STUDENTS' PERCEPTION ON THEIR READING COMPREHENSION
THROUGH COMIC BOOKS AS A MEDIA

(A Descriptive Quantitative Research at the Ninth Grade SMP Negeri 2 Alla)

A THESIS

Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Partial Fulfillment of the
Requirement for the Degree of Education English Department

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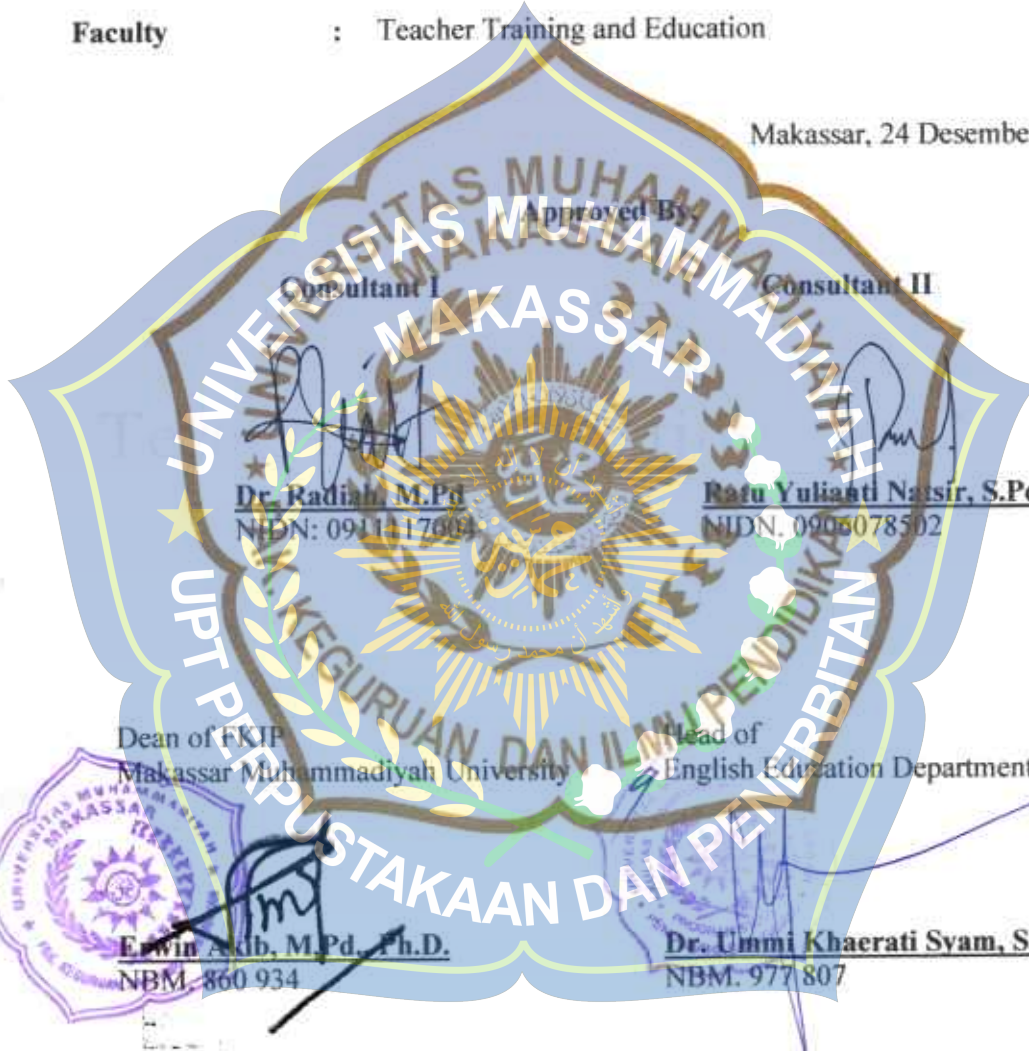|		
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MOTTO AND DEDICATION

"MOTTO"

BE YOURSELF! "Do your best and God will take care of the rest"

"DEDICATION"

This thesis is Dedicate to:

Myself

My beloved father and mother

My big family

And all dear people

Who always help and support me to complete this thesis.

Abstract

ARNIK. 2021. *Students' Perception on their Reading Comprehension through Comic Books as a Media at Ninth Grade SMP Negeri 2 Alla.* A Thesis of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah Makassar University, Guided by Radiah Hamid and Ratu Yulianti Natsir.

This research aimed to find out the students' perception on their reading comprehension through Comic Books as a media at SMP Negeri 2 Alla in the 2020/2021 Academic Year. The researcher applied Descriptive Quantitative Method. The sample of this study were students of Ninth Grade SMP Negeri 2 Alla. The researcher use Simple Random Sampling Technique to get sample. Data collection was done by questionnaire.

Based on the result of findings, it was found that students gave positive perception on the use of Comic Books as a Media on their reading comprehension focused on literal reading comprehension. The positive response came from their experience in learning narrative text on students reading comprehension. The students agreed that comic books as a media helped them easier to understand the content of the text and determine the main idea along with supporting details in the narrative text on students' reading comprehension. It was proved by the result of questionnaire, it was 20(100%) students had perception which 63-78, then the mean score showed (66, 45), it means positive perception. Therefore, it is concluded that Comic Books as a media have students' perception positive response in students' reading comprehension.

Keywords: Students' Perception, Reading Comprehension, Comic Books, and Learning Media.

Abstrak

ARNIK. 2021. *Persepsi Siswa Terhadap Pemahaman Membaca Melalui Buku Komik Sebagai Media di Kelas IX SMP Negeri 2 Alla.* Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, Dibimbing oleh Radiah Hamid dan Ratu Yulianti Natsir.

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap pemahaman bacaannya melalui Media Buku Komik di SMP Negeri 2 Alla Tahun Pelajaran 2020/2021.Peneliti menerapkan Metode Deskriptif Kuantitatif. Sampel penelitian ini adalah siswa kelas IX SMP Negeri 2 Alla. Peneliti menggunakan Teknik Simple Random Sampling untuk mendapatkan sampel. Pengumpulan data dilakukan dengan kuesioner.

Berdasarkan hasil temuan, ditemukan bahwa siswa memberikan persepsi positif tentang penggunaan Buku Komik sebagai Media pada pemahaman bacaan mereka terfokus pada pemahaman bacaan literal. Respon positif datang dari pengalaman mereka dalam mempelajari teks naratif pada pemahaman bacaan siswa. Siswa setuju bahwa buku komik sebagai media membantu mereka lebih mudah memahami isi teks dan menentukan gagasan utama serta rincian pendukung dalam teks naratif pada pemahaman bacaan siswa. Hal ini dibuktikan dengan hasil angket, 20(100%) siswa memiliki persepsi yaitu 63-78, maka nilai rata-rata menunjukkan (66,45), artinya persepsi positif. Oleh karena itu, disimpulkan bahwa Buku Komik sebagai media memiliki tanggapan positif persepsi siswa dalam pemahaman bacaan siswa.

Kata Kunci: Persepsi Siswa, Pemahaman Membaca, Buku Komik, dan Media Pembelajaran.

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Finally, the researcher hopes the criticism and suggestion from the readers to make this thesis be perfect. But, the researcher hopes that this thesis will be useful for those especially who are want to study with this topic.

Makassar,   Agustus 2021

ARNIK

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background

English is the most important international language. In international communication, English is the most important language and the first language always used by delegation to communicate with other delegations. In some countries of Asia, English is one of the national English languages. Every day they communicate in English. In Indonesia, English is stated as the most important foreign language and used for many needs of the people, such as; business, education, military, or export-import process.

Teaching English as foreign language, teacher must master and understand what the suitable technique to be used. There are four skills in English learning and teaching namely, Listening, Speaking, Reading and Writing. And there are three language components namely, grammar, vocabulary and pronunciation. In the context of English language teaching in Indonesia, teaching ready is very crucial. Reading is being an important skill for mastering English as a foreign language especially in English Department. English students have to master reading for proving their performance in English.

Reading is one of the basic English skill. Reading is one of the language skills that enable you to understand the information clearly. However, some people are not interested in reading because they do not have good topic for reading. Grabe and Stoller (2001) state reading as the ability to draw meaning

1

from the printed page and interpret the information appropriately. Reading comprehension is an attempt to understand, evaluate, and also recognize the author's ideas of reading text. A reader needs comprehension to catch the content of message or information from the text.

In reading acquisition, students should not only learn how to decode and identify words, but they also should discuss, reflect upon, ask, and answer the question about what they have read or what has been read to them. Weakness in reading comprehension level of students is a constraint to get a satisfactory value, especially when the method of teaching applied by teacher is not appropriate, this will make the value of student learning results are lower. A media is also required teachers in improving students' reading skills and media used in the learning process should be able to motivate students to enterprising in learning, like as used media images. Students need to see and experience the learning before it makes sense personally. If teachers add a variety of media into the classroom, they significantly raise the possibility of reaching all students.

Comic is one type of media that can be used to express the mind, imagination and creativity in the form of drawings and written language. Comic is a reading that many people like, from kids until adults. Simple presentation and storytelling of a situation in the picture can be more easily arousing interest and passion for reading. Comic books is media that containing characters that funny, students interested to read because in comic books they are some pictures ant it makes students easier to understand about

narrative text, comic books gives a relaxed so this media make teachers closer to students. According to Smith (2006: 6) "comics can play a powerful, influential role in the English classroom, and can have a positive impact on the learning habits of many students. Comics can provide a powerful median between literature and visual entertainment".

Reading comprehension through comics is an intervention that uses comic books to enhance a child's reading comprehension level and overall interest in reading. Reading comprehension through comics utilizes the visual representations in comic books to extend the meaning of text and add an exciting element to the standard reading process. Comic reading can assist in the development of deductive reasoning, evaluative thinking, study skills, and cross-cultural learning. This is helpful for motivating children because they often feel connected to comic characters due to previous exposure and the humor-factor associated with such characters.

Based on pre-observation at SMP Negeri 2 Alla in Magang II, the researcher found several problems related to students' reading comprehension achievement. Mostly while reading a text, students found some problems comprehending a longer text due to their lack of vocabulary and grammatical knowledge. They could not analyze the plot of the story and the message of the text which they read well. Consequently, it caused students had difficulty to find the main idea and some supporting details of a text. Furthermore, students tended to translate a text word by word instead of using strategies to guess meaning through context or relate the sentence or text to their

background knowledge. It made students have to read the text over and over again to find the answer, so students would waste so much time. These problems happen when the teacher using conventional media. So, the teacher changed the media. She use comic books as a media in learning proses of narrative text. based on the observation, the result of using comic book as a media in learning proses of narrative text is that students were more active I n reading comprehension when the teaching and learning.

Based on this background of the research, the writer is interested to find out more about matters related to comic books as a media used in teaching proses of narrative text and analysis of reading comprehension of the students in ninth grade. For this reason, the author focuses the research with the title of the thesis *"Students' Perception on Their Reading Comprehension through Comic Books as a Media at the Ninth Grade of SMP Negeri 2 Alla"*.

B. Problem Statement

Based on the background above, the researcher formulated the research questions as follow: "how is the students' perception on their reading comprehension through Comic Books as a Media in learning narrative text at the Ninth Grade of SMP Negeri 2 Alla?"

C. The Objective of the Research

From the research question above, the objective of this research is to find out students' perception on their reading comprehension through Comic Books as a Media in narrative text at the Ninth Grade of SMP Negeri 2 Alla.

D. The Significant of the Research

The significance of the research consider into two views, theoretically and practically.

1. Theoretically Significance

   This research was expected to support previous theories and useful to add science to provide more information about comic books.

2. Practically Significance

   a. For the English Teacher

      It is expected that teachers' can use comic books as a media in their ability to read teaching narrative text.

   b. For the Students

      Students are expected to be able to improve the reading comprehension on narrative text.

   c. For the Other Researchers

      This result can be used as prior information for the other researchers that conduct a relevant research.

E. The Scope of the Research

The research is limited to know students' perception on their reading comprehension through Comic Books as a Media in narrative text at Ninth Grade of SMP Negeri 2 Alla as a population and sample. The research was limited to students' perceptions through comic books as a media of narrative text in terms of a literal comprehension (main idea and supporting details).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Studies

There have been a number of studies conducted related to reading comprehension, narrative text and comic books. First, Kurniadi (2016) under the title "Teaching Reading Comprehension of Narrative Text through Comic Books", this research was to find out whether there is improvement in students' reading comprehension of narrative text and which aspects of reading that improved the most. The result of the research showed that there was improvement in the students' narrative fell that picture in comic make them easy comprehend the text and to get information. It can be concluded that the implementation of comic book could improve the students' narrative text reading comprehension and specific information as the aspect of reading that improved the most. Briefly, referring to the result comprehension in reading narrative text.

Second, Helmi (2018) conducted research on "The Effectiveness of Using Comic in Teaching Reading Narrative Text", focused on using comic as media in teaching reading at Eight Grade students' of Junior High School in Ngawi. The problem in this study was the students' motivation on reading especially on narrative text was low and their score in some test was an average low. They still confused to understand the content of the story by using comic in teaching learning the students are helped to understand the contents of the story that they read. From the questionnaire result, the comic gives benefit in teaching reading to the students' reading skill improvement. The use of comic can also be combined by other techniques in order to develop the understanding of material and make the students enjoy, interest, and enthusiasm during teaching learning process. Moreover, the result

7

shower that comic helped that comic helped that students' in understanding the content of the story.

Third, Nurul (2019) conducted research on "The Use of Comic Strips to Improve the Students' Reading Comprehension of Narrative Text", this study was conducted to find out the improvement of students' reading comprehension of a narrative text through comic strips. The test was given to the students were pre-test, post-test I in the first cycle and post-test II in the second cycle. Based on the result of the research, it could be conducted teaching reading narrative text by using comic strips could improve the students' achievement in comprehending the narrative text.

Fourth, Septiana (2019) conducted research on "The Effectiveness of Using Comic Strips to Teach Students' Reading Comprehension on Narrative Text", this research is aimed finding the effectiveness of using comic strips as alternative media to teach reading comprehension of narrative text for Tenth Grade students of SMK Negeri 2 Sragen. The research design of this study was called Quasi-experimental. This study was using accidental sampling which used the sample provide by the school. The instrument used in this study was test, which consist of 20 multiple choice questions of reading comprehension test. Based on the result of research and data analysis of the post-test average score of experimental groups taught using comic strips was higher than the post-test average score of control group which was taught using without comic strip or module media. It can be concluded that application of using without comic strip is effective in teaching reading comprehension of narrative text at the Tenth-Grade students of SMK Negeri 2 Sragen in the academic year 2018/2019.

The similarity of this research with others is to know the reading students' and narrative text. While the difference is there are several things, the first researcher

researched about the teaching reading comprehension of narrative text through comic books. The second researcher regarding effectiveness of using comic in teaching reading narrative text. The third, researcher researched about use of comic strips to improve the students' reading comprehension of narrative text to know find out the improvement of students' reading comprehension of narrative text through comic strips. And the last about the effectiveness of using comic strips to teach students' reading comprehension on narrative text, this research is aimed findings the effectiveness of using comic strips as alternative media to teach reading comprehension of narrative text for Tenth-Grade students of SMK Negeri 2 Sragen academic year 2018/2019.

The research finding's above shows that comic as a media to develop students' reading comprehension of narrative text. Also, use the comic as a media will help to improve students' reading skill of English narrative text and comic one of media which can improve the activeness od students' reading skill. There are many researches that explain narrative text or comics as media. So, the writer wants to try research to analyse comic books as a media in narrative text which focus on reading comprehension and to introduce more about comic books in narrative text at the Ninth Grade of SMP Negeri 2 Alla.

B. Some Pertinent Ideas

1. Concept of Reading

a. Definition of Reading

Reading is the process of deciphering meaning from a succession of written symbols. When we read, our brain interprets written symbols (letters, punctuation marks, and spaces) and converts them into words, sentences, and paragraphs that provide information to us. It is possible to read silently (in our

heads) or a loudly (so that other people can hear). Reading is a talent that allows us to receive information. However, the intricate act of reading necessitates the ability to speak so that we can enunciate the words we read. Reading is a productive talent in this sense since we are both receiving and transferring information when we read (even only to ourselves).

Look at what experts have to say about reading in this other post on the same topic. According to Pangestu (2012) reading is a necessary ability for students to succeed in learning English. By reading a text, the students can get many kinds of information which can expand students' knowledge. Without reading, the students cannot know how to use word, sentence, and comprehend the text. To understand what that the readers are reading, of course, they need to catch the writers'' idea. According to Johnson (2008: 3) reading is the act of deciphering text to derive meaning. It suggests that there is a process of developing new meaning in reading practice. There will be no reading if there is no meaning being formed.

According to Nunan (2003: 3) reading is fluent process in which readers combine information from the text with their own prior knowledge to construct meaning. According to the definition, reading is a process in which readers attempt to generate new meaning based on their prior knowledge in order to comprehend the text's content. Another definition of reading is stated by Celce-Murcia (2001: 119) saying that it is the process of comprehending a written material. In this situation, the reader must do many tasks at once: decode the message by identifying the written sign, interpret the message by assigning meaning to the strings of words, and comprehend the author's goal.

b. **Types of Reading**

The following are the types of reading, according to Patel and Jain (2008: 117-123):

1. Intensive Reading

Intensive reading is linked to additional language acquisition under the supervision of the teacher. Intensive reading will give a foundation for understanding structural challenges and expanding vocabulary and idiom knowledge. The base for classroom activities will be intensive reading material it will not only be read, but also discussed in depth in the target language, examined at times, and utilized as a starting point for writing assignments. Text reading or passage reading are both examples of intensive reading. The learner reads the material in order to gain information or make an analysis. The purpose of this reading is to read a text that has been condensed. This reading is carried out in order to obtain particular information.

2. Extensive Reading

Extensive reading is used to get a broad grasp of a subject and also involves leisure reading of larger literature. The reader is interested in learning more about something. After reading, the reader is unconcerned with particular or critical facts. People usually read to keep themselves up to date.

3. Aloud Reading

Aloud reading is a fundamental aspect of school discipline and order. When learners read aloud, they are presented with written sentences that

have never been spoken before. The goal of reading aloud for students to improve their speaking abilities and pronunciation.

According to Elizabeth (2004: 286-288) aloud reading is defined as reading a book while making sounds audible to others. The teacher aloud reading to the learners can assist them develop their listening skills. Aloud reading is important when you are alone. Aloud reading hinders students from learning to understanding the content of a paragraph, even if they don't understand one word.

4. Silent Reading

Silent reading is a crucial skill in English instruction. This reading should be used to help students improve their reading skills. Silent reading is used to get a large amount of information. Silent reading allows people to read totally silently, with no noises or movements of the lips. It enables him to read quickly, easily, and fluently. It helps students understand what they are learning and enhances their vocabulary. According to Elizabeth (2004: 287-288) silent reading is implies reading anything without making sounds perceptible to others. Students can more readily work at their own material rate or speed when reading silently.

c. Purpose of Reading

Students read books or other materials for a variety of reasons, and some professionals provide recommendations for reading purpose based on their own experiences. Linse and Nunan (2005: 71) divide the purpose of reading into two kinds those are reading for pleasure and reading for information. Reading for pleasure means that it is purposed to follow a narrative and enjoy the "sound" or rhyme of literary text. Besides, they can get more knowledge, find examples of

many different ways people speak or write. Reading for informational entails the reader reading a variety of texts in order to obtain a large amount of information. Anderson as cited in Nunan (2003: 74) said that there are seven aims of reading. They are as follow:

1. Reading for facts and details, reading to obtain information from figures, or reading to address difficulties created by figures.

2. Reading for major ideas, getting the theme, the case of the narrative, anything learnt or experienced, and summarizing what the figure has done.

3. Reading for sequence or organization, as well as reading to comprehend the story's from beginning to conclusion.

4. Reading for inference, reading to comprehend a figure, or reading to determine the author's point of view.

5. Reading for classification, understanding anything odd, and determining if something is true or not.

6. Reading for evaluation, reading to determine if the figure in the tale is successful or not, and whether we wish to replicate what the figure in the story has done.

7. Reading for contrast, reading to understand the contrasts or similarities between two items outside the text.

d. Teaching Reading

Teaching is a complicated process that involves more than just passing on information from the teacher to the learners. There are several activities that can be engaged in, particularly while teaching and learning in the classroom. The goal of teaching is for learners to become competent and efficient readers. According to Harmer (2007: 23) says that teaching is not an easy job, but it is a

necessary one, and be very rewarding when we see our students progress and know that we have helped to make it happen. While it is true that certain students can be challenging and frustrating at times, it is also important to remember that when teaching is done well, it can also be really fun. Understanding is the most important aspect of literacy development. We must try to discovery what is likely to inhibit a student from grasping a certain text in order to examine the problem of what to teach when teaching understanding. It is the responsibility of the teachers in the classroom to encourage these learning processes through the use of effective teaching techniques.

As a result, the teacher introduces and explains new content in order to make it understandable, compressible, and accessible for learning, as well as providing practice and testing. These aims will be inspire reading by selecting or generating acceptable content, to design effective reading, and to establish a supportive environment for practicing reading in order to verify what has been mastered and what still needs to be learned. Each student will have various talent to develop and disadvantages to overcome. As a result, there can be no signal, set, or fixed reading process. The teacher will need to focus on various goals at various times and use a variety of resources and assignments (Hedge, 2000: 205).

2. Concept of Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is defined by several specialists. It is defined by Snow (2002: 11) as the process of obtaining and producing meaning concurrently through interaction and participation with written language. Furthermore, Duffy (2009: 14) identifies reading comprehension as the essence

of reading since we are not reading if we do not grasp the message. Reading comprehension is a type of conversation between an author and a reader in which the written language serves as the medium of communication.

From the experts' definitions, it can be concluded that reading comprehension is the main purpose of reading activity. The exercise necessitates the interaction and involvement of the readers with written language. These characteristics are considered in order to provide significance to an author's message or to comprehend it. Furthermore, the readers must remember what they have read. As a result, language Centre students must be able to engage with text to construct meaning in order to successfully answer TOEFL reading comprehension questions. Finally, reading comprehension is both the objective of reading and the purpose of teaching reading. Students must improve their reading abilities in order to read with understanding. To achieve it, students must put in a lot of practice time using reading strategies, as they play an important role in improving their reading abilities and improving reading comprehension.

b. The Level of Comprehension

Because comprehension is the act of the mind, it is an active thinking process that is dependent on comprehension as well as the students' past knowledge and experience. There are many levels of comprehension; the greater the proportion of comprehension, the higher the level of thinking. According to Smith (2010) categorizes understanding into four competence levels. Literal reading, interpretative reading, critical reading, and creative reading are the four types of reading comprehension. Each of these abilities may be described as the follows:

1. Literal Reading Comprehension

   Literal reading refers to concepts and facts that are expressed directly on written pages. Literal reading is the skill of getting the primary literal meaning of words, opinions, or sentences in context. Literal reading comprehension basics are recognizing stated main idea, supporting details, cause and effect, and sequences. This level is because the reader must first understand what the writer said before drawing conclusion or making evaluations.

2. Interpretative Reading Comprehension

   Reading between the lines or drawing inferences is an example of interpretative reading. It's the technique of implying rather that explicitly stating a notion. Because the interpretation category questions deal with responses that aren't explicitly stated in the text but are indicated or implied, this level necessitates a higher level of thinking skill. According to Smith (2001), during a performance, readers read between the lines, connect individual concept frames, infer, draw conclusions, and read between the lines to understand the text's assumptions or suggested meanings.

3. Critical Reading Comprehension

   Critical reading is process of assessing written information, comparing concepts contained in it to accepted standards, and drawing judgements about its correctness, applicability, and timeliness. Critical reading contrasts prior experiences with new material aspects including substance, style, expression, information, and the author's beliefs and values. The reader must be an active reader at this level, asking questions, looking for facts, and deferring judgment until all of the material has been evaluated.

4. Creative Reading Comprehension

Going beyond the author's content is what creative reading entails. In the same way as, critical reading demands the reader to think while reading, creative reading needs the reader to engage their imagination. In creative reading, the reader strives to come up with fresh alternatives to the writer's answer.

3. Concept of Narrative Text

a. Definition of Narrative Text

A narrative is a text that recounts a tale with the intent of entertaining or informing the reader or listener (Anderson and Anderson: 1997). Narrative has distinct characteristics from other text styles, such as describing events in chronological sequence. Also mention the language features of narrative text. They are: characters, time words that connect events to explain when they happen, verbs that illustrate the acts that happen in the tale, and descriptive words to convey the characters and scene are some of them.

According to Gamble and Yates (2002, p. 20) narrative is the primary manner in which we make meaning of our experiences. According to the experts, narrative text is a text that comprises a chronologically organized tale. The writer should organize the text in an intriguing way so that the readers may enjoy it. The goal of narrating a tale is to provide meaning to the audience while also entertaining them.

b. Types of Narrative Text

There are a few different types of narrative texts. According to Derewianka (2004: 40) state there are many different types of narrative, those are: including comedy, romance, fairy tales, crime, legend, myths, fables,

historical fiction, mystery, fantasy, science fiction, diary novels, and adventure. The researcher used legend, myth, fable, and fairy tale based on the types of narratives listed above since they were appropriate for students' fundamental understanding:

1. Legend

A legend is a story about human behaviour that is believed to have occurred in human history by both the narrator and the listeners. A legend is a brief, conventional, and historically accurate story told in a conversational style. It's a basic narrative about the formation of a location. Bayuwangi's story, Sura and Baya's Legend, and Tangkuban Perahu's Legend are only a few examples.

2. Myth

Some people believe stories, although they can't possibly be true. Myths are stories told by gods and goodness that take place in another world (kahyangan) and are believe to be real in this world. For example; Rainbow, eclipse, Nyao Roro Kidul, Gatotkaca, and Barong in Bali.

3. Fable

A fable is a brief allegorical story that generally uses animal characters that speak and behave like humans to make a moral lesson. For example; Mouse Deer and the Crocodile, The Ants and the Grasshopper, The Smartest Parrot, and the Story of Monkey and Crocodile.

4. Fairy tale

A fairy tale is a story about magical beings and forces (such as fairies, wizards, and goblin). There are all example of fairy-tale; Cinderella, Snow White, Pinnochio, Beauty and the Best, and The Story of Rapunsel.

c. **Generic Structure of Narrative Text**

According to Derewianka (2004: 31) the processes for writing a narrative text are:

1. Orientation: Character, time and place setting.

   In which the writer informs the audience about the characters in the tale, the setting of the plot, and when the action taken place.

2. Complication: the difficulty occurs among the characters.

   When a succession of events propels the plot forward, we normally expect some form of obstacle or trouble to occur. This complication will affect the main characters and will frequently serve to (temporarily move them closer to their objective. The difficulties we confront in the life are mirrored in narratives, and they tend to comfort us that they are resolvable.

3. Resolved: the issue has been resolved.

   The complexity may be resolved for better or worse, but it is seldom left fully unresolved (though this is feasible in some sorts of narratives that leave us asking (how is the end?).

4. **Concept of Comic as a Media**

   a. **Definition of Comic**

   McCloud (1993: 9) describes a comic as a purposeful series of juxtaposed graphical and other representations designed to communicate information and/or elicit an aesthetic reaction in the spectator. To juxtaposition implies to put two items next to each other, chance a comic must include at least two panels, according to the definition. In this sense, a single panel drawing is referred to be a cartoon rather than a comic. According to Gene Yang in Klau (2015) Comics are a multimodal media. It's a single media made up of two

different types of media: still photos and text. Comics bridge the gap between what we see and what we read by mixing pictures and words. He also emphasizes that in comics, pictures and sentences share narrative responsibility. The objective is largely the same in all of the aforementioned explanations. According to Gavigan & Tomasevich (2011:6) a comic is a genre of writing that combines pictures and words and arranges them in a cumulative manner to create a tale or impart information that might be hilarious, puzzling, or both. This definition expands on the concept of comics as literature and emphasizes their cumulative aspect.

b. **Different between Comic Books and Comic Strips**

There are two types of comic books. There are two types of comics: strips and books. According to Gavigan and Tomasevich (2011: 9) comic strips are short form comics which generally consist of three to eight panels. They are commonly found in newspapers. Comic books, on the other hand, are multi-page paperback comics that are published on a monthly basis. When it comes to Japanese comic books, they're also known as manga. Manga is widely read by a big number of people all around the world. In most book stores in Indonesia, dozens of manga may be seen on the shelves. These are also available online these days. Duncan & Smith (2009: 6) looked at four distinctions between comic strips and comic novels in terms of art form viewpoint.

Table 2.1

Different between Comic Books and Comic Strips

No	Comic Books	Comic Strips
1	Several panels	There are only a few panels.
2	The page, the two-page spread, and the insert panel are all examples of encapsulation units.	On encapsulation, the panel is the single unit.

3	It is possible to be creative with your layout.	In most cases, the layout is rigid.
4	Composition may be difficult.	The majority of compositions are straightforward.

Duncan & Smith (2009)

Unlike comic books, comic strips are only a few pages long. Because they are supposed to be read in seconds or minutes, they only include a few panels. As we all know, comics do not depict every detail of a tale. Only the most important moments are recorded. This is referred to as encapsulation. The panel is usually the only unit of encapsulation in comic strips. In contrast to comic strips, comic books contain a wider range of encapsulating units, such as the panel, the page, the spread, and inset panels. They have more complex layouts and compositions as well.

c. **Strength of Using Comic Books in Classroom**

According to Morrison, et al. (2002:759), there are several reasons why comic books are more effective than other instructional materials:

1. Middle and high school students are clearly familiar with and interested in this comic.

2. Students like comic books as a type of literature.

3. Due to the popular and widely accessible style of comic books, students participate in more literacy inquiry than they would otherwise.

4. Students examine the use of dialogue, concise and dramatic vocabulary, and nonverbal communication via comic books.

5. This type of practice may assist enliven a classroom, preventing historical knowledge from becoming boring and useless, as it frequently is in traditional classes.

As a result of these considerations, it is reasonable to assume that comics play an essential role in education, particularly in the teaching-learning relationship between the instructor and the students in the classroom. It is unquestionably possible to stimulate pupils' willingness to learn English in school by employing a good medium such as a comic.

d. The use of Comic Books in Teaching Reading

The majority of individuals like reading comic books. It's fun to read since the visuals are engaging and the tale is told in a sequential manner. They also find it simpler to comprehend the content of comic books since they are constantly accompanied by graphics and employ basic language. Furthermore, readers require less intellect to comprehend the material due to the images. English instructors may discover that comic books might help push kids to read. This may be used as a teaching tool in the classroom to teach English. It is simpler to educate students' different resources to develop their abilities if they love reading (Royanti: 2007).

According to Drolet (2010), it is preferable to employ authentic resources that use real language while yet requiring pupils to read extensively. If students love reading, they will have an easier time absorbing the text's contents. Comics are a promising medium to employ since they are appealing to a wide range of learners of all ages and levels, as well as including authentic language and culture. Students' comprehension abilities increase as they like reading more.

Gene (2003) is one of them, and he lists the following three advantages. Motivating is the first. Because humans are inherently drawn to visuals, comics may catch and hold the learner's attention, which can help increase reading comprehension. The second is visual, in which visuals and words work together

to make a story. Comics "put a human face on a particular subject" through this "interplay of the textual and visual," resulting in an emotional connection between students and the characters in a comic's tale. The third is the "permanent, visual component" of comics, as opposed to cinema and animation, where the medium controls the viewing tempo. The literary medium is indestructible, but it is not "pictorial." As a result, "visual permanence" is unique to comics, and time in a comic book moves at the reader's leisure.

Comic comics serve as a bridge between reading and comprehension. Comics may be used to scaffold difficult subjects and concepts, provide non-threatening practice for hesitant readers, and provide expert readers with motivation and confidence for more difficult materials. Also popular among children are comic books. There should be a balance between the child's daily activities and his school experiences; new learning is always a continuation or development of what the learner already knows. In addition, comic books encourage pupils to "become critical consumers of media messages" through promoting media literacy (Morrison, et. al., 2002). Students can investigate modern lifestyles, misconceptions, and ideals through comic books concerning social issues.

The explanation of Ollers' theory is put in details by Csabay (2006). She says that comic books contain a plot with a finale or, in some cases, a punch line. This plot entices pupils to want to know what will happen next and how the novel will conclude (as their curiosity has been aroused). They will have an easier time remembering the words, idioms, and grammatical forms. Ollers' theory also suggests that comics might help with vocabulary development. Students must decipher the meanings of words found in a book and relate them

to the context of the surrounding speech. Their language mastery will improve as a result of this procedure. It is simpler for pupils to remember and use words if they can correlate them with a specific context, particularly their prior knowledge. The words will have greater significance than if they were learned in isolation. Grammar may be improved because new grammar principles are presented in a variety of methods that are straightforward, enjoyable, and easy to remember.

5. Perception

a. Definition of Perception

According to Forgus and Melamed (1976: 14) Perception, defined as the process of extracting information, is the process of determining how humans understand their environment. According to Demuth (2013: 57), perception is the outcome of substantial intellect; therefore much of what is perceived is impacted by the perceivers' past. According to Steward & Sylvia (1974: 9) is an active process in which one selectively perceives, organizes, and interprets clearly based on experiences. Interpretations are based on the perceiver's prior experiences, assumptions about human behavior, and the observer's knowledge, with motivation and emotions playing a key part in this process. As a result, certain of an individual's variables impact perception, which might lead to an incorrect interpretation. As a result, perception can be defined as a process of responding to a stimulus or environment that is influenced by experience and interpreted as meaningful information.

Perception is a process of the formation an opinion and connected to experience, expectations and the overall impression Devito (2009: 56). The first step involves the formation of positive or negative perceptions. The subject is

disputed in the second stage, and the mental conflict begins to resolve, allowing the perceiver to adopt a firm stance on either side. The perceiver adopts a firm stance in the third stage, and the fourth stage occurs when action on the perception is required. The output of perception may be classified into two types based on the four steps listed above: positive perception and negative perception.

b. **Students' Perception in Education Context: Language Teaching and Learning**

The perception of students is an essential aspect of school-based research. It is supported by Marx's (1982) comment that students' perceptions in the classroom regularly impact their learning performance backs this up. As a result, perception in the classroom is frequently linked to an emotive component that shapes students' perceptions of themselves as effective learners.

Teachers should study their students' perspectives on language learning. It is backed up by Hulme's (1981: 112) assertion that teachers should investigate their students' perceptions during the learning process. It implies that teachers should investigate their students' perspectives during the learning process. It suggests that teachers should have implicit intents in their classroom management about students' cognitive processes. Students' perceptions of their learning experience are likely to impact their cognitive abilities. According to Barnes and Lock (2013) claim that if teachers embrace detailed information on students' perceptions, they would be able to enhance and approach their teaching and learning process. As a result, teachers may utilize perception to gather detailed information from students in order to better understand the difficulties they confront during language teaching and learning. The instructor

can then intervene and show the students' how to overcome the challenges in order to improve their language abilities. The students' perceptions of reading comprehension issues may be demonstrated in this study through their responses to the questionnaire.

c. **Students Perception toward Reading Problems**

The process of how students notice and understand their reading comprehension issues through the questionnaire is referred to as students' perception in this study (Hassan, 2000). If students have a favourable attitude toward reading comprehension issues, it implies they believe that a lack of language expertise, unsuitable tactics, a lack of enthusiasm, insufficient background information, and difficulties in the reading process may all cause problems. If students' perceptions of reading comprehension problems are negative, it means they do not agree that a lack of language knowledge, inappropriate strategies, and a lack of motivation, insufficient background knowledge, and difficulty in the reading process can all contribute to reading comprehension issues.

The students' views of reading difficulties in narrative material may or may not match what occurs. The students may pick one issue among several that they believe is the source of their reading difficulties. For example, some students may believe that a passage is difficult to grasp because it is too long, while the issue is caused by another element (or features) that act as a trigger or produce issues, such as a lack of desire, a lack of methods, a lack of background information, and so on.

C. Conceptual Framework

The researcher will conduct research on the following conceptual framework about "Students' Perception on their Reading Comprehension through Comic Books as a Media"
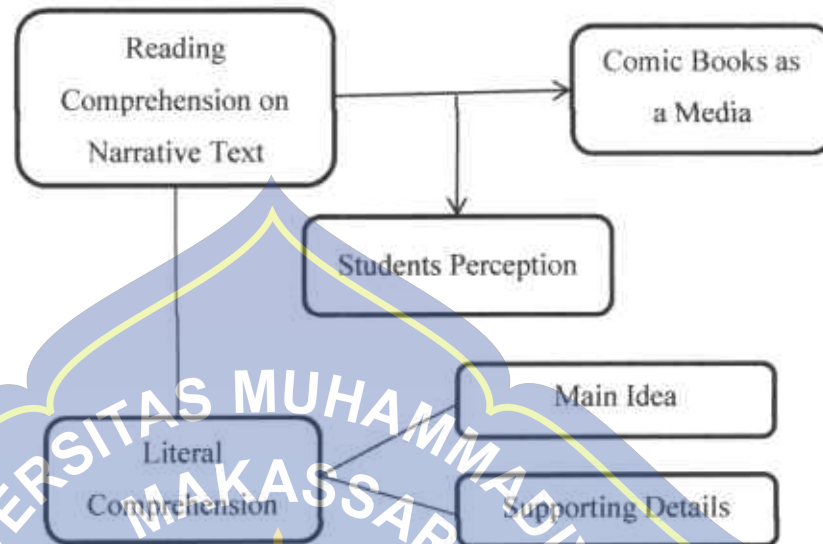
Figure 2.1 Conceptual Framework

The figure above show that the framework of the concepts was construct in this research. Reading comprehension and Comic Books as Media in learning narrative text. In analyze the students' perception on their reading comprehension, the researcher was focused on use comic books as media by the teacher in students reading comprehension focused on literal reading comprehension (main idea and supporting detail). In conclusion, the researcher analyze when the teacher teaching narrative text and used comic books as media after that, we can see the students perception of comic books as media on their reading comprehension through narrative text.

CHAPTER III

RESEARCH METHOD

This chapter deals with research design, the research setting and research subject, instrument of the research, procedure of data collection and technique of data analysis.

A. Research Design

This research is to describe the students' perception on their reading comprehension through Comic Books as a Media in narrative text at Ninth Grade of SMP Negeri 2 Alla. In this research used Descriptive Quantitative. There are two variables in this research: independent variable(X) and dependent variable(Y). Independent variables are variables that are considered to affect other variables. The dependent variable is a category that is influenced by another type, or it is the result. The independent variable of this research is student' perception on using Comic Books as a Media (X) and the dependent variable is Reading Comprehension (Y). The research design variables are given in the following figure.

| Students' Perception on using Comic Books as a Media | → | Reading Comprehension (Y) |
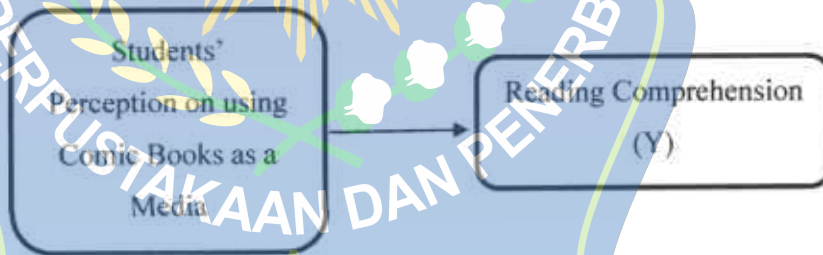
Figure 3.1 Research Design

B. Population and Sample

1. Population

   The population of this research was the Ninth Grade Students at SMP Negeri 2 Alla in Academic Year 2019/2020. There are four classes at Class A contains 21 students, B contains 22 students, C contains 21 students, D contains 20 students, and the total number of Ninth Grade are 84 students.

2. Sample

   In this research, the researcher used the Purposive Sampling Technique because in this research all the classes use comic books as a media, therefore all classes have the same chance to be the sample of this research. Finally, the Class (D) was the sample of this research. Consisted of 20 students.

C. Variable and Indicators

1. Variable

   Variable on this research as following:

   a. Students' Perception on using Comic Books as a Media(X)

   b. Reading Comprehension(Y)

2. Indicators

   The indicators of this research was reading comprehension focused on literal comprehension focuses on the main idea and supporting details in reading narrative text by using Comic Books as a Media.

D. Instrument of the Research

In this research, the researcher used the questionnaire as the instrument. A questionnaire is used to collect the data from the students or participants. The questionnaire was composed of a close- ended question. For a close-ended questionnaire, the researcher used the Likert Scale to get data questionnaire from the students. There were five potential choices (strongly agree, agree, neutral, disagree, and strongly disagree). It consisted of 20 numbers of statements of close-ended questions.

E. Procedure of Collecting Data

For data collecting, the research used questionnaires as instruments to collect the data. Before distributing the questionnaire to the participants, the researcher explained the questionnaire aspects to participants to ensure that the participants understand the questionnaires' mean and purpose. There are six in collecting the data for the questionnaire:

1. The researcher observed the RPP from English teacher.
2. The researcher gave the questionnaire to the students.
3. The researcher collected the questionnaire.
4. The researcher analyzed the data
5. The researcher classified the answers based on the questionnaire.
6. The researcher was concluded the result of the answer by students.

The researcher also made a classification based on students answer from the questionnaire. The questionnaires' data is given to know the

student's perception on the use of comic books as a media in reading comprehension of narrative text. It analyzed by using the Likert Scale and classified into five levels. There are two statements: positive and negative statements.

F. Technique of Data Analysis

In this study the researcher used the Likert Scale to analyze of the questionnaire after collecting the data from questionnaire. To get the main score of the students, the researcher used the following formula.

1. Calculating the total score of each respondent from the questionnaire.

Table 3.1

Likert Scale Score

Items	Score	
	Positive	Negative
Strongly agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

$$P = \frac{F}{N} \times 100\%$$

Which:

P = Percentage
F = Frequency
N = Number of Sample
100% = Constant Vale

(Sugiyono, 2017)

2. The result of questionnaire analyzed by using the following Percentage System:

$$\overline{x} = \frac{\sum x}{n}$$

Which:
$\overline{x}$: the mean of the score
$\sum x$: total score
n : total sample

(Sudjana, 2005)

If questionnaire consists of 20 items, the score is classify as follow:

20 x 5 = 100,   20 x 4 = 80,   20 x 3 = 60, 20 x 2 = 40,   20 x 1 = 20

After calculating the mean score, next, researcher classified the categories of students' perception.

Table 3.2

Level of Perception

Level of Perception	Score
Positive	61 – 100
Neutral	21 - 60
Negative	0 – 20

(Best as cited in Fitriani 2010)

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

This part presented the result of the data analysis of students' perception on their reading comprehension through Comic Books as a Media at the ninth grade SMP Negeri 2 Alla. The data has been taken from the students' questionnaire answers. The researcher used of questionnaire to know the students' perception on their reading comprehension through Comic Books as a media. The researcher analyzed students' reading comprehension focusing on literal reading comprehension, main idea and supporting details in reading narrative text. Classification of students' questionnaire for each item is displayed in the following.

Table 4.1

Statement 1: *Comic Books Media makes me happy in reading narrative text.*

No	Opinion	Frequency	Percentage
1	Strongly Agree	10	50%
2	Agree	8	40%
3	Neutral	2	10%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	20	100%

Table 4.1 indicated that among 20 students, there are 10 students or 50% chose strongly agree, 8 students or 40% chose agree, 2 students or 10% chose neutral, none student chose disagree, and none student chose strongly disagree. Based on the data above, it can be concluded that more students chose strongly agree

33

and agree, this means that after using Comic Books as a Media, students are excited and happy in reading texts.

Table 4.2

Statement 2: *Comic Books is not familiar for me.*

No	Opinion	Frequency	Percentage
1	Strongly Agree	10	50%
2	Agree	7	35%
3	Neutral	3	15%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	20	100%

Table 4.2 indicated that among 20 students, there are 10 students or 50% chose strongly agree, 7 students or 35% chose agree, 3 students or 15% chose neutral, none student chose disagree, and none student chose strongly disagree. Based on the data above, it can be concluded that more students choose strongly agree and agree, this means that students are familiar with Comic Books even though the teacher uses them as a media in reading narrative text.

Table 4.3

Statement 3: *Comic Books Media make me not motivated in reading narrative text.*

No.	Opinion	Frequency	Percentage
1	Strongly Agree	0	0
2	Agree	0	0
3	Neutral	1	5%
4	Disagree	16	80%
5	Strongly Disagree	3	15%
	Total	20	100%

Table 4.3 indicated that among 20 students, none student chose strongly agree, none student chose agree, 1 student or 5% chose Neutral, 16 students or 80% chose disagree, and 3 students or 15% chose strongly disagree. Based on the

data above, it can be concluded that students disagree and strongly disagree with the Comic Book media which makes students unmotivated in reading narrative text. Based on the percentage of students' data above, this indicates that Comic Books make students motivated in reading narrative text.

Table 4. 4

Statement 4: *Through Comic Books Media, it is easier for me to understand the contents of narrative text.*

No	Opinion	Frequency	Percentage
1	Strongly Agree	9	45%
2	Agree	8	40%
3	Neutral	3	15%
4	Disagree	0	0
5	Strongly Agree	0	0
	Total	20	100%

Table 4.4 indicated that among 20 students, there are 9 students or 45% chose strongly agree, 8 students or 40% chose agree, 3 students or 15% chose neutral, none student chose disagree, and none student chose strongly disagree. Based on the data above, it can be concluded that students strongly agree and agree about Comic Books Media that make the students easier to understand the contents of narrative text. Thus, by looking at the percentage of the data above, it can be said that most students are happy in using Comic Books as a Media in teaching narrative text.

Table 4. 5

Statement 5: *By using Comic Books as a Media in reading narrative text, it makes the classroom noisier and makes me more excited about learning.*

No	Opinion	Frequency	Percentage
1	Strongly Agree	6	30%
2	Agree	12	60%
3	Neutral	2	10%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	20	100%

Table 4.5 indicated that among 20 students, there are 6 students 30% strongly agree, 12 students or 60% chose agree, 2 students or 10% chose neutral, none student chose disagree, none student chose strongly disagree. Based on the data above, it can be concluded that some students agree and agree about the use of Comic Books as a Media in narrative text learning. Some students feel happy with the media and make students more enthusiastic about learning. Thus, by looking at the percentage of the data above, it can be concluded that most students agree and are enthusiastic in learning to read narrative text using Comic Books Media.

Table 4.6

Statement 6: *With the help of picture in Comic Books Media to make me no excited in reading narrative text.*

No	Opinion	Frequency	Percentage
1	Strongly Agree	0	0
2	Agree	0	0
3	Neutral	1	5%
4	Disagree	8	40%
5	Strongly Disagree	11	55%

	Total	20	100%

Table 4.6 indicated that among 20 students, none student chose strongly agree, none student chose agree, 1 student or 5% chose neutral, 8 students or 40% chose disagree, and 11 students or 55% chose strongly disagree. Based on the data above, it can be concluded that students strongly disagree with help of images in comic books media in reading narrative text, this means that students are more enthusiastic about learning with the help of images in reading narrative text through Comic Books which are used as media.

Table 4.7

Statement 7: *Comic Books make it easier for me to knowing storyline narrative text.*

No	Opinion	frequency	Percentage
1	Strongly Agree	5	25%
2	Agree	13	65%
3	Neutral	2	10%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	20	100%

Table 4.7 indicated that among 20 students, there are 5 students or 25% chose strongly agree, 13 students or 65% chose agree, 2 students or 10% chose neutral, none student chose disagree, and none student chose strongly disagree. Based on the data above, it can be concluded that students agree with Comic Books which make it easier for students to know the storyline of narrative text, this means that Comic Books Media makes it easier for students to reading narrative text.

Table 4.8

Statement 8: *It is easier to read and determine the main idea in reading narrative text through Comic Books.*

No	Opinion	Frequency	Percentage
1	Strongly Agree	6	30%
2	Agree	12	60%
3	Neutral	2	10%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	20	100%

Table 4.8 indicated that among 20 students, there are 6 students or 30% chose strongly agree, 12 students or 60% chose agree, 2 students or 10% chose neutral, none student chose disagree, and none student chose strongly disagree. Based on the data above, it can be concluded that students agree with help of Comic Books Media in reading narrative text, this means that comic books media makes it easier for students to read and determining main ideas in reading narrative text.

Table 4.9

Statement 9: *I cannot improve my reading comprehension by making use of the presence of visual image that are closely related to the text.*

No	Opinion	Frequency	Percentage
1	Strongly Agree	0	0
2	Agree	0	0
3	Neutral	1	5%
4	Disagree	3	15%
5	Strongly Disagree	16	80%
	Total	20	100%

Table 4.9 indicated that among 20 students, none student chose strongly agree, none student chose agree, 1 student or 5% chose neutral, 3 students or 15%

chose disagree, and 16 students or 80% chose strongly disagree. Based on the data above, it can be concluded that students strongly disagree, this means that students can improve their reading comprehension with help of image in Comic Books Media in reading narrative text.

Table 4.10

Statement 10: *With the help of Comic Books, I am easy to know why Snow Whites' Stepmother hated.*

No	Opinion	Frequency	Percentage
1	Strongly Agree	6	30%
2	Agree	12	60%
3	Neutral	1	5%
4	Disagree	1	5%
5	Strongly Disagree	0	0
	Total	20	100%

Table 4.10 indicated that among 20 students, there are 6 students or 30% chose strongly agree, 12 students or 60% chose agree, 1 student or 5% chose neutral, 1 student or 5% chose disagree, and none student chose strongly disagree. Based on the data above, it can be concluded that students agree, this means that the Comic Books Media facilitates narrative text learning, including determining the storyline.

Table 4.11

Statement 11: *I find it easier to know why Snow White a sleep, and thought to be dead by the Dwarves.*

No	Opinion	Frequency	Percentage
1	Strongly Agree	10	50%
2	Agree	9	45%
3	Neutral	1	5%
4	Disagree	0	0
5	Strongly Disagree	0	0

	Total	20	100%

Table 4.11 indicated that among 20 students, there are 10 students or 50% students chose strongly agree, 9 students or 45% chose agree, 1 student or 5% chose neutral, none student chose disagree, and none student chose strongly disagree. Based on the data above, it can be concluded that students strongly agree with the use of Comic Books, this means that it can increase students understanding of narrative text.

Table 4.12

Statement 12: *It is easier to know if Snow White and the Seven Dwarfs finally good friends.*

No	Opinion	Frequency	Percentage
1	Strongly Agree	5	25%
2	Agree	12	60%
3	Neutral	3	15%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	20	100%

Table 4.12 indicated that among 20 students. There are 5 students or 25% chose strongly agree, 12 students or 60% chose agree, 3 students or 15% chose neutral, none students chose disagree, and none student chose strongly disagree. Based on the data above, it can be concluded that students agree with learning narrative text using Comic Books media, this means that with the Comic Books media, students are easier to find out the contents of the story.

Table 4.13

Statement 13: *It is easier to know where the scene in the story of Snow White and the seven dwarfs.*

No	Opinion	Frequency	Percentage
1	Strongly Agree	14	70%
2	Agree	6	30%
3	neutral	0	0
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	20	100%

Table 4.13 indicated that among 20 students, there are 14 students or 70% chose strongly agree, 6 students or 30% chose agree, none student chose neutral, none student chose disagree, and none student chose strongly disagree. Based on the data above, it can be concluded that students strongly agree with the help of Comic Books Media, this means because it makes it easier for students to know the storyline of the narrative text.

Table 4.14

Statement 14: *It is easier to determine the characters in the story of Snow White and the seven dwarfs by using Comic Book Media.*

No	Opinion	Frequency	Percentage
1	Strongly Agree	4	20%
2	Agree	13	65%
3	Neutral	3	15%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	20	100%

Table 4.14 indicated that among 20 students. There are 4 students or 20% chose strongly agree, 13 students or 65% chose agree, 3 students or 15% chose neutral, none student chose disagree, and none student chose strongly disagree. Based on the data above, it can be concluded that more students chose to, this

means that it is easier for students to determine the characters in reading narrative text by using Comic Books as a Media.

Table 4.15

Statement 15: *It is to find out that Snow White ate the food of the dwarves.*

No	Opinion	Frequency	Percentage
1	Strongly Agree	3	15%
2	Agree	10	50%
3	neutral	7	35%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	20	100%

Table 4.15 indicated that among 20 students. There are 3 students or 15% chose strongly agree, 10 students or 50% chose agree, 7 students or 35% chose neutral, none student chose disagree, and none student chose strongly disagree. Based on the data above, it can be concluded that students agree more with the use of Comic Books as a Media, this means that Comic Books Media makes it easier for some students to determine the storyline in reading narrative text.

Table 4.16

Statement 16: *With help of the Comic Books Media, I find it to know who gave the apple to Snow White.*

No	Opinion	Frequency	Percentage
1	Strongly Agree	2	10%
2	Agree	14	70%
3	Neutral	1	5%
4	Disagree	3	15%
5	Strongly Disagree	0	0
	Total	20	100%

Table 4.16 indicated that among 20 students. There are 2 students or 10% chose strongly agree, 14 students or 70% chose agree, 1 student or 5% chose

neutral, 3 students or 15% chose disagree, and none student chose strongly disagree. Based on the data above, it can be concluded that students prefer to agree to use Comic Books as a Media, this means that students find it easier to find out the storyline in reading narrative text.

Table 4.17

Statement 17: *I do not find it to know what happens at the ended of the story in a narrative text by using the Comic Books Media.*

No	Opinion	Frequency	percentage
1	Strongly Agree	0	0
2	Agree	1	5%
3	Neutral	0	0
4	Disagree	12	60%
5	Strongly Disagree	7	35%
	Total	20	100%

Table 4.17 indicated that among 20 students. There are none students chose strongly agree, 1 student or 5% chose agree, none student chose neutral, 12 students or 60% chose disagree, 7 students or 35% chose strongly disagree. Based on the data above, it can be concluded that some students disagree and strongly disagree with the help of Comic Books Media in reading narrative text which made them not know the storyline, this means that with the help of Comic Books Media it was easier for students to know the storyline in narrative text.

Table 4.18

Statement 18: *I do not feel happy to be able to complete the task of the teacher quickly with the help of the Comic Book Media in reading narrative text.*

No	Opinion	Frequency	Percentage
1	Strongly Agree	0	0
2	Agree	1	5%
3	Neutral	0	0
4	Disagree	12	60%
5	Strongly Disagree	7	35%
	Total	20	100%

Table 4.18 indicated that among 20 students. There are none student chose strongly agree, 1 student or 5% chose agree, none student chose neutral, 12 students or 60% chose disagree, and 7 students or 35% chose strongly disagree. Based on the data above, it can be concluded that students disagree and strongly disagree with students who cannot complete assignments with the help of Comic Books Media, this means that the teacher is successful in using comic books as a media in reading narrative text because it can help students more enthusiastic and happy in completing assignments.

Table 4.19

Statement 19: *I do not feel the benefits of using Comic Books as a Media in reading narrative text.*

No	Opinion	Frequency	Percentage
1	Strongly Agree	0	0
2	Agree	1	5%
3	Neutral	1	5%
4	Disagree	13	65%
5	Strongly Disagree	5	25%
	Total	20	100%

Table 4.19 indicated that among 20 students. There are none student chose strongly agree, 1 student or 5% chose agree, 1 student or 5% chose neutral, 13 students or 65% chose disagree, and 5 students or 25% chose strongly disagree. Based on the data above, it can be concluded that there are more students who disagree and strongly disagree with Comic Books Media which does not provide benefits in reading narrative text, this means that in reading narrative text students agree more with the use of Comic Book Media because students can improve their reading skill in reading narrative text.

Table 4.20

Statement 20: *I feel excited when the teacher gives awards to students who are fluent in reading Comic Book back and concluded the content of reading narrative text.*

No	Opinion	Frequency	Percentage
1	Strongly Agree	13	65%
2	Agree	4	20%
3	Neutral	2	10%
4	Disagree	1	5%
5	Strongly Disagree	0	0
	Total	20	100%

Table 4.20 indicated that among 20 students. There are 13 students or 65% chose strongly agree, 4 students or 20% chose agree, 2 students or 10% chose neutral, 1 student or 5% chose disagree, and none student chose strongly disagree. Based on the data above, it concluded that some students strongly agree with the media used by the teacher, this means that the teacher does have to adapt the learning media to the teaching materials that will be taught to make

students more enthusiastic in learning as well in reading narrative text with the help of Comic Books Media.

Based on the table above it can calculate the mean score of the research are:

$$\bar{x} = \frac{\sum x}{n}$$
$$= \frac{1329}{20}$$
$$= 66,45$$

After calculate the mean score, next, researcher will classify the categories of students' perception on their reading comprehension through Comic Books as Media. If the questionnaire consisted of 20 items, the score was classified as follow:

$$20 \times 5 = 100, \quad 20 \times 4 = 80, \quad 20 \times 3 = 60, \quad 20 \times 2 = 20, \quad 20 \times 1 = 20$$

Based on the data analysis of the questionnaire, it was found that the mean score of the students' perception on their reading comprehension through Comic Books as a Media is 66,45 it shows that the students have positive perception on the use of Comic Books in improving the students reading comprehension.

Table 4.21 Level of Perception

Score	Level of Perception
66.45	Positive

(Best as cited in Fitriani 2010)

The table of level perception shows students have positive perception on Comic Books as a Media in improving the students' reading comprehension.

B. DISCUSSION

This part presented the result of data analysis of students' on their reading comprehension through Comic Books as a media at Ninth Grade SMP Negeri 2 Alla. The data has taken from 1 class. The researcher used of questionnaire to know the students' perception on Comic Books as a media at the Ninth Grade of SMP Negeri 2 Alla. Classification of students' questionnaire for each statement are display on following table:

1. Literal Reading Comprehension

Based on the results of the questionnaire, it can be concluded that most students are able to understand the text, make correct conclusions, get direct messages from the story, get the main idea in the text, understand and determine the meaning of the text. This is related to Smith (2010), literal reading comprehension is the ability to understand the basic literal meaning of a word, opinion, or paragraph when presented in context. Regarding the main idea of causation, and the order stated is the basis of reading. From the questionnaire statement 4 "through comic books as a media, it is easier for me to understand the contents of narrative text" there are 9 (45%) students strongly agree. Based on the results above, that students gave a positive response to Comic Books as a Media. In the discussion of literal reading comprehension, it is divided into 2, those are:

a. Main Idea

Based on the results of the questionnaire, it can be concluded that most students are able to understand the text, especially in determining

the main idea. This is related to Smith (2010) literal reading comprehension is the ability to determine the main idea and understand the text. From the questionnaire statement 8 "it is easier to read and determine the main idea in reading narrative text through comic books" there are 6 (30%) students strongly agree and 12 (60%) students agree. It can be concluded that students can understand the text well so that they can give a positive response to the use of comic books as a medium in reading narrative texts.

b. Supporting Details

Based on the results of the questionnaire, it can be concluded that most students are able to understand the contents of the text, especially in determining the supporting details of the text. This is related to Smith (2010) lieral reading comprehension is able to determine the supporting details in understanding a text. From the questionnaire statement 13 "it is easier to know where the scene in the story of Snow White and the Seven Dwarfs" is, there are 14 (70%) students who strongly agree. it can be concluded that most students are able to understand the content of the text so that they are able to determine the supporting details through Comic Book Media in reading narrative text. This means that students give a positive response to the use of Comic Books as a Media.

2. Students' Response of Comic Books as a Media in Students Reading Comprehension.

Based on the results above, it shows that students give a positive response to Comic Books as a Media. The use of Comic Books as a Media is to enrich students' reading lessons to increase interest in reading English material, one of which is narrative texts and to increase students' understanding through lessons conducted in class. Comic Books as a Media help students to improve their reading comprehension, this is related to Smith (2006: 6) Comic Books are media that contain funny characters, students are interested in reading because in comic books there are unique images that make it easier for students To understand the narrative text, comic books provide a relaxed atmosphere in learning so that this media makes the teacher closer to the students, makes me happy in reading narrative text" there are 10 (50%) students strongly agree and 8 (40%) students agree. it can be concluded that most students give a positive response to Comic Books as a Media in students' reading comprehension.

Based on the analysis of the questionnaire, it was found that the mean score of students' perceptions on their reading comprehension through Comic Books as a Media is 66,45%, this indicates that students have a **Positive Perception** of the use of Comic Books as a Media on students' reading comprehension.

The result findings find that Comic Books as a Media most of students gave positive response in learning reading comprehension through narrative

text because all of the students strongly agree that Comic Books as Media implemented by the teacher in learning reading comprehension through narrative text is very accepted by students, because it can help students process of understanding about main idea and supporting details. This is related to Morrison, et.al (2002: 759) which states that comics are a form of literary work that students like. Comics also have an important role in education, especially in teaching and learning activities between teachers and students in the classroom. By using good media such as comics, it can certainly encourage students' desire to learn English happily at school.

Based on the previous studies, Kurniadi (2016) in her research, in the implementation of comic book could improve the students' narrative text reading comprehension and specific information as the aspect of reading that improved the most. Briefly, referring to the result comprehension in reading narrative text. Based on the results of previous studies, it can be seen that this study has similarities because students have positive perceptions about the use of comic books as a media in reading comprehension. In general, Comic Book Media through narrative text learning that is used in reading comprehension in class provides many benefits for students and evaluates the author's ideas and gets the main idea of the text, and supporting details. Comic Books as a Media have a significant impact on students in learning Reading Comprehension. Data obtained from questionnaires most students have a positive response in the use of Comic Book Media. Therefore, the researcher can conclude that the Ninth Grade Students (Class D) of SMP Negeri 2 Alla have positive perception

about the use of Comic Books as a Media in Students' Reading Comprehension.

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclution

Based on the findings and discussion in the previous chapter, the researcher drew a conclusion, that the Ninth Grade Students (Class D) of SMP Negeri 2 Alla had **positive perception** on the use of Comic Books as a Media used by English teacher in learning reading comprehension. Students are happy with the use of Comic Books as a media, students are more motivated and enthusiastic in improving their reading comprehension, students are easier to understand the content of narrative text through Comic Books as a media, and students are easier to find out the storyline, the scene, and the characters on narrative text stories in learning reading comprehension. It was proved by the result of Likert Scale score analysis, it was 20 (100%) students perception category which score classification is 60 –100 then the mean score show the result are (66.45), it means that most of the students agreed with learning through Comic Books as a Media used by English teachers in learning Reading Comprehension on narrative text. Its means that the student like and enjoy when teacher used Comic Books as a Media in reading comprehension.

B. Suggestion

1. For the English teachers

It is suggested to use and develop this media to teach students in reading comprehension because most students are happy and easier to

understand the content of text through this media in learning reading comprehension.

2. For the next researcher

It is suggested to use this research as an additional reference on Comic Books as a Media in improving students reading comprehension skills on the same topic.

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54

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APPENDICES

QUESTIONNAIRE

Name   :

Class   :

NIS   :

Gender   : Male/Female

Instruksi   : Berilah tanda centang (√) pada pertanyaan-pernyataan yang sesuai dengan pilihan anda.

Keterangan   : 1. Sangat tidak Setuju

                  2. Tidak Setuju

                  3. Cukup Setuju

                  4. Setuju

                  5. Sangat Setuju

No.	Statements	Optional Answer				
		1	2	3	4	5
1	Comic Books Media makes me happy in reading narrative text. (Media Buku Komik membuat saya senang dalam membaca teks naratif)					
2	Comic Books is familiar for me. (Buku Komik tidak asing bagi saya)					
3	Comic Books Media make me not motivated in reading narrative text. (Media Buku Komik membuat saya tidak termotivasi dalam membaca teks naratif)					
4	Through Comic Books Media, it is easier for me to understand the contents of narrative text. (melalui Media Buku Komik, saya lebih mudah memahami isi teks naratif)					
5	By using Comic Book Media in reading narrative text, it makes the classroom more noisy and					

	makes me more excited about learning. (dengan menggunakan Media Buku Komik dalam membaca teks naratif, membuat ruang kelas lebih ramai dan membuat saya lebih bersemangat belajar)				
6	With the help of pictures in Comic Books Media to make me not excited in reading narrative text. (dengan bantuan gambar pada Media Buku Komik membuat saya tidak bersemangat dalam membaca teks naratif)				
7	Comic Books make it easier for me to knowing storyline narrative text. (Buku Komik membuat saya lebih mudah mengetahui alur cerita teks naratif)				
8	I find it easier to read and determine the main idea in reading narrative text through Comic Books. (saya lebih mudah membaca dan menentukan main idea dalam membaca teks naratif melalui Buku Komik)				
9	I cannot improve my reading comprehension by making use of the presence of visual images that are closely related to the text. (saya tidak dapat meningkatkan pemahaman bacaan saya dengan memanfaatkan kehadiran gambar visual yang sangat erat kaitannya dengan teks)				
10	With the help of the Comic Books, I am easy to know why Snow White's Stepmother hated. (dengan bantuan Media Buku Komik, saya jadi lebih mudah mengetahui mengapa Putri Salju				

	dibenci ibu tirinya)					
11	I find it easier to know why Snow White asleep, and thought to be dead by the Dwarves. (saya lebih mudah mengetahui mengapa Putri Salju tertidur, dan dianggap mati oleh para Kurcaci)					
12	I find it easier to know if Snow White and the Seven Dwarfs finally good friends. (saya lebih mudah mengetahui jika Putri Salju dan Tujuh Kurcaci akhirnya berteman baik)					
13	I find it easier to know where the scene in the story of Snow White and the Seven Dwarfs. (saya lebih mudah mengetahui dimana tempat kejadian dalam cerita Putri Salju dan Tujuh Kurcaci)					
14	I find it easier to determine the characters in the story of Snow White and the Seven Dwarfs by using comic book media. (saya lebih mudah menentukan karakter tokoh dalam cerita Putri Salju dan Tujuh Kurcaci dengan menggunaan media buku komik)					
15	I find it easier to find out that Snow White ate the food of the Dwarves. (saya lebih mudah mengetahui bahwa Putri Salju yang memakan makan para Kurcaci)					
16	With the help of the Comic Books Media, I find it easier to know who gave the apple to Snow White. (dengan bantuan Media Buku Komik, saya lebih mudah mengetahui siapa yang memberikan apel kepada Putri Salju)					

17	I don't know what happens at the end of the story in a narrative text by using the Comic Books Media (saya tidak mengetahui apa yang terjadi di akhir cerita dalam teks naratif dengan menggunakan Media Buku Komik)					
18	I don't feel happy to be able to complete the task of the teacher quickly with the help of the Comic Book Media in reading narrative text. (saya merasa senang menyelesaikan tugas dari guru dengan cepat melalui bantuan Media Buku Komik dalam membaca teks naratif)					
19	I don't feel the benefits of using Comic Books as a Media in reading narrative text. (saya tidak merasakan manfaat menggunakan Buku Komik sebagai Media dalam membaca teks naratif)					
20	I feel very excited when the teacher gives awards to students who are fluent in reading Comic Book back and concluded the content of reading narrative text. (saya merasa bersemangat jika guru memberikan penghargaan kepada siswa yang kembali lancar membaca Buku Komik dan menyimpulkan isi bacaan teks naratif)					

Adapted Morrison (2002)

The Results of Students Perceptions on their Reading Comprehension through Comic Books as a Media

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
S1	3	3	2	4	5	1	4	4	2	4	4	4	5	4	4	4	2	2	2	5
S2	4	3	2	5	5	1	5	4	2	4	4	3	5	4	4	4	2	2	2	5
S3	4	3	3	3	5		4	4	2	4	3	5		3	3	3	2	3	3	2
S4	5	4	1	4	5	2		4	2	5	4	5	4		4	4	2	3	1	5
S5	4	5	2	4		1	5	4	2	5	5	4	5	5	5	5	2	3	1	5
S6	4	5	2	4			4	4	2		4	4		4	4	4	2	2	2	4
S7	5	4	2	4		1	4	3	2	4	3	4	5	5	3	5	4	2	4	5
S8	5	4	2	4		3	3	4	2	2	3	4	5		4	2	1	1	1	4
S9	5	5	2	4	5	2	4	4	1	4	4	4	4	4	4	4	1	1	1	5
S10	4	5	1	4	4	1	4	3	2	4	4	3	5	3	3	4	2	3	2	5
S11	4	5	1	3	5	2	5	4	2	4	5	5	5	4	4	5	2	2	2	5
S12	3	4	2	3	5	1	4	5	1	5	5	5	5	5	3	4	2	2	2	3
S13	5	4	2	4	4	2	4	4	2	4	5	4	4	4	4	4	2	2	2	3
S14	5	5	2	5	4	2	4	4	5	5	4	5	4	4	4	4	1	1	2	4
S15	5	4	2	5	5	2	4	5	5	5	5	5	5	5	3	4	2	2	2	5
S16	4	5	2	5	5	2	4	3	2	4	5	4	5	4	2	2	2	2	2	5
S17	4	4	2	4	4	1	4	4	1	5	5	5	5	4	4	4	1	1	2	5
S18	5	5	2	5	4	1	4	4	2	4	5	3	5	5	3	4	2	1	2	5
S19	5	5	2	5	4	1	4	4	1	4	5	4	4	4	4	4	2	2	2	4
S20	5	5	2	5	4	2	5	5	3	5	5	4	4	5	5	4	1	1	2	5
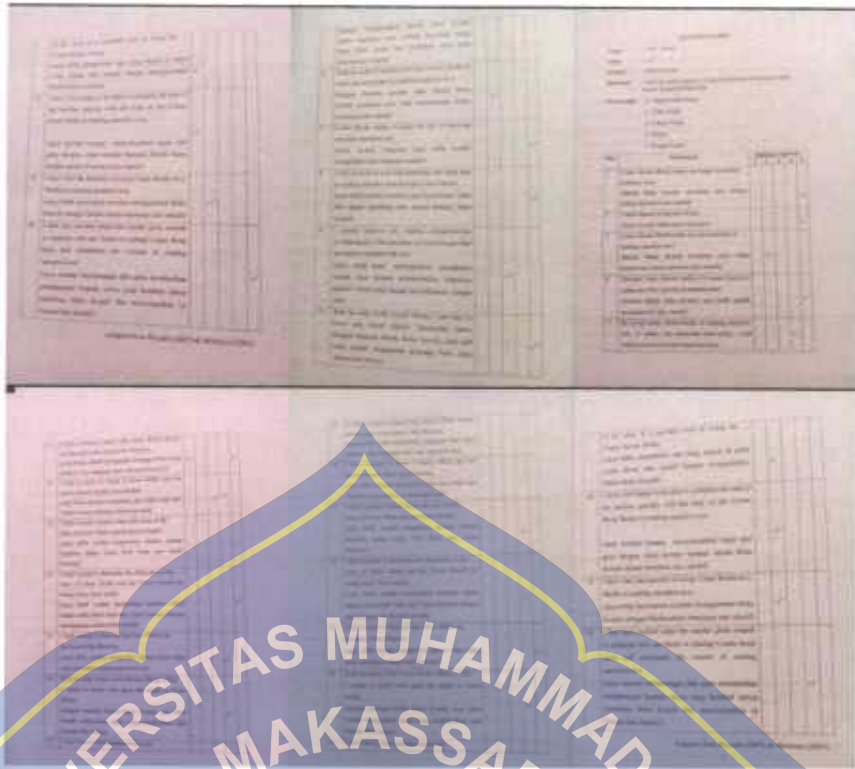
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	:	SMP Negeri 2 Alla
Mata Pelajaran	:	Bahasa Inggris
Kelas/ Semester	:	IX/ Genap
Materi Pokok	:	Teks Funsional; *Narrative Text* (*Fairy Tales*)
Alokasi Waktu	:	2 x 40 menit

A. Kompetensi Inti

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 sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) 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 (menulis, membaca, menghitung menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 **Mengidentifikasi** dan **menjelaskan** informasi terkait fungsi sosial yang tekandung dalam teks *narrative* (*fairy tales*) lisan dan tulis pendek dan sederhana. 3.7.2 **Membandingkan** fungsi sosial beberapa teks *narrative*; *fairy tales* lisan dan tulis pendek dan sederhana.
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales	4.7.1. **Menjelaskan** fungsi sosial, struktur teks dan unsur-unsur kebahasaan teks *narrative* berbentuk *fairy tales* secara lisan dan tulis 4.7.2. **Berlatih membacakan** isi teks *narrative* (*fairy tales*) dengan pengucapan dan intonasi yang tepat di dalam kelompok.

Kompetensi Dasar	Indikator Pencapaian Kompetensi
	4.7.3. **Menyajikan** teks *narrative* berbentuk *fairy tales* yang telah disusun secara lisan dengan pengucapan dan intonasi yang tepat

C. Tujuan Pembelajaran

- peserta didik dapat **mengidentifikasi** informasi terkait fungsi sosial yang tekandung dalam teks *narrative (fairy tales)* lisan pendek dan sederhana dengan tepat dan dengan penuh rasa ingin tahu serta disiplin.

- peserta didik dapat **menjelaskan** informasi terkait fungsi sosial yang tekandung dalam teks *narrative (fairy tales)* lisan pendek dan sederhana dengan tepat dan dengan penuh rasa ingin tahu serta disiplin.

- peserta didik dapat **menjelaskan** fungsi sosial, struktur teks dan unsur- unsur kebahasaan teks *narrative* berbentuk *fairy tales* secara lisan dengan pengucapan dan intonasi yang tepat di dalam kelompok dengan berkomunikasi dan bekerja sama.

- peserta didik dapat **berlatih membacakan** fungsi sosial, struktur teks dan unsur-unsur kebahasaan teks *narrative* berbentuk *fairy tales* secara lisan dengan pengucapan dan intonasi yang tepat di dalam kelompok dengan berkomunikasi dan bekerja sama.

Fokus Penguatan Karakter : Religius, disiplin, percaya diri, dan kerja sama

D. Materi Pembelajaran

Materi Pembelajaran Reguler

1. **Fungsi sosial teks *Narrative***

   Tujuan utama dari bercerita adalah untuk menghibur, mendapatkan dan mempertahankan perhatian pembaca/pendengar pada cerita tersebut. Dengan membaca atau mendengarkan cerita yang menarik, seseorang dapat menikmatinya dan bahkan mengambil hikmah yang disampaikannya.

2. **Struktur teks *Narrative***
   - *Orientation* (Orientasi): tokoh-tokoh dan perwatakannya (*charaters and characterizations*) dalam cerita, dan biasanya disebutkan juga *kapan dan di mana* (*setting of time and setting of place*)
   - *Complication* (Konflik/ Krisis): Komplikasi ini membuat cerita semakin menarik karena tokoh utama terhalang untuk mencapai tujuan semula atau bahkan memicu peristiwa lain.
   - *Resolution* (Resolusi): Resolusi ini biasanya memberikan penyelesaian pada komplikasi

3. **Unsur-unsur kebahasaan teks *Narrative***
   - *specific participants* dan sering individual;
   - menggunakan bentuk *past tense* karena peristiwa cerita terjadi di waktu lampau;
   - menggunakan *action verbs (material processes)*, dan ada yang menggunakan *verbal and mental processes*;
   - menggunakan kata sifat atau keterangan untuk merinci orang, binatang, tempat atau tindakan (*action*); menggunakan *linking words* yang berkenaan dengan waktu;
   - sering memasukkan *dialog*;
   - menggunakan ungkapan langsung atau tak langsung;

✓ *descriptive language* digunakan untuk menciptakan kesan di benak pembaca; dan

✓ dapat ditulis sebagai orang pertama (I), atau ketiga (he, she, they) atau orang kedua (*you*).

4. **Topik**

Cerita yang memberikan keteladanan dan dapat menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran

Pendekatan	: Saintifik Learning
Model Pembelajaran	: Discovery Learning
Metode	: Diskusi, Tanya Jawab, Presentasi

F. Media/Alat dan Bahan

➤ **Media :**
1. Lembar Kerja Siswa
2. Buku Komik
3. Video Buku Comic

➤ **Alat/Bahan :**
1. Laptop
2. LCD Proyektor
3. Whiteboard
4. Kertas Plano
5. Spidol
6. Sticky Notes
7. Lem

G. Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018 : Buku Guru Bahasa Inggris *Think Globally Act Locally* Kelas IX, *Edisi Revisi* 2018
2. Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018 : Buku Siswa Bahasa Inggris *Think Globally Act Locally* Kelas IX, *Edisi Revisi* 2018
3. Kamus Bahasa Inggris – Indonesia
4. Internet/You-Tube
5. Bahan ajar yang relevan

H. Langkah-Langkah Pembelajaran

2 Jam Pelajaran
A. Kegiatan Pendahuluan (10 menit)
Orientasi
➤ Guru mengucapkan salam dan bertegur sapa dengan peserta didik.
➤ Peserta didik berdo'a sebelum memulai kegiatan.
➤ Guru memeriksa kehadiran peserta didik.

persepsi

> Mengaitkan materi dengan pengalaman peserta didik dalam membaca buku cerita yang pernah mereka baca.

> Mengajukan pertanyaan pendahuluan :

1. When you were a child, did your parents tell you stories?
2. What story did you like most?
3. Now, do you like reading stories or watching movies?
4. What was the last story you read?
5. Do you enjoy reading the stories or watching the movies?

Motivasi

> Menginformasikan materi yang akan dipelajari.

> Memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari.

> Menyampaikan tujuan dan strategi pembelajaran

B. Kegiatan Inti (60 menit)	
Stimulation (*pemberian rangsangan*)	Peserta didik mengamati dan menyimak tayangan video/pictures tentang salah satu cerita rakyat berjudul *Putri Salju dan Tujuh Kurcaci*. Peserta didik bersama guru melakukan tanya jawab secara lisan terkait dengan informasi tertentu dari isi cerita yang ditayangkan. 1. What is the title of the story? 2. How many characters are there in the story? 3. Who is the main character in the story? 4. What problem did the character face? 5. How did she solve the problem? (LK terlampir) 6. Dengan bimbingan guru, mengidentifikasi informasi tertentu terkait topik dan fungsi sosial dari video/pictures yang ditayangkan. Pendidik menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan *narrative text* dengan contoh teks Putri Salju dan Tujuh Kurcaci.
Critical Thingking	Peserta didik diberikan kesempatan untuk membaca teks tersebut, mengidentifikasi dan menemukan hal-hal atau kosakata yang belum diketahuinya dan mencari arti kosa kata.
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, menceritakan ulang dan saling bertukar pikiran tentang mengenai teks naratif.
Communication	Setiap perwakilan kelompok mempresentasikan atau membaca ulang terkait cerita tersebut dengan menggunakan bahasa mereka sendiri
Creativity	Peserta didik diberikan kesempatan untuk menanyakan hal-hal yang belum dipahami. Guru dan peserta didik memberikan kesimpulan tentang hal-hal yang dipelajari dalam teks naratif.
C. Kegiatan Penutup (10 menit)	

> Peserta didik dengan bimbingan guru membuat resume tentang poin- poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
> Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas.
> Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.

I. Penilaian, Pembelajaran Pengayaan dan Remedial

❖ Teknik Penilaian

☑ Sikap

Penilaian sikap pada pembelajaran KD ini meliputi :

1. Penilaian observasi pendidik
2. Penilaian antar teman

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Ket.
1	Observasi	Jurnal		Saat pembelajaran berlangsung	Penilaian untuk dan pencapaian pembelajaran (*assessment for and of learning*)
2	Penilaian antarteman	Kuesioner		Setelah pembelajaran usai	Penilaian sebagai pembelajaran (*assessment as learning*)

☑ Pengetahuan

Penilaian pengetahuan dalam pembelajaran KD ini meliputi :

1. Tes Formatif melalui penilaian hasil lembar kerja disaat pembelajaran dan tes tertulis berupa essai.
2. Tes Sumatif setelah keseluruhan IPK dalam KD selesai tercapai berupa soal pilihan ganda dan essai.

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Ket.
	Penugasan	Essai	Disajikan teks narrative peserta didik dapat menuliskan pesan moral dan informasi yang terkandung dalam teks tersebut	Saat pembelajaran berlangsung dan/atau setelah usai	Penilaian untuk, sebagai, dan/atau pencapaian pembelajaran (*assessment for, as, and of learning*)

| 2 | Tertulis | Essai dan Pilihan Ganda (*penilaian harian*) | Disajikan teks narrative peserta didik dapat menentuk andan menuliska n   pesan moral dan informasi yang terkandu ng   dalam teks tersebut | Setelah pembelajaran usai | Penilaian pencapaian pembelajaran (*assessment   of learning*) |

☑ **Keterampilan**

Penilaian keterampilan dalam pembelajaran KD ini meliputi :

1. Penilaian unjuk kerja (*read aloud*) disaat pembelajaran.

Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Ket.
Praktik	*Membaca*	*Read aloud the story in front of the class*	Saat pembelajaran berlangsung dan/atau setelah usai	Penilaian untuk, sebagai, dan/atau pencapaian pembelajaran (*assessment for, as, and of learning*)

☑ **Rubrik Penilaian Sikap**

Nilai	Deskripsi
SB	**Sangat Baik** dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.
B	**Baik** dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.
C	**Cukup** dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.
K	**Kurang** dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.

☑ **Rubrik Penilaian Pengetahuan**

No	Aspek yang dinilai	Skor
1	Isi sesuai, struktur teks benar dan tepat, unsur kebahasaan sangat tepat	3
2	Isi sesuai, struktur teks benar tapi kurang tepat, unsur kebahasaan tepat	2
3	Isi kurang sesuai, struktur teks kurang tepat, unsur kebahasaan kurang tepat	1

☑ **Rubrik Penilaian Reading Skill**

No	Aspek yang Dinilai	Kriteria	Skor

No	Aspek yang Dinilai	Kriteria	Skor
1	Pengucapan (*pronounciation*)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalhan dan mengganggu makna	1
2	Intonasi (*intonation*)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalhan dan mengganggu makna	1
3	Kelancaran (*fluency*)	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
4	Ketepatan makna (*accuracy*)	Sangat tepat	5
		Tepat	4
		Cukup tepat	3
		Kurang tepat	2
		Tidak tepat	1

❖ **Pembelajaran Remedial**

Bagi peserta didik yang belum memenuhi kriteria ketuntasan minimal (KKM) setelah melakukan Tes Sumatif, maka akan diberikan pembelajaran tambahan (*Remedial Teaching*) terhadap IPK yang belum tuntas kemudian diberikan Tes Sumatif lagi dengan ketentuan:

1. Soal yang diberikan berbeda dengan soal sebelumya namun setara.
2. Nilai akhir yang akan diambil adalah nilai hasil tes terakhir.
3. Siswa lain yang sudah tuntas (KKM) dipersilahkan untuk ikut bagi yang berminat untuk memberikan keadilan.

❖ **Pembelajaran Pengayaan**

Guru memberikan nasihat agar tetap rendah hati, karena telah mencapai KKM (Kriteria Ketuntasan Minimal). Guru memberikan materi pengayaan berupa penugasan untuk meningkatkan keterampilan membaca dan / atau mendongen cerita *narrative fairy tales.*

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NINTH GRADE SMP NEGERI 2 ALLA

From author/researcher

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Head of
Education Department

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PEMERINTAH KABUPATEN ENREKANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Jenderal Sudirman Km. 3 Pinang Enrekang Telp/Fax (0420)-21079

ENREKANG

Enrekang, 02 Agustus 2021

Nomor : 348/DPMPTSP/IP/VIII/2021
Lampiran : -
Perihal : Izin Penelitian

Kepada
Yth. Kepala SMP Negeri 2 Alla
Di
Kec. Baroko

Berdasarkan surat dari Lembaga Penelitian Pengembangan Dan Pengabdian Kepada Masyarakat Universitas Muhammadiyah Makassar, Nomor: 4243/05/C.4-VIII/VII/40/2021 tanggal 29 Juli 2021, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Arnik
Tempat Tanggal Lahir : Bidan Ria, 23 September 1997
Instansi/Pekerjaan : Mahasiswa
Alamat : Dusun Butumbia Desa Tongko Kec. Baroko

Bermaksud akan mengadakan penelitian di wilayah/kantor saudara dalam rangka penyusunan skripsi dengan judul "**Student's Perception in Understanding Comprehension Through Comic Books as a Media at the Ninth Grade SMP Negeri 2 Alla**".

Dilaksanakan mulai tanggal 02 Agustus 2021 s/d 02 Oktober 2021

Pengikut/Anggota

Pada Prinsipnya dapat menyetujui kegiatan tersebut diatas dengan ketentuan:

1. Sebelum dan sesudah melaksanakan kegiatan harus melapor kepada Pemerintah/Instansi setempat.
2. Tidak menyimpang dan maksud surat telah diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyampaikan 1 (satu) berkas laporan hasil penelitian kepada Bupati Enrekang c.q Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Enrekang.

Demikian untuk mendapat perhatian.

PEMERINTAH KABUPATEN ENREKANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UNIT PELAKSANA TEKNIS (UPT)
SMP NEGERI 2 ALLA

SURAT KETERANGAN MELAKSANAKAN PENELITIAN
Nomor: 030/050-SMPN.2 Alla/

Yang bertanda tangan di bawah ini Kepala UPT SMP Negeri 2 Alla, bahwa:

Nama :
N.I.M :
Tempat, tanggal lahir :
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

LETTER OF ACCEPTANCE
0348/BG-FKIP/LOA/B-XI/1443/2021

Dear INDO,

It is my pleasure to inform you that, after reviewing your paper:
STUDENTS' PERCEPTION ON THEIR READING COMPREHENSION
THROUGH COMIC BOOKS AS A MEDIA (Descriptive Quantitative Research
at the Ninth Grade Students of SMP Negeri 2 Alla)
The manuscript ID : 536

Notes checking

Checkpoint	Yes	No
Please not to send the manuscript by using the institutional email	√	
Great that you submitted the manuscript through the open journal system	√	
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...... FKIP ...... published with **English Language Teaching Methodology**.
...... We appreciate your contribution ......

Makassar, 15 November 2021 M
Rabiul Akhir 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM 977 807

Documentation

Awal Membawa surat Penelitian Kesekolah

Suasana Sekolah Selama Pandemic

Peneliti Membagikan Questionnaire

Jawaban siswa yang dikirim melalui via Whatsapp

CURRICULUM VITAE

Arnik was born on September 23rd, 1997 in Bubun Bia, South Sulawesi Selatan. She has five sisters and five brothers. She is the eight child from the marriage of her parents, Sibu and Rami. She finished her studies at SD Tongko in 2010, at SMP Negeri 2 Alla in 2013,

at SMA Negeri 1 Alla in 2016. In 2016 she registed as one of the students in English Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. She could finish her study in 2021 with a thesis title "Students' Perception on their Reading Comprehension through Comic Books as a Media at SMP Negeri 2 Alla" (a Descriptive Quantitative Research).