the reader. This means one of the goals of reading. In understanding reading, readers must have skill about reading comprehension, because without that, it has not really happened.

Reading comprehension is the construction the meaning of a written and spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. The presumption here is that meaning resides in the intentional problem-solving, thinking processes of the interpreter that the content of the meaning is influenced by that person's prior knowledge and experience. (Harris & Hodges, 1995).

The previous experts said that reading comprehension refers to reading for understanding, meaning, and entertainment. It incriminates higher-order thinking skills (Nunan, 2005). It reveals to be defined that as a reader it is very important in understanding what is the content of the text, to know the main idea of the text, and also what the details of the text. That means, the reader must find the meaning written from the reading. When the reader reads a text. Automatically they must find the information implicit in the text.

Reading and comprehension cannot be separated each other. Reading comprehension is an activity to realize the meaning of the text. So, to in reading

comprehension, the reader should know some strategies that can be used to know the meaning of text.

3. Reading Comprehension Levels

In reading comprehension, there are 3 levels that must be understood by the reader before reading. that is; Literal reading comprehension, interpretive reading comprehension and critical thinking. Literal reading comprehension means that reader can identify the main ideas of the paragraph or short story, recall details that support the main ideas and organize the sequence in which the main events occurred. Interpretive reading comprehension means the reader can Predict endings and anticipate consequences, state reasons for events and make generalizations. And Critical thinking means the reader can Make generalizations, comparisons, judgments, recommendations and suggestions, decision and create alternative endings.

According to Westwood in Suhadi (2016), he stated that there are four levels in comprehension, such as literal level, inferential level, critical level and creative level.:

a. Literal Level

Literal reading refers to the acquisition of the meaning of an idea or information that is explicitly stated in the text. Some reading skills that are specific to the literal comprehension level are: identifying specific or incomplete information, sequencing ideas when it explicitly signals where it is given, and following instructions.

a) Identifying Spesific Information.

This reading requires a person to focus on only one or a few specific information or details that he needs to form a text; the rest of the text may no longer be readable. That information could be names, dates, scientific terms, or places or whatever, searches that motivate people to read. In looking for a detail, the reader must look for signals in the required information environment or within the information itself.

b) Main Idea

Meaningful reading results from the reader's ability to follow the writer's line of thought. This is because every discourse consists of words and sentences which are not only related grammatically to each other, but are also logically related and the order of ideas presented by the author allows him to properly summarize, describe and conclude.

How to determine the main idea :

- a. read the first sentence of a paragraph
- b. read the last sentence in the paragraph
- c. read the second sentence at the beginning of the paragraph
- d. read the middle of the sentence
- e. read whole paragraphs or pages

c) Conclusion

Conclusions draw factual evidence into statements about the nature of phenomena.

Examples of phrases or questions for this level are as follows:

- a) What is...

b) How old are you ...

c) When...

Abilities that refer to the literal level are:

a) knowledge of the meaning of the word

b) remember ideas directly or paraphrased themselves

c) understanding grammatical clue-subject, pronoun, verb, conjunction and so on.

d) Given the main ideas that are stated explicitly

e) Knowledge of the order of information contained in the text,

A. Interpretive Level

This level requires the reader to go beyond the information provided by the author. Readers are required to see the significance of the data; To record various relationships such as cause and effect and the relationship of the part to the whole, make comparisons, draw conclusions and conclusions and make generalizations. Examples of phrases or questions for this level are as follows:

a) Why

b) What evidence

c) What you can conclude

Abilities that refer to the interpretive level are:

a) Reasoning with the information presented to understand the tone, goals and attitudes of the author.

b) Referring to factual information, main ideas, comparisons, causal relationships that are not explicitly stated in the text.

B. Critical Level

At this level, students learn to evaluate and assess information and the writer's use of language to guide reader's interpretation; noting evidence of the author's bias, qualifications, viewpoints, intentions and correctness.

Examples of phrases or questions for a critical level are as follows:

- a) judge
- b) What is the result of...
- c) How would you describe

The abilities that refer to the critical level are:

- a) React to information in the text that shows its meaning for the reader.
- b) Analyze and evaluate the quality of written information in several standards.

C. Creative Level

This level requires the reader's involvement with the information presented as he uses it to formulate or rethink his own ideas. Questions at this level may consist of open-ended questions that require the reader to enter their own knowledge, views, and values. Examples of phrases or questions for this level are as follows:

- a) What would you do if
- b) Make up
- c) What does the text say about....

Abilities that refer to the creative level are:

- a) Knowledge of emotional responses to literary techniques

b) Knowledge of the response to form, style and structure.

In short, the literal level involves obtaining information that is stated directly. The interpretive level involves "reading between the lines" in making conclusions. The critical level involves evaluation of written material. The creative level involves formulating and rethinking ideas.

From the description above, it can be said that each level requires different abilities or skills. The interpretive level requires skills that are higher than literals and so on.

D. Some pertinent Ideas

1. Manga Comic

a. Definition of Manga Comic

Manga Comics are a medium used to express ideas with images, often combined with text or other visual information and most Manga Comics are produced from Japan which is now worldwide in all circles, Sadiman, et al., (2008, p. 9) that the use of audio visual aidssuch as animated video or Manga Comic functions as a medium conveys the message or the information in the study. Comics often take the form of juxtaposed panel sequences. Often textual devices such as speech bubbles, captions, and onomatopoeias show dialogue, narration, sound effects, or other information. The size and arrangement of the panels contribute to the speed of the narration. Cartoons and similar forms of illustration are the most common way of creating images in comic manga. How the Manga Comic is applied There are several steps in applying Manga Comics to learning:

1. Download Manga Comics on some well-known links such as samehadaku or anikyojin or can be downloaded via YouTube
 2. Choose what manga is easy to learn and has an educational element
 3. Choose manga with English translation, of course, to focus on the field.
 4. After comic manga has had, understand literal and interpretive reading with some treatment so that students are able to identify the main idea of paragraphs and predict the ending.
 5. After the treatment is given the teacher monitors students in reading comprehension.
 6. After that the teacher can provide information about Manga Comics
- b. Manga Comic Web

Has many forms in both book and web form, comic manga in book form usually discusses more than one capter while in web form it discusses only one capter per capter release, comic web manga is easier to obtain than comic manga in book form and almost comic manga in book form is extinct. The following is an example of a comic manga sheet in web form



Figure 2.1. Manga Comic pictures

The image above is an example of a Manga Comic layout on the web entitled one piece, which will later be used as an object of research

D. Conceptual framework

The conceptual framework of this research

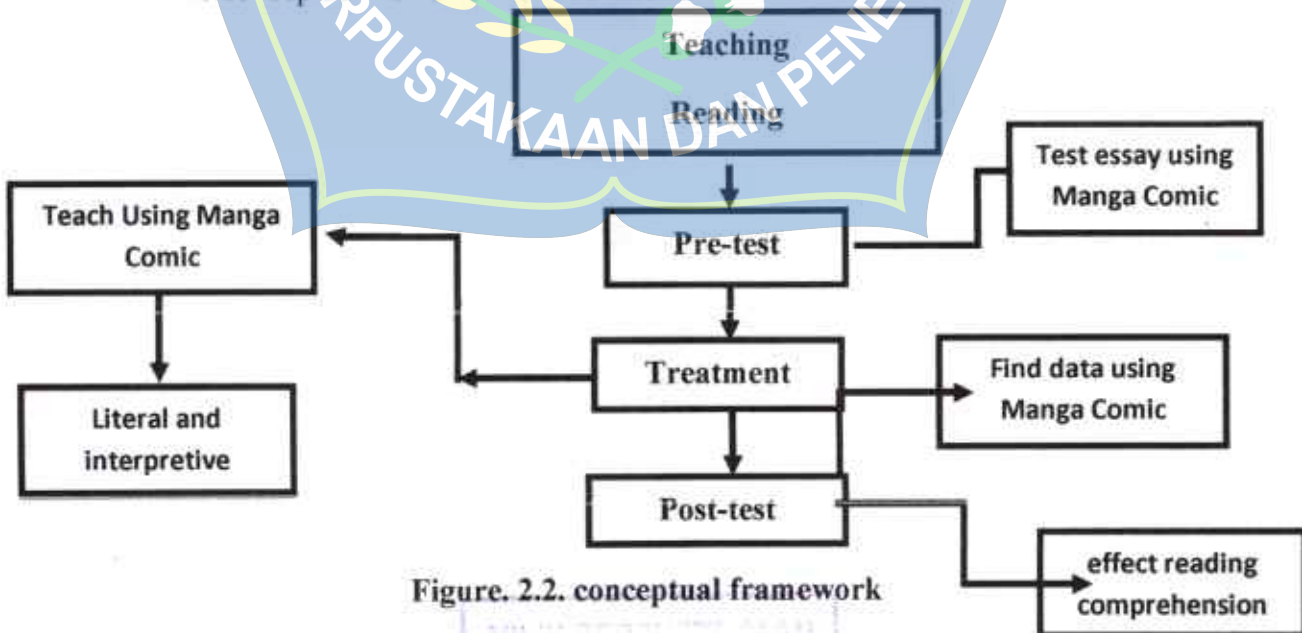


Figure. 2.2. conceptual framework

In this study, research will analyze the improvement in students' reading comprehension by using Manga Comic as a learning medium. First, the researchers will display an Manga Comic with English subtitles and give students a pre-test in the form of a reading test about the video being watched. After giving a pre-test, the research will give treatment using Manga Comic. The treatment that will be given is the position of the keywords. A final test or post-test to find data using Manga Comic a learning medium can help improve students' reading comprehension

E. Hypothesis of the Research

The hyphothesis of this research formulated as follow:

1. H_0 (Null Hyphothesis): there is no the effect of using Manga Comic in improving students reading comprehension
2. H_1 (Alternative Hypothesis): there is the effect of using Manga Comic in improving reading comprehension

CHAPTER III
RESEARCH METHOD

A. Research Design

In this research, the researcher use one-group pretest-posttest design. One-group pretest-posttest design usually involves three steps: 1) administering a pretest which measuring the dependent variable; 2) applying the experimental treatment to study; and 3) administering a post-test, measuring the dependent variable. In this research design, there is not control group.

The researcher has given a pre-test to the students, then the researcher gives the treatment of the students about reading using Manga Comic. After the treatment was given, the researcher gave a post-test to the students..

Table: 3.1 The Design of One-Group Pretest Post Test

Pretest	Treatment	Posttest
Y1	X	Y2

(Darwis n., 2016: 50)

Notes:

- Y1 : Pre-test
X : Treatment, Reading using Manga Comic
Y2 : Post-test

The data was carried out in a pre-experimental research design to find out how Manga Comics can improve students' reading skills. The researcher hopes that the use of Manga Comics can have a good influence on students' reading skills. Pre-experimental design is a design that has not become a real experiment, because

there are still external variables that also influence the formation of the dependent variable (Sugiyono 2013). Pre-experimental designs are categorized into three types, namely: a) One shot case study. b) Pretest-posttest one group design. c) Posttest only control group design. In this study, the researcher will use a pretest-posttest one group design.

Chronologically, the design involves one group in which the researcher conducts a pre-test, describes the treatment and conducts a post-test. The success of the treatment will be determined by comparing the results of the pre-test and post-test.

1. Pre- Test

The pretest test that the writer gave was to measure the students' prior knowledge before giving treatment and for the problems the students had by giving a questionnaire first. After that the researcher will explain about Manga Comics and how to use Manga Comics in learning

2. Treatment

After doing the pre-test. Students are given treatment using Manga Comics, each comic title One treatment session is required. In each meeting the researcher gave a different Manga Comic title.

In each meetings, the researcher using some procedure as follows:

- a. Open Manga Comic on your Smartphone by entering the Manga Comic reading website.
- b. Select what anime genre you want to read. (one piece and naruto)
- c. The teacher can provide manga titles that have been prepared in advance to be given to students

- d. Before the teacher gives assignments, the teacher first provides explanations and material about keywords to students through Manga Comics that have been selected or have been provided.
- e. After students are given time to understand where the key words from the reading are, the teacher assigns an assignment and directs students to look for main ideas on the reading.
- f. When students do their assignments, the teacher as a director in Manga Comics can make corrections.
- g. In addition to explaining how to find keywords from each sentence, the teacher also teaches how to use reading techniques.
- h. Students can be assessed what if the assignment has been completed.

3. Post-test

After gave treatment, the researcher gave post-test, the content of the posttest was similar as pre-test. The aim of post-test was to find out the result of the treatment.

(Ary et al., 2018: 250)

B. Research variable and Indicator

1. Variable

Dalle (2012) stated the research variables were the objects that can be observe, assess, or examine through their own indicators or parameters. Related to the statement, the variable was one of the important elements of research. The variable of this research:

- a. Independent variable

According to Mark Balnaves (2001) Independent variable has an impact on the dependent variable. In other definition, Creswell (2012) stated that an independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. In these research independent variables is The use Manga Comic.

b. Dependent variable

According to Creswell (2012) a dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. Dependent variable is the consequence or dependent variable upon antecedent variables. The dependent variable in this research is the student's reading ability.

2. Indicator

There are two indicator in this research as follow:

- a. literal reading comprehension: identifying specific information, main ideas.
- b. Interpretive reading comprehension: conclusion.

C. Population and Sample of Research

a. Population

The population of this research to be the students in the 11th Grade SMA MUHAMMADIYAH 7 RAPPOKALLING. The population of this research is second year students' in academic 2019/2020 that consist of 20 students.

b. Sample

The sample taked using total sampling technique that the class consist of 20 students. According to Sugiyono (2007) the population of less that 100 entire



populations is being use as research samples all along. The sample of the study only one class of eleven grade students.

D. Research of the Instrument

According to Sugiyono (2009) research instrument is a tool or instrument used to measure nature and social phenomena observed. Test is an instrument or procedure designed to measure the student's ability.

1. Test Essay

According to H.B Jassin (2008) gave the understanding that an essay is a written description that discusses various kinds of problems, whether political, social, legal, agricultural and so on. Essays are not arranged in an orderly manner, but there are outlines that can be drawn from the various writings expressed.

Umar Muktar (2008) state that, An essay is a prose essay that examines in passing but is accurate, concise, and contains about various issues, such as politics, literature, art, and culture from the author's point of view.

In general, an essay is a prose essay that discusses a problem at a glance from the author's personal point of view. In other words, an essay is a piece of writing that contains one's opinion or opinion on an actual problem or attracts attention.

So in this study, the researcher collected data through a test in which the researcher gave an essay test consisting of 10 questions, 5 questions for literal and 5 questions for interpretive from each Manga Comic title that had been compiled and there were two manga. The comic titles used in this research are Naruto for Pretest and One Piece for Posttest.





E. Procedure of Data Collection

There are several procedures used in data collection in this study, namely: pre-test and post-test. Each of these procedures is described as follows:

1. Pre-test

Before teaching materials using Manga Comics, the researcher gave a test to the students. This test is given to determine students' basic competencies and to measure students' individual knowledge skills. Pre-test was given to students before being taught with interpretive reading strategies and literal reading. Students are asked to work on narrative text questions in the form of Manga Comics in the form of essay questions. The pre-test consists of 10 questions. The test time allocation is 45 minutes. The researcher took the pre-test from the second grade students of SMA Muhammadiyah 7 Rappokalling.

2. Post-test

To get the data, a post-test was given to students. In this test, you want to know a student's grade after being taught using interpretive reading and literal reading strategies. Students are asked to work on a narrative text in the form of Manga Comic questions in the form of essay questions. The post-test consists of 10 questions for interpretive understanding and literal understanding. The test time allocation is 45 minutes. The researcher took the pre-test and post-test from the same place. The scores obtained were analyzed in determining the comparison between pretest and posttest scores, to measure the influence of students' manga comics in reading comprehension.

F. Technique of Data Analysis

The data collect through the test are calculated using inferential statistic percentage score is also use to know the students' ability. The steps under taken in quantitative analysis employing the following formulas:

To analysis data, the researcher use the formola as follows :

a. $score = \frac{Students\ correct\ answer}{Total\ number\ of\ items} \times 100$

Helmin in Samsul Alam

(2009)

b. The score students' answer of main idea and conclusion the researcher use formula:

No.	Criteria	Score
1.	The answer include clear generalization that state or implies the main idea.	4
2.	The answer states or implies the main idea from the story.	3
3.	Indicator inaccurate or incomplete understanding of main idea.	2
4.	The answer include minimal or no understanding of main idea	1
5.	No answer	0

No.	Criteria	Score
1.	Conclusion reflect resource reading in development of idea, It is excellent	4
2.	Conclusion reflect reading in development of idea. It is good	3

3.	Conclusion reflect only reading in development of idea.It is poor	2
4.	Conclusion there answer, but does not reflect any reading of resources in development idea	1
5.	No answer	0

Pollard (2007:17)

c. Calculation the mean of the students answer by using formula.

$$\bar{X} = \frac{\sum X}{N}$$

Where:

- \bar{X} = Mean core
- $\sum X$ = The raw of all score
- N = The number of subjects

(Gay, 2006)

d. The percentage of increasing achievement used the following formula: X_2-X_1

$$P = \frac{x_2-x_1}{x_1} \times 100$$

Where:

- P = Percentage
- X_2 = Average score of Post-test
- X_1 = Average score of Pre-test

(Gay, 2006)

e. After collecting the students data, the researcher classified the score of the students into the following criteria:

Table 3.2 classify the score of the students

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 65	Fair
36 – 55	Poor
00 – 35	Very Poor

(Amirullah, 2012:32)

- f. The significance difference between the students' pre-test and post-test, the researcher applied the formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

- T = Test of significance
D = The difference between the method pairs (X1 – X2)
 \bar{D} = The mean of Ds
 $\sum D^2$ = The sum of the square
 $(\sum D)^2$ = The square of $\sum D$
N = Number of students

(Gay, 2006)

- g. The criteria for the hypothesis testing was as follows:

Table 3.3 Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Gay, 2006)

The table above show if (1) the t-test value was smaller than t-table value, the null hypothesis was accepted, while the alternative hypothesis was rejected, and

if (2) the t-test value was equal to greater than t-table value, the null hypothesis was rejected while the alternative was accepted.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter answers the problem formulation in the previous chapter and consists of findings and discussion. The findings show an overview of the results of the data that has been collected through reading tests in the pre-test and post-test. It is depicted in the form of a graph or chart or table. Then, the discussion is an explanation of the findings but still shows the results of the data. In this discussion, the researcher used their own words to explain it.

A. Findings

The research finding is that the effect of using manga comics on students' reading comprehension in literal comprehension and interpretive comprehension. In further interpretation of the data analysis is given below:

1. Students' Literal Reading Comprehension Using Manga comic in Term of Main Idea

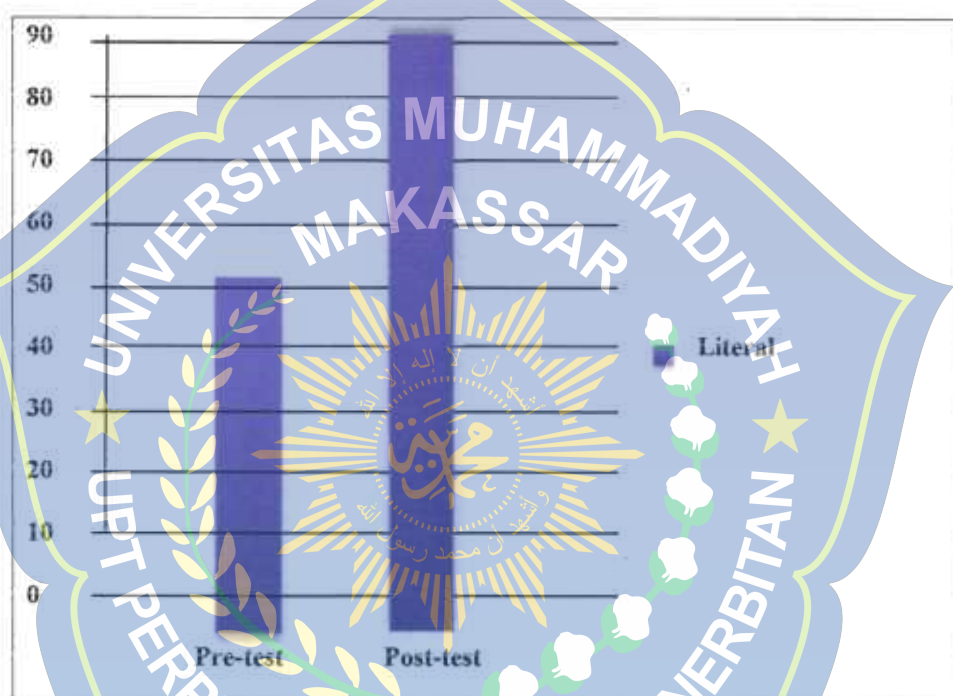
Students' literal reading comprehension using Manga Comic have different in pre-test and post-test. In pre-test students still less understand about main idea but after gift treatment Applied using manga comics the students more understand about the main idea, it can be seen clearly in the following table:

Table 4.1 Students' Literal Reading Comprehension Using Manga Comic.

Literal Reading Comprehension	The Students' Score		Improvement (%)
	Pre-Test	Post-Test	
Main Idea	51.00	91.25	78.92

Based on the table 4.1 above, it shows that the score of literal 78.92% from of students in post-test improved after teaching reading comprehension in terms of main idea by using Manga Comic. The mean score of the students in pre-test were 51.00 and post-test which to be 91.25.

Graphic 4.1 The Mean Score and Increase of The Students' Reading Comprehension in Term of Main Idea.



The graphic above that there was improvement of the students in the reading comprehension in term of literal comprehension from pre-test with the mean score was 51.00 to post-test with the mean score was 91.25 and the improvement of pre-test to post-test was 78.92%.

Table 4.2 Classification of the Students Score Reading Comprehension in Term of Main Idea (pre-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	0	0%
5	Fair	56-65	9	45%
6	Poor	36-55	9	45%
7	Very Poor	0.0-35	2	10%
Total			20	100%

Based on the table 4.2 above, it shows that the classification of the students score reading comprehension in terms of main idea in pre-test there are , 9 (45%) students got fair, 9 (45%) students got poor and 2 (10%) student got very poor.

Table 4.3 Classification of the Students Score Reading Comprehension in Term of Main Idea (post-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	13	65%
2	Very Good	86-95	0	0%
3	Good	76-85	3	15%
4	Fairly Good	66-75	2	10%
5	Fair	56-65	2	10%
6	Poor	36-55	0	0%
7	Very Poor	0.0-35	0	0%
Total			20	100%

Based on the table 4.2 above, it shows that the classification of the students score reading comprehension in term of main idea in post-test there are 13 (65%) students got excellent, , 3 (15%) students got good, 2 (10%) students got fairly good and 2 (10%) students got fair.

2. Students' Interpretative Reading Comprepension Using Manga Comic

In Terms of Conclusion

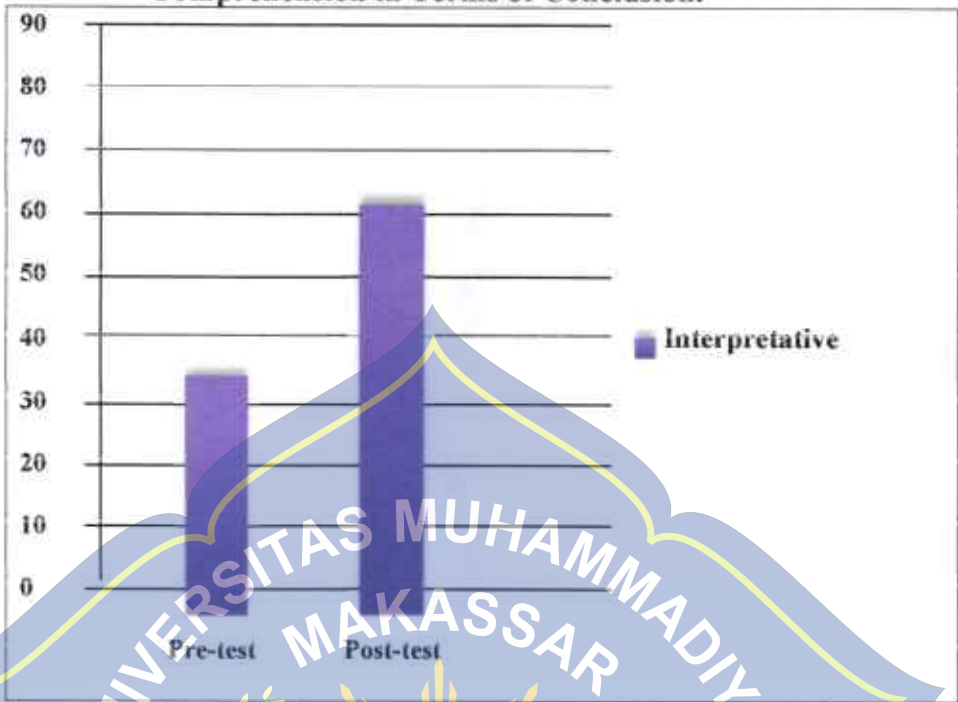
Students' interpretative reading comprehension Manga Comic have different in pre-test and post-test. In pre-test students still less understand about conclusion but after gift treatment Applied using manga comics the students more understand about conclusion, it can be seen clearly in the following table:

Table 4.4 Students' Interpretative Reading Comprehension Using Manga Comic.

Interpretative Reading Comprehension	The Students' Score		Improvement (%)
	Pre-Test	Post-Test	
Conclusion	36.50	60.00	64.38

Based on the table 4.4 above, it shows that the score of interpretative 64.38% from of students in post-test improved after teaching reading comprehension in term of conclusion by using Manga Comic. The mean score of the students in pre-test were 36.50 and post-test which to be 60.00%.

Graphic 4.2 The Mean Score and Increase of The Students' Reading Comprehension in Terms of Conclusion.



The graphic above that there was improvement of the students in the reading comprehension in term of interpretative comprehension from pre-test with the mean score was 36.50 to post-test with the mean score was 60.00 and the improvement of pre-test to post-test was 64.38%.

Table 4.5 Classification of the Students Score Reading Comprehension in Terms of Conclusion (pre-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	1	5%
5	Fair	56-65	2	10%

6	Poor	36-55	4	20%
7	Very Poor	0.0-35	13	65%
Total			20	100%

Based on the table 4.2 above, it shows that the classification of the students score reading comprehension in terms of main idea in pre-test there are , 1 (5%) students got fairly good, 2 (10%) students got fair, 4 (20%) students got poor and 13 (65%) student got very poor.

Table 4.6 Classification of the Students Score Reading Comprehension in Term of Conclusion (post-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	3	15%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	2	10%
5	Fair	56-65	2	10%
6	Poor	36-55	12	60%
7	Very Poor	0.0-35	1	5%
Total			20	100%

Based on the table 4.2 above, it shows that the classification of the students score reading comprehension in term of main idea in post-test there are 3 (15%) students got excellent, 2 (10%) students got fairly good and 2 (10%) students got fair, 12 (60%) students got poor and 1 (5%) student got very poor.

3. Hypothesis Testing

The hypothesis was tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent sample test, that was a test to know the significance difference between the results of students' mean score in pre-test and post-test the researcher used t-test analysis on the level of significance (α) = 0.05 with the degree of freedom (df) = $N - 1$, where N = Number of subject (20 students) then the value of t-table was 2.03 t-test statistical, analysis for independent sample is applied.

The result of the data analysis t-test of the students' reading comprehension through Manga Comic table below:

Table 4.7 the Comparison of T-Test and T-Table Score of the Students' Reading Comprehension (Pre-Test)

Variables	T-Test	T-Table	Description
Literal Reading Comprehension	19,77	2,11	Significance
Interpretative Reading Comprehension	10,84	2,11	Significance
X	30,61	2,11	Significance

The table above shows that the value of the t-test is higher than the value of t-table. The t-test value of main idea is greater than t-table ($19,77 > 2$ and t-test value of conclusion are greater than t-table ($10,84 > 2,11$). The result of calculating t-test of the indicators in the students t-test in literal and interpretative reading comprehension is greater than t-table ($30,61 > 2,11$).

The value of the t-test is greater than t-table. The score in variable of reading comprehension is ($17,74 > 2,03$). It is said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It means that, there is a significance

difference between the result of the students' literal and interpretative reading comprehension in reading through Manga Comic after treatment.

If the t-test value is higher than t-table at the level of significance 0,05 and degree freedom (df) 20 ($N-I=20-1$), thus the alternative hypothesis (H_I) is accepted and null hypothesis (H_O) is rejected. In country, if the value is lower than t-table at the level of significance 0,05 and the degree freedom 19, thus the alternative hypothesis is rejected and null hypothesis is accepted.

Table 4.8 the Comparison of T-Test and T-Table Score of the Students' Reading Comprehension (Post-Test)

Variables	T-Test	T-Table	Description
Literal Reading Comprehension	29.67	2.11	Significance
Interpretative Reading Comprehension	13.37	2.11	Significance
X	43.04	2.11	Significance

The table above shows that the value of the t-test is higher than the value of t-table. The t-test value of main idea is greater than t-table ($29.67 > 2.11$) and t-test value of conclusion are greater than t-table ($13.37 > 2.11$). The result of calculating t-test of the indicators in the students t-test in literal and interpretative reading comprehension is greater than t-table ($43.04 > 2.03$).

The value of the t-test is greater than t-table. The score in variable of reading comprehension is ($43.04 > 2.11$). It is said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_I) is accepted. It means that, there is a significance difference between the result of the students' literal and interpretative reading comprehension in reading through Manga Comic after treatment.

If the t-test value is higher than t-table at the level of significance 0,05 and degree freedom (df) 20 ($N-I=20-1$), thus the alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected. In country, if the value is lower than t-table at the level of significance 0,05 and the degree freedom 19, thus the alternative hypothesis is rejected and null hypothesis is accepted.

B. Discussion

This research concerned to the use manga comic to know effect students' reading comprehension in term of literal comprehension (main idea) and interpretative comprehension (drawing conclusion) to students of eleven grade SMA 7 Muhammadiyah Rappokalling.

The research finding that the students' reading comprehension by using Manga Comic showed the improvement of the students reading comprehension in the terms of main idea and making conclusion. From the improvement showed the process in pre-test and post-test. The result of the students reading in pre-test was low, especially in finding the main idea and making conclusion. It showed that the students could not express their ideas and their understandable.

Waluyanto, (2005) state that comics can help students in reading comprehension. This is because comics are a unification of the power of images and writing that are strung together in an image storyline that makes information easier to absorb,

Based on the problem above, the researcher gave the treatment by using Manga Comic, so that the students could show the improvement in post-test. In pre-

test, researcher only gave the dialogue text with Manga Comic form (reading text) to know their prior knowledge before given the treatment of Manga Comic.

After students were given a treatment by using Manga Comic. As the result, students become active and enjoy in reading activity. They would be easy to do reading activity. Most of their utterance were correct and no need to reading for a long time to understand what they read.

The result of students' mean score after presenting in teaching reading comprehension using Manga Comic is better than before the treatment is given to the students. Before giving the treatment, the students' Comprehension in literal and interpretive are fair. After giving the treatment, their comprehension is significantly improve and categorized as good treatment, their comprehension is significantly improve and categorized as good.

1. Students' Literal Reading Comprehension Using Manga Comic

Based on the finding above in applying Manga Comic in the class, the data is collected through the test as explain in the previous finding section shows that the students' comprehension in the score of literal is improved from the mean score in pre-test and post-test. The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, it can be concluded that effect of Manga Comic could improve the students' comprehension in literal reading comprehension.

2. Students' interpretative Reading Comprehension Using Manga Comic

Based on the finding above in applying Manga Comic in the class, the data is collected through the test as explain in the previous finding section shows that students' comprehension in the interpretative is significantly improved.

The data on the table 4.4 shows that the score of interpretative is improve from the mean score on pre-test and post-test. Therefore, it can be concluded that effect of Manga Comic could improve the students' comprehension in interpretative comprehension.

Smaldino, et al (2005) suggest some types of media that is often used in the learning process are: text, audio, images, movies and Manga Comic, objects that can be manipulated, and people. The findings of the study show that using media, one of which is pictures, is significantly effective in improving reading comprehension.

This can be seen from the results that were statistically analyzed using SPSS v20. The calculation results show that there are differences in student learning outcomes before and after treatment. In addition, the results of the test confirmed that most of the students gave positive responses to using pictures, namely Manga Comics which had the effect of increasing their reading comprehension.

3. The significant Differences of T-test and T-table

Through the result of pre-test and post-test, it can be concluded that statistically hypothesis of H1 is accepted and the statistically hypothesis of H0 is rejected. It means that the effect using Manga Comic in teaching reading comprehension could improve the students' comprehension of reading.

The effectiveness of the students' literal and interpretative comprehension in reading skill, it is concluded that Manga Comic Give the effect of improvement students' comprehension in literal and interpretative in reading. It could be showed from the students' reading test in pre-test and post-test. In pre-test, some students were difficult to answer the questions and find out main idea and conclusion. But, the students' reading comprehension in post-test, which the content of reading comprehension could be understand. Then, the students were easy to answer the questions and find out main idea and conclusion.

Based the explanation above, the researcher analyzed that Manga Comic could improve the students, reading comprehension. It was proved by the result of students' achievement in dialogue text manga comic form.

From the discussion above, it could be argued that the students of eleven grade SMA 7 Muhammadiyah Rappokalling have given a positive Effect in reading skill after Using Manga Comic especially in comprehension a text.

Further, the researcher concluded that usingManga Comic in learning give effect to students more active, enjoy and motivate in teaching learning process. It means that the Manga Comic can be used as one of the alternative to teach Dialogue text Manga Comic form.

Jee, (2009) Comic cognition: exploring the potential cognitive impacts of science comics , Despite the emergence of new media, reading comics remains a popular activity for both children and adults. In recent times, there has been a tremendous increase in the creation of educational comic books, including many books on science. The rapid rise of science comics goes far beyond our

understanding of how comics influence people's beliefs and interests in science. In this theoretical article, we draw upon research from science and cognitive education to discuss hitherto unexplored cognitive effects of science comics. We propose several ways in which learning can be improved or reduced through reading science comics and address some of the broader issues associated with the use of comic books in education, including individual differences and informal learning.

While the research in this study uses comics as a learning medium to measure the effect of increasing students' reading in using dialogue text readings in the form of manga comics, the similarities in this study are the use of comics and different in their application..



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After conducting The Experimental Research about effect The Use of Manga Comic in Teaching Reading Comprehension and based on the researcher findings in the previous chapter, the researcher concluded that:

1. Manga Comic is effective to increase the students' literal reading comprehension in main idea, it was improved by the mean score of literal comprehension before and after giving treatment with the t-test value main idea comprehension is greater than t-table.
2. Manga Comic is effective to increase the students' interpretative reading comprehension in conclusion, it was improved by the mean score interpretive comprehension before and after giving treatment with the t-test value interpretive comprehension is greater than t-table. The result of calculating t-test of the indicators in the students' t-test reading comprehension (literal and interpretative comprehension) is greater than t-table. It means that there is significance difference between before and after giving the treatment.

B. Suggestions

This research concerned to the use manga comic to know effect students' reading comprehension in term of literal comprehension (main idea) and interpretative comprehension (drawing conclusion) to students of eleven grade SMA 7 Muhammadiyah Rappokalling. There are a few things to suggest.

1. For School

Schools should strive to provide better learning facilities and infrastructure and create a comfortable learning environment to support the learning process and student achievement. Because with representative facilities, it will increase student learning motivation, so students can study comfortably so that it is expected to improve learning achievement.

2. For Further Researchers

For further researchers, the results of this study can be used as comparison and reference material for research, and as consideration for further deepening further research by using media that can improve students' reading comprehension in literal (main idea) and interpretative (conclusions) understanding.



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Appendix 1.

RPP
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMA MUHAMMADIYAH 7 RAPPOKALLING

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/2

Materi Pokok : Teks berbentuk naratif

Alokasi Waktu : 1 x 45 Menit (3x pertemuan)

A. Kompetensi Inti (KI)

Kompetensi Inti (K I)

K . I . 1 Menghayati dan mengamalkan ajaran agama yang dianutnya

K . I . 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

K . I . 3 Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detil, dan kompleks berdasarkan rasa ingin tahunya tentang ilmunipengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan,



kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

K. I. 4 Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif, dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu menggunakan metode sesuai dengan kaidah keilmuan.

B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis sederhana tentang legenda rakyat sesuai konteks penggunaannya.
	3.8.2. Menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis sederhana tentang legenda rakyat sesuai konteks penggunaannya.
4.8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>naratif</i> , lisan dan	4.8.1. Menentukan moral value yang terkandung dalam teks berbentuk naratif singkat
	4.8.2. merumuskan kembali sebuah cerita yang telah diamati ke dalam bahasa sendiri yang lebih

tulis sederhana terkait legenda rakyat	sederhana
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C. Tujuan Pembelajaran

Melalui pendekatan saintifik dengan model pembelajaran *discovery learning*, peserta didik mampu mengidentifikasi dan menganalisa tujuan komunikasi, struktur teks dan unsur kebahasaan teks berbentuk naratif (yang salah satunya merupakan kalimat langsung dan tidak langsung) dengan tepat, baik, jujur, dan santun dalam kehidupan sehari-hari.

Sedangkan dengan model pembelajaran *cooperative learning* peserta didik mampu untuk menemukan dan menceritakan isi teks berbentuk naratif secara kolaboratif dengan tepat, baik, jujur, dan santun.

D. Materi Pembelajaran

a. Fungsi social teks naratif

A text that entertains or amuses the readers or listener with fictional story

b. Struktur teks naratif, yang meliputi:

1. Orientation, the part of narrative text that introduces the characters and the setting of the story
2. Complication, the part of narrative text that tells about the problem that is faced by the main character
3. Resolution, the ending of the story it can be either tragedy or comedy

c. Unsur kebahasaan teks naratif yang meliputi;

1. Simple past tense

2. Direct-Indirect speech

3. Adverb of time

E. Metode Pembelajaran

- a. Pendekatan : Scientific approach
- b. Model : Discovery Learning
- c. Metode : diskusi, tanya jawab, penugasan

F. Media

- 1. Media/Alat : Manga Comic, kamus, Spidol, papan tulis, Laptop

G. Kegiatan Pembelajaran

NO	KEGIATAN
a.	PENDAHULUAN (10 Menit) <ul style="list-style-type: none">• Guru mengabesen kehadiran siswa• Guru menyampaikan kompetensi dan tujuan pembelajaran• Peserta didik diberi pertanyaan tentang teks-teks naratif yang pernah mereka baca• Peserta didik diberi penjelasan tentang teknik penilaian yang akan digunakan
b.	KEGIATAN INTI (70 Menit) <ul style="list-style-type: none">• Peserta didik diberikan sebuah Teks dalog dalam bentuk Manga Comic• Peserta didik diminta untuk membaca teks tersebut terlebih dahulu• Peserta didik membuat daftar kosakata yang belum mereka ketahui dari teks yang diberikan, menggarisbawahi important

	<p>ideas</p> <ul style="list-style-type: none"> • Peserta didik mencari arti kosakata bahasa Inggris yang telah mereka daftar sebelumnya dengan menggunakan kamus • Peserta didik bertanya mengenai hal apa yang mereka belum tahu dari teks tersebut.
	<ul style="list-style-type: none"> • Peserta didik mencari informasi tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif • Peserta didik membuat ringkasan dengan kalimatnya sendiri berdasarkan apa yang di dapatkan dari teks yang telah dibagikan • Peserta didik berdiskusi dalam kelompok tentang informasi yang telah mereka peroleh • Peserta didik menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dari cerita yang telah ditonton • Peserta didik mengkomunikasikan hasil diskusi kelompok mereka • Peserta didik yang lain dan guru memberi <i>feedback</i> • Peserta didik dan guru menyimpulkan hasil diskusi
c.	<p>PENUTUP (10 Menit)</p> <ul style="list-style-type: none"> • Guru memberikan refleksi terhadap pembelajaran • Guru memberikan apresiasi kepada Peserta didik • Guru memberi tahukan materi yang akan dipelajari pada pertemuan berikutnya • Memberi salam

H. PENILAIAN, PEMBELAJARAN REMEDIAL, DAN PENGAYAAN

1. Teknik penilaian

a. Penilaian kompetensi pengetahuan

1) Tes tertulis

b. Penilaian kompetensi keterampilan

1). Proyek, pengamatan, wawancara

- Memperhatikan saat guru menjelaskan tentang materi pokok
- Menyimak gambar/foto tentang materi pokok
- Menyelesaikan tugas yang berkaitan dengan pengamatan dan eksplorasi.

2). Portofolio / unjuk kerja

- Laporan tertulis individu/ kelompok

3). Produk.

2. Instrument penilaian (terlampir)

3. Pembelajaran Remedial dan Pengayaan

a. Remedial

- Remedial dapat diberikan kepada siswa yang belum mencapai KKM maupun kepada siswa yang sudah melampaui KKM. Remedial terdiri atas dua bagian, remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar
- Guru memberi semangat kepada siswa yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi siswa yang belum mencapai KKM (Kriteria Ketuntasan Minimal), misalnya sebagai berikut.
- Menentukan mind idea dan conclusion dalam deskriptif text.

b. Pengayaan

- Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada siswa yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.
- Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
- Direncanakan berdasarkan materi pembelajaran yang membutuhkan pengembangan lebih luas.

I. RUBRIK PENILAIAN PENGETAHUAN DAN KETERAMPILAN

1. Rubric penilaian dan pedoman penskoran

a. aspek sikap

No	Aspek yang dinilai	Kriteria	Skor
1.	Berani	• Tidak pernah menunjukkan sikap tidak berani.	4
		• Pernah menunjukkan sikap tidak berani.	3
		• Beberapa kali menunjukkan sikap tidak berani.	2
		• Sering menunjukkan sikap tidak berani.	1
		• Sangat sering menunjukkan sikap tidak berani.	1
2.	Percaya diri	• Tidak pernah menunjukkan sikap tidak percaya diri.	4
		• Pernah menunjukkan sikap tidak percaya diri.	3
		• Beberapa kali menunjukkan sikap tidak percaya diri.	2
		• Sering menunjukkan sikap tidak percaya diri.	1
		• Sangat sering menunjukkan sikap tidak percaya diri.	1

3.	Rasa hormat	• Tidak pernah menunjukkan sikap tidak hormat.	4
		• Pernah menunjukkan sikap tidak hormat.	3
		• Beberapa kali menunjukkan sikap tidak hormat.	2
		• Sering menunjukkan sikap tidak hormat.	1
		• Sangat sering menunjukkan sikap tidak hormat.	1

b. Aspek pengetahuan

1) Kriteria penilaian literal reading (main idea)

No.	Criteria	Score
1.	The answer include clear generalization that state or implies the main idea.	4
2.	The answer states or implies the main idea from the story.	3
3.	Indicator inaccurate or incomplete understanding of main idea.	2
4.	The answer include minimal or no understanding of main idea	1
5.	No answer	0

Pollard (2007:17)

2) Kriteria penilaian interpretative reading (conclusion)

No.	Criteria	Score
1.	Conclusion reflect resource reading in development of idea. It is excellent	4
2.	Conclusion reflect reading in development of idea. It is good	3
3.	Conclusion reflect only reading in development of idea. It is poor	2
4.	Conclusion there answer, but does not reflect any reading of resources in development idea	1
5.	No answer	0

Pollard (2007:25)

Keterangan :

Nilai Akhir = $\frac{\text{Skor prolehan}}{\text{Skor maksimal}} \times 100 = \dots$

Kriteria nilai :

A = 8-10 Baik sekali

B = 6-7 Baik

C = 3-5 Cukup

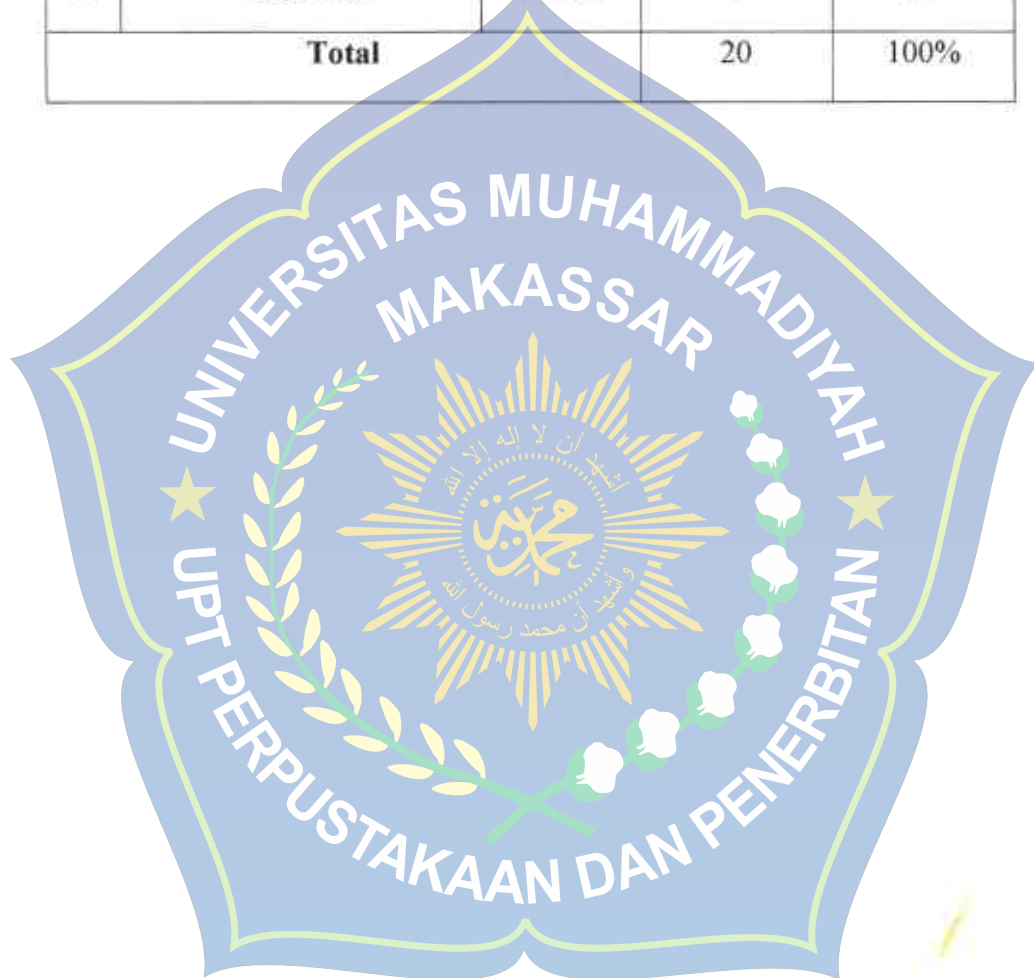
D = <2 kurang

3) Klasifikasi kriteria penilaian :

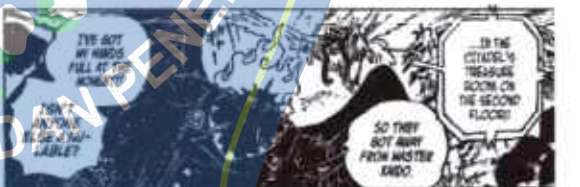
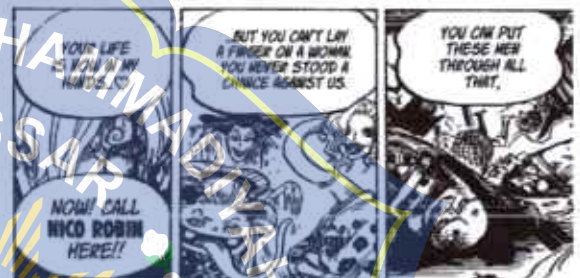
Pengelompokan nilai rata-rata siswa antara lain:

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%

2	Very Good	86-95	0	0%
3	Good	76-85	3	15%
4	Fairly Good	66-75	2	10%
5	Fair	56-65	5	25%
6	Poor	36-55	9	45%
7	Very Poor	0.0-35	1	5%
Total			20	100%





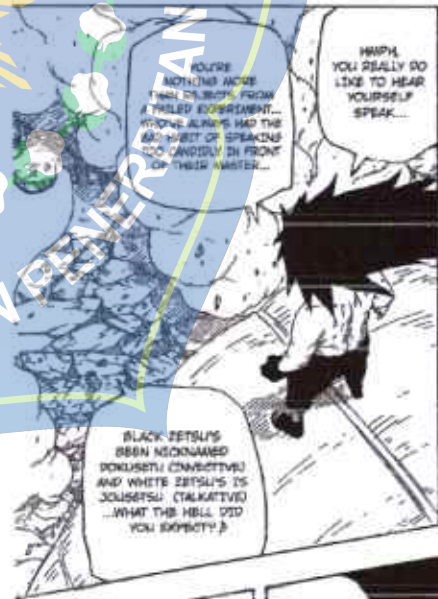


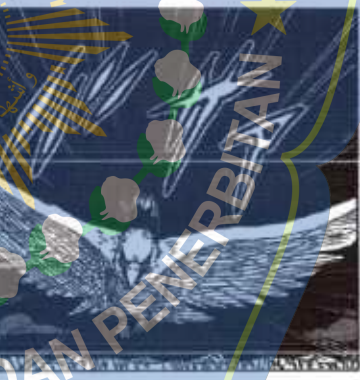
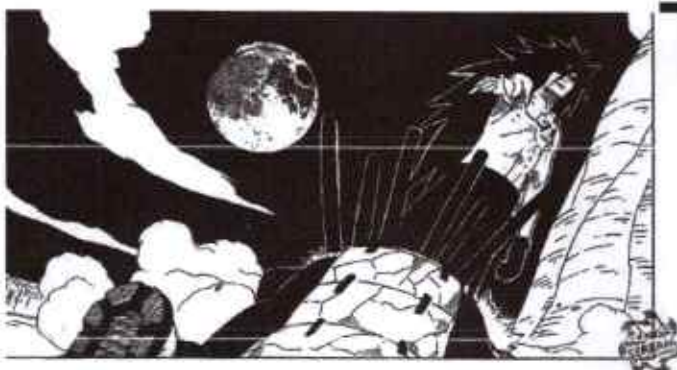
Please answer the questions below according to the manga comic reading cut

above!

1. what is the name of the character calling in the fourth picture?
2. who is the character to be summoned?
3. What abilities did Franky have?
4. What is the nickname given by Sanji?
5. Where did Sanji's match take place?
6. Make description of the first scene from page 1-2?
7. Make description of the first scene from page 3-4?
8. Make conclusion of the manga comic from the scene 1?
9. Make description of the Second scene from page 1-4?
10. Make conclusion of the manga comic from the scene 2?







Please answer the questions below according to the manga comic reading cut
above!

1. Who is called the sand boy?
2. what happens after the kurama is taken ?
3. what is the nickname of black zetsu?
4. what is the nickname of white zetsu?
5. what did Madara take from Hashirama?
6. What are madara uchiha and Tobirama senju talking about
7. Make description of the first scane from page 1-4?
8. Make description of the second scane from page 1-4?
9. Make description of the third Scane from page 1- 4?
10. Make conclusion of the manga comic from the scane 1-3?

APPENDIX 4

KEYANSWER

PRE-TEST

1. Garaa
2. Naruto Sekarat
3. Black zetsu is been nicknamed DOKUSETU (INVECTIVE)
4. White zetsu is nickname JOUSETSU (TALKATIVE)
5. senjutsu cakra
6. talking about siding with victory to madara
7. he sucked all the bijuu, and the separation of kyubi from naruto made naruto dying who was saved by garaa while trying to hold madara's suction chain
8. The sucking of Shukaku and other beasts into the statue of Gedo makes the statue active, and the surprise attack launched by Tobirama at Madara can be repelled and Madara gives a counterattack.
9. Garaa made Naruto to the medical team for immediate help, and Tobirama was pressed by Madara, and it was seen that Sasuke was given something by Hasirama
10. Madara managed to turn things around

APPENDIX 5

KEYANSWER

POST-TEST

1. Ussop,Nami And Otama
2. Nico Robin
3. Victory V Flash!!
4. Black Lag Sanji
5. Castle Interior Third floor great banquet hall
6. seen the fight between franky and sasaki dinosaur mode that exchange attacks
7. 7. still shows the fight between Sasaki against franky and the arrival of some gifts along with ussop, nami and otama
8. Featuring a fierce battle between sassaki and franky
9. Switch to Castle Interior Third floor great banquet hall seen the fight between sanji against black maria where sanji lost and summoned nico robin, briefly looked back at the fight between franky and sassaki, and footage of king with the one-eyed child
10. battle between black maria against sanji, sassaki against franky

APPENDIX 6


THE MATERIAL

Reading


in basic reading skills, it is divided into interpretive (main idea) and literal (conclusions).

how to find the interpretive (main idea) in the text, find keywords and connect other keywords, then find them in reading or text

EXAMPLE : What is the nickname given by Sanji?



This is the **KEYSENTENCE** of The Text DIALOGUE MAGA COMIC FORM



This is the **KEYWORD** of The Text DIALOGUE MAGA COMIC FORM

Meanwhile, to determine a literal (conclusion) in pictorial text in the form of a dialogue (manga comic), it is enough to pay attention to pictures and discussion



This is the **SUPPORT PICTURE** of The Text DIALOGUE MAGA COMIC FORM for understand The Conclusion.

APPENDIX 7

ABSEN SISWA KELAS 11 SMA MUHAMMADIYAH 7 RAPPOKALLING

NO	Nama Siswa
1	Ahmad Syahrul
2	Aidil
3	Al Fuqram
4	Andika
5	Armand Maulana
6	Asrul
7	Awal Ramadhan
8	Fanisa maulidya akram
9	Haeril ramadhani
10	Hidayat
11	I made suwardina wibular
12	Maharani
13	Maryama
14	Muh. Amin
15	Muh. Rifal
16	St. aisyah
17	Nia rahma
18	Qonita musfira az-zahra M
19	Tasya syafina
20	Windah

APPENDIX 8

Pretest Score

NO	Nama Siswa	Literal Score	Interpretive Score
1	Ahmad Syahrul	60	35
2	Aidil	40	25
3	Al Fuqram	55	45
4	Andika	65	25
5	Armand Maulana	40	25
6	Asrul	60	60
7	Awal Ramadhan	40	25
8	Fanisa maulidya akram	65	45
9	Ilaeril ramadhani	60	25
10	Hidayat	60	70
11	I made suwardina wibular	60	30
12	Maharani	45	25
13	Maryama	60	60
14	Muh. Amin	55	25
15	Muh. Rifal	55	55
16	St. aisyah	40	25
17	Nia rahma	60	50
18	Qonita musfira az-zahra (M)	30	25
19	Tasya syafina	40	30
20	Windah	30	25

APPENDIX 9

Posttest Score

NO	Nama Siswa	Literal Score	Interpretive Score
1	Ahmad Syahrul	100	50
2	Aidil	85	25
3	Al Fuqram	85	75
4	Andika	75	50
5	Armand Maulana	100	50
6	Asrul	100	75
7	Awal Ramadhan	100	50
8	Fanisa maulidya akram	100	45
9	Haeril ramadhani	100	50
10	Hidayat	100	60
11	I made suwardina wibular	100	60
12	Maharani	100	50
13	Maryama	100	55
14	Muh. Amin	100	100
15	Muh. Rifal	100	100
16	St. aisyah	75	50
17	Nia rahma	85	50
18	Qonita musfira az-zahra M	60	55
19	Tasya syafina	100	100
20	Windah	60	50

APPENDIX 10

DOKUMENTASI

Pretest

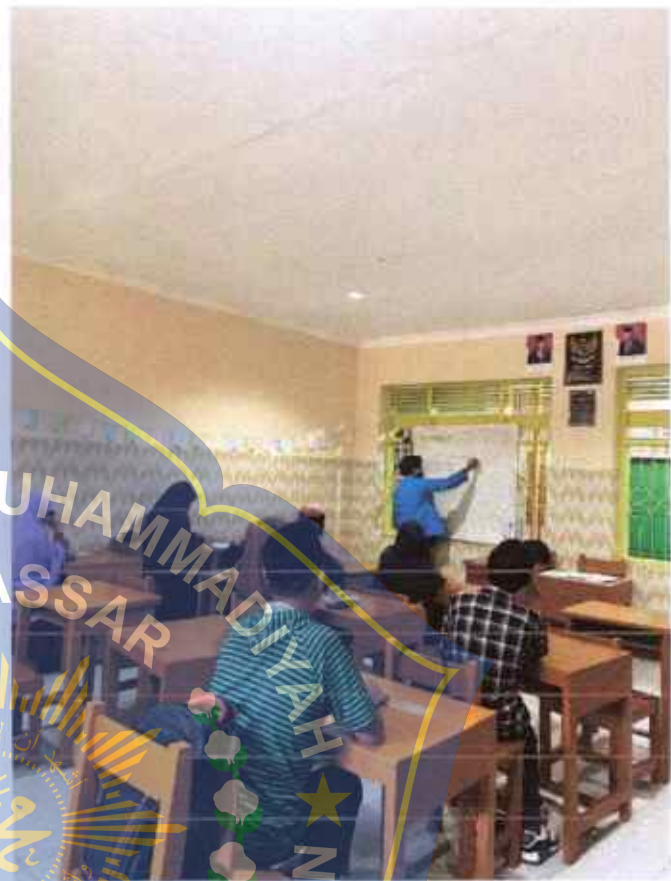
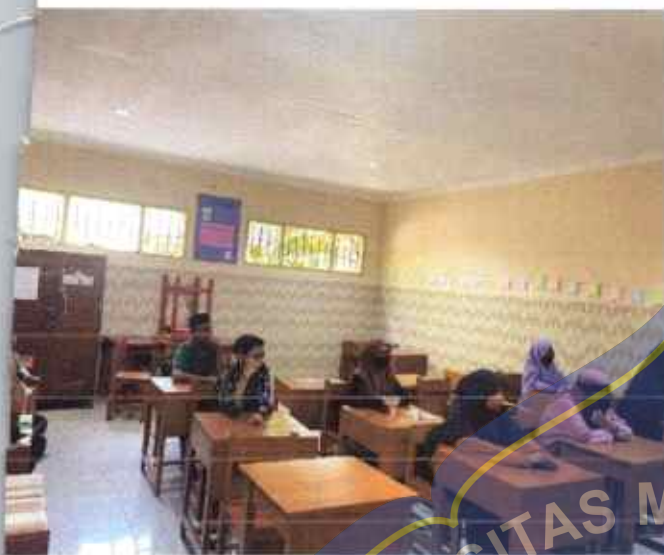




APPENDIX 11

Treatment





APPENDIX 12

Posttest

