# USING COMIC STRIPS AS MEDIA TO IMPROVE STUDENTS READING COMPREHENSION

(a Pre-Experimental Research of First Grade Students at SMAN 7 Maros)



Submitted to the Faculty of Teacher Training and Education

Makassar Muhammadiyah University in Part Fulfillment

Of The Requirement for the Degree of Education in English Department

Erdina Melyani Aris 105351121816

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

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

Jalam Sultan Alauddin No. 259Makassar Telp : 0811 1782101 (Secretary). Email: prodibg@unismub.ac.id

Web bg flop unismub ac.id

يسم الله الرحمن الرحيم

#### LEMBAR PENGESAHAN

Skripsi atas nama Erdina Melyani Aris, NIM 105351121816, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 102 Tahun 1443 H/ 2022 M, tanggal 05 Jumadil Akhir 1443 H/ 11 Januari 2022 M, sebagai salah satu syarat guna memperoleh gelar Sarjana Pendidikan pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Sabtu, 15 Januari 2022.

> 2 Jumadii Akhir 1443 H Makassar, 15 Januari 2022 M

- Pengawas Umum
- Ketua
- Sekretari
- Dosen Penguji
- en. M. Pd. Ph.D.
- 1. Dr. Bay. 2/Ismail Sangkala, S.Pd.M.Pd.

  - 4. Sitti Maryam Hamid, S.Pd., M.Pd.

Dekan FKIP Universitas Muhammadiyah Makassar

Disahkan Oleh:

vin Akib, S.Pa., M.Pd., Ph.D.

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

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#### APPROVAL SHEET

Tittle

Using Comic Strips as Media to Improve Students Reading

Comprehension ( A Presexperimental Research at The First

MUHA

Grade Students of SMAN 7 Maros)

Name

Erdina Melyani Aris

Reg.Number

105351121816

Programmer

English Education Department Strata 1 (81)

Faculty

Texter Training and Education

Makassa 20 November 2021

Consultant

NIDN: 091117700

Pd., M.Pd. 2010/906

GUPUAN DAN ILMU

Dean of FKIP

Makassar Mulammadiyah University

M.Pd., Ph.D.

Head of

English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.

NBM. 977 807





#### UNIVERSITAS MUHAMMADIYAH MAKASSAR FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PRODI PENDIDIKAN BAHASA INGGRIS

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وسم الله الوجمن الرحيسم

# COUNSELLING SHEET

Name : Erdina Melyani Aria NIM : 105351121816

Department : PendidBan Bahasa Inggris

Title : Using Comic Strips as Media to Improve Students Reading

Comprehensiva

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Makassar, 01 Oktober 2027

Approved by: Head of English Education Department

Dugur Khuerati Syam, S.Pd.,M.Pd NBMe 800 934



#### UNIVERSITAS MUHAMMADIYAH MAKASSAR FAKULTAS KEGURUAN DAN ILMU TENDIDIKAN PRODI PENDIDIKAN BAHASA INGGRIS

No. OHIOTENAMENT

سوالله الرخمن الرعيب

#### COUNSELLING SIRET

Nume Erdina Melyani Aria

NIM 105351421825

Department Pendidikan Bahasa Inggris

Title : Using Comic Sings in Modes to Imprace Students Reading

Commishensia

Consultant I Dr. Podla Sont M. W.

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Makassar, 01 Oktober 2021

Approved by: Head of English Education

Conni Khaerati Syam, S.Pd., M.Pd.

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#### UNIVERSITAS MUHAMMADIYAH MAKASSAR FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PRODI PENDIDIKAN BAHASA INGGRIS

No. of Control of Control

يسندك الرخين الرحيم

#### COUNSELLING SHEET

Name : Erdino Melyani Aris
NIM : 105351121816

Department Pendulikan Bahasa Inggris

Title Using Comic Strips as Media to hoprove Students Reading

Comprehension

Consultant II

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Makassar, 20 November 2021

Approved by: Head of English Education Department (

Ummi Khaprati Syam, S.Pd., M.Pd NBM: 977 807

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John Suhan Alauddin No. 259Makassa Telp : 0811 1582101 (Secretary) Email : perdifigstunismuh ac id Web : bg/kip unsamuh ac id

بمسح الله الرحمن الرحيسم

#### SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini :

Nama Erdina Melyani Aris

NIM : 105351121816

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : Using Comic Strips as Media to Improve Students Reading

Comprehension (a Pre-Experimental Reaseach of First Grade Students at SMAN 7 Maros).

Dengan ini menyatakan bahwa skripsi yang saya buat di depan Tim penguji adalah hasil karya saya seridiri bukan hasil ciptaan orang tain ataupan dibuatkan oleh siapa pun.

Demikianlah pernyataan ini saya buat dengan sebenar-benarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, 24 Januari 2022

Yang Membuat Pernyataan

Erdina Melyani Aris



Julan Sultan Alauddin No. 2598dakassa Tolp (1801 1782101 (Secretary) Errod (proddlymaniantabac id Web (hgrkup unionalbac id



# SURAT PERJANJIAN

Saya yang bertandatangan di bawah ini:

Nama Erdina Melyani Aris

NIM : 105351121816

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

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- Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 24 Januari 2022 Yang Membuat Perjanjian

#### MOTTO

As you live, difficult time will surely come, but only think about that, if the difficult time pass by, the happy time after that will be twice as happy, so if you hang in there a bit more, it will be okay.

DEDICATION

A Thesis for my beloved family

Especially for my strongest father

My beautiful Mother

My Sister

And my Best Friends

Also for my own self

I deserve this billion times

#### ABSTRACT

Erdina Melyani Aris. 2022. Using Comic Strips as Media to Improve Students Reading comprehension (Pre-Experimental Research of First Grade Students at SMA Negeri 7 Maros. Faculty of Teachers Training and Education, Muhammadiyah University of Makassar (Supervised by Radiah Hamid and Awalia Azis).

This research aims to know whether Comie Strips as Media can improve students reading comprehension especially at literal comprehension (main idea and finding spesific information) and interpretative comprehension (making conclusion) in First Grade Students of SMA Negeri 7 Maros.

The researcher applied Pre-Experimental method by using one gruop pre-test and post-test design and collected data by giving pre-test and post-test. The sample for this research was Class 10 IPA 1 of SMA Negeri 7 Maros that consisted of 15 students. The sample was taken by using Simple Random Sampling Technique.

The improvement of the students literal comprehension by using Comic Strips as Media at First Grade of SMA Negeri 7 Maros was good. Comic Strips brings good effect in teaching reading comprehension because by using Comic Strips, the students be aktif in the class, their can improve reding skill and vocabularies, and can help students to stimulate students imagination powers meawhile the improvement of the students interpretative comprehension by using Comic Strips as Media at First Grade of SMA Negeri 7 Maros was become good. The effect of Comic Strips in teaching reading comprehension in term of interpretative comprehension help students to stimulate students imagination powers before they write conclusion and improve students vocabularies.

Keywords: Media, Comic strips and Reading Comprehension



#### ABSTRAK

Erdina Melyani Aris. 2022. Penggunaan Komik Strips Sebagai Media untuk Meningkatkan Pemahaman Membaca Siswa (Penelitian Pra-Eksperimental Siswa Kelas 1 SMA Negeri 7 Maros. Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar (dibimbing oleh Radiah dan Awalia Azis).

Penelitian ini bertujuan untuk mengetahui apakah Komik Strips sebagai media dapat meningkatkan pemahaman membaca siswa khususnya pada pemahaman Literal (gagasan utama dan menemukan informasi spesifik) dan pemahaman interpretatif (membuat kesimpulan) pada Siswa Kelas I SMA Negeri 7 Maros.

Penelitian menerapkan metode pra-eksperimental dengan menggunakan satu grup untuk melakukan penelitian pada pre-test dan post-test dan mengumpulkan data dengan memberikan pre-test dan post-test. Sampel dalam penelitian ini adalah siswa kelas 10 IPA 1 SMA Negeri 7 Maros yang berjumlah 15 siswa. Sample di ambil dengan menggunakan Purpossive Sampling

Peningkatan pemahaman literal siswa dengan menggunakan media Komik Strips di kelas 10 IPA 1 Negeri SMA Negeri 7 Maros sudah baik. Komik Strips membawa efek yang baik dalam pengajaran pemahaman membaca karena dengan menggunakan Komik Strips siswa menjadi aktif dikelas, mereka dapat meningkatkan keterampilan membaca dan kosa kata, dan dapat membantu siswa untuk meerangsang daya imajinasi siswa sementara pemahaman interpretatif siswa dengan menggunakan Komik Strips sebagai media di pemahaman bacaan dalam hal pemahaman interpretatif membantu siswa untuk merangsang daya imajinasi siswa sebelum mereka menulis kesimpulan dan meningkatkan kosa kata siswa.

Kata Kunci : Media, Komik Strips dan Pemahaman Membaca

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September 2021, Makassar

The Researcher,

Erdina Melyani Aris

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#### CHAPTERI

#### INTRODUCTION

This chapter deals with the background, problem statement, objective on the study, the significant of the study, and scope of the study.

# A. BACKGROUND S MUHA

English is international language in the world. Every countries use English for communication with other people in other countries because people use English as second language or foreign language even Indonesia use English language as foreign language and until now Indonesia use English as subject in the school that we taught start from Elementary school until University with level of difficulty in every school. The four skills English must be study are listening, reading, speaking and writing. Besides four skills of English, according to Richard (1993) reading is a good things for students who do not use English as they mother tongue because in reading, they do not need to speak or heard.

Reading is the one of important skills in English and the students must increase their skills in reading. When read something, people can get informations that they do not get it when learn in the classroom or more understand about materials that the teacher do not explain in the classroom. Even though, this era the people easily to get informations with the help of advance technology but however, reading is common ways to get information because almost infomations are in writing form. Reading

has benefits for people, they are: mental stimulation; study show that people who reading everyday can avoid Alzheimer and Dementia because our brain keep active, stress reduction, we get knowledge, developing vocabulary, memory improvement, strong analytical thinking skills, improve focus and concentration, better in writting skills, tranquility and free entertainment.

In teaching reading in SMA Negeri 7 Maros and observation there, the researcher found that some students was too lazy when reading the text, the students was difficult to understand about the meaning of the text and difficult to answer the questions from the teacher. That problems can be caused of many things like the students class circumtances, environment, teaching method, technique, do not use media, approach or that cause by the teacher who can not explain the material well so make the students can not reach KKM from the teacher. Score of KKM that teacher used was 78. So, the teacher have to found out ideas to get students attention when they were learn English and made the students do not feel bored in English class. One of the way how to get students attention and get interesting when teaching and learning was used media as a tool for help the teacher.

One of media that the teacher can used when teach about reading comprehension was Comic Strips as Media to learn English. Comic is literature creation that form like story in the picture that have text and have main characters where the students can easily to understand the dialog and the students can easily to express their ideas through images. Applied comic strips as media in teaching and learning brough same effect as use games and brough nice atmosphere into class. According to Sudjana and Rifai (2011) Comic is used as learning material because the impact of Comic Strips be able to make process teaching and learning more effective and make students interesting in learning.

Based on the explanation above, the researcher interest did the the research because the researcher wanted to tried use Comic Strips as Media in teaching and learning to solved the problems from students that not interest to study English especially when reading comprehension and the researcher wanted conduct a research by tittle: "Using Comic Strips as Media to Improve Students Reading Comprehension (an Experimental Reseach at First Grade Students of SMA Negeri 7 Maros)".

#### B. Problem Statement

Based on the background above, the problem statement of this reseach is formula in question forms as follow:

- 1. How is the improvement of the students' literal reading comprehension by using Comic Strips as Media at First Grade of SMA Negeri 7 Maros?
- 2. How is the improvement of the students' interpretative reading comprehension by using Comic Strips as media at First Grade of SMA Negeri 7 Maros?

## C. Objective of The Reseach

Based on problem statement of this reseach, the objectives is to find out:

- The improvement of the students literal reading comprehension by using Comic Strips as media at First Grade of SMA Negeri 7 Maros.
- 2. The improvement of the students' interpretative reading comprehension by using Comic Strips as media at First Grade of SMA.

  Negeri 7 Maros.

#### D. Significant of The Research

Theoretically, this reseach is expected to be useful information and give positive contribution for English teacher who interesting about language teaching and learning process about Comic Strips Practically, the students can developed their reading comprehension by using Comic Strips as media and the English teacher would get alternative contribution and information about Comic Strips in teaching especially in teaching reading for Senior High School.

#### E. Scope of The Research

The research focused to the implemention of Comic Strips as media to improve students comprehension, in terms of literal comprehension (finding main idea and spesific informations) and interpretative (make conclusion) at First Grade of SMA Negeri 7 Maros.

#### CHAPTER II

## REVIEW OF RELATED LITERATURE

This chapter deals with some previous related studies, some relevant ideas and the teoritical framework.

# A. Previous Related Studies MUHA

The first research conducted by Darsalina et. al. (2016) by the title about *The Application of Comic Strips in Teaching Vocabulary*. In this research, the researchers want to find our students' vocabulary mastery before use Comic Strips and after use Comic Strips at reading. The researchers used Eight Grade students of junior high school and the samples were 21 students. The researchers found out that the students vocabulary was improved after the application of teaching reading by using Comic Strips.

The second research was done by Arast (2016) with title about *The Effect of Listening to Comic Strip Stories on Incidental Vocabulary Learning among Iranian EFL Learners*. In this research, the researcher make two groups that the first group as experimental that listened to Comic Strips stories and watching photos of the stories meanwhile the second group as control group that just listened to Comic Strips stories without watching any photos of the stories. The result showed that both of that groups improved after the researcher give treatment and listening to stories had an effect on vocabulary learning.

The last research conducted by Wahyudin, A. Y. (2019) by the title about *E-Comisc in Teaching: Using Comic Strips Creators to Enhance Junior High School Students' Writing Ability*. In this research, the researcher use E-comic in teaching of writing of non-English speaking students at Junior High School and the result of the research find out the effect of E-comic on the students' writing ability at Junior High School level is improve after teaching and learning process.

Overall from that time research, researchers use Comic Strips as media in teaching and learning to find our whether the Comic Strips as media can improve students ability in English skills. The difference of this research from previous researchs finding above are the first and second researchs use Comic Strips to improve students ability at vocabulary and the result of that researchs are success, the third research use Comic Strips to improve writing ability and the result of that research is also success. So, in this research, the researcher try to use Comic Strips as media in teaching and learning to find out whether the Comic Strips as media will success like the three of the researchs above to improve students ability in reading comprehension. The similarity of this research with previous researchs above, the researchers use Comic Strips as media in teaching and learning to get what the researchers search.

## B. Reading

## 1. Definition of Reading

According to Nuttal (1988) says that reading is easy for students, because when the students reading some text, they can get information. Anderson et al. (1985) says that reading is as a process of create the meaning from written texts. In another hand reading is process to get meaning through word or symbol that toreutic text. Euthermore according to Henning (1990) says that reading is a process of thinking between readers and author in action together.

According to Morreillon (2007;17) reading is create the meaning from print and visual information and reading is not easy. Reading is an active process that need a lot of practice and skill. In reading, the reader and the text have interaction. When the readers find that the meaning of the text but may be not same as the meaning from the writer in the text. It means that, every readers have different significance when they read the text.

From the theories above, it can be concluded that reading is a process to finding the meaning of word on the text from print or visual information that can be written with characters or symbols. When Reading a text, the readers and the text have interaction and the readers meaning about on the text may be not same with the meaning from writer.

## 2. The Purpose of Reading

According to Grabe and Stoller (2002) in Februani (2011:11) says that the purpose of reading it has been classification into four purposes, they are:

# a. Reading in Search Simple Information and Reading to Skim

The general reading ability, the readers must scan the text to find a specific word or spesicif part of information. Meanwhile, for reading to skim is the strategy to form the common idea using the basic of reading comprehension and think about the important point.

#### b. Reading to Learn from Text

It happens in academic and professional context, it also require to remeber about the idea and the supporting idea, and make connection with the reader's knowledge. This way wil help the readers to remember information because this activity could bring stronger conclusion.

# c. Reading to Combine Information, Write, and Critique Text

This skill require critical evaluation. The readers combine and take the information that they wants. Then, this is implicate abilities like composing, selecting, and making critique from the material.

# d. Reading for Common Comprehension

It can be done by fluent readers who read the text very fast and automatically can processing word, and potent to coordination in many process of the text.

# 3. The Kinds of Reading

Mikulecky and Jeffrics (1996:1) the kinds of reading into four kinds as follows:

#### a. Reading for Pleasure

Reading for pleasure is the readers reads a text that could be fiction or nonfiction based on what they favorite. This activity can make the readers enjoy and have fun.

#### b. Readmy Comprehension Skill

Reading comprehension is the activity where the brain, the text, and eyes of readers can embroiled strongly to build a connection.

So that, in this circumstances will make the readers learn about what they reads and remember about it.

# c. Thinking Skill

In thinking skill, when the readers reads a text that use English.

Directly make the readers are obliged to think about English.

Then, the readers must know the complexity of the text such as the length, English syntax, and English semantic and or logical connection.

# d. Reading Faster

When the readers that reading quickly will be efficient and be more enjoyable (Mikulecky and Jeffries, 1996:1). According to Harmer (2007:99) there are two kinds of reading related the purpose, those are intensive reading and extensive reading. Those are explained as follows:

# 1.) Intensive Reading

In brainchild intensive reading. Harmer says that in reading activity, the readers are focuses to study about composition that contained in the text and the kinds of the text it is depends on aim of the readers. Palmer (1964) notes that "intensive reading" means that where the readers reads a text, learn it line by line, and dictionary to get about the grammar of the text itself.

Intensive reading has advantages for readers who still in low level, intensive reading is could be possibly the speedy way which can develop vocabulary. Some foreign language students can successful to get 10 or more comprehension words per day. Furthermore, reading something hard materials will force the learners use some strategies that the learners develop already for facing texts that are too difficult to read comfortably (Risdianto, 2012:65).

#### 2.) Extensive Reading

Palmer (1964) says that "extensive reading" is considered such as reading faster. The readers read books after books. The readers pay attention to the meaning of the text and not the language. The aims of extensive reading is for fun and information. Thus, we can say that extensive reading is "supplementary reading".

From teories above, it can be concuded that intensive reading is process when the readers study about the contents on the text that they read, learn that line by line and where the kinds of the text are depend of goals readers. The benefit of Intensive reading is can be nice and rapidly way to develop vocabulary. Meanwhile, extensive reading is considered like read rapidly when the readers reads books by books when the readers pay attention in the meaning of the text not in language. The extensive reading have goal, they are to make readers enjoy and get informations.

# 4. Techniques in Teaching Reading

Reading is seem like an interactive process between language and mind. According to Cahyono (2011:68) says that in generally, there are kinds of activities that related with connected to activities at the reading class, they are: Pre-reading, during/whilst reading activities, and post-reading activities.

#### a. Pre-Reading

In pre-reading activities that activities related with students' background knowledge, objective of reading class, learning activities, and motivating the students. This part, the teacher try to turn on students scheme connected to focus in the topic of the text that show about key words, asking question that connected to the topic or clarify briefly that contained of the text. Pre-reading is to motivate the students to get interest in reading and get the students attention to the text. Pre-reading are activities that have aim to pushing the students' to understanding about reading text.

# b. During/Whilst Reading Activities

During reading activities is a activities which a reader do while reading activities is ongoing. To make readers have too much interaction to a text, readers must be guided when they reading activities. In whilst reading including

- 1. Identifying main idea on the text
- 2. Find out details on the text
- Follow a sequence
- 4. Make conclusion from the text
- 5. Knowing the discourse pattern

#### Post-Reading Activities

In the post reading activities are the activities will do by reader after they reading the text. This activities purpose to recheck the reader understanding the topic of text after they read and this activities can be in form of discussion. The students are asked to do discussion the writer's ideas. This discussion possible depend on class size. If the class have big size, that will be good to make groups discussion but if the class have small size, that will be good to make all students discussion.

# d. Testing Reading

A test is a meansure something for assessing the attainment of the objectives at training system that have a set of questions and just accept the correct answers. The test have some characteristics such as knowledge, ability, attitude, intelligence etc. Testing show how the way questions or statements find the feedback or response and answer will be assessed and evaluated.

# C. Reading Comprehension

# 1. Definition of Reading Comprehension

Reading comprehension mean that a process to understanding the contents of the text to get some information. According to Kustaryo (1998) reading comprehension is understand what have been read. If people reading a text but dont really understand what they read, that is not reading. Reading comprehension is also a process to get some ideas through of analyzing and evaluating the writer opinion that written in the text. Reading comprehension is a process for readers to understand all the information in the text, including the author's opinion.

Reading comprehension is a process that implicate memory, thinking abstractly, visualization, and understanding all vocabularies as good as knowing how to properly decode (Ness, 2016). In short reading comprehension is process of brain that producing the meaning of the text.

Klingner et al. (2007:8) define reading comprehension as a difficult process that implicate interaction of a lot components. The components such as the readers readers background knowledge, readers reading technique, text, readers who get interest in the subject and the readers knowledge of the type of text. In addition, Moore (2012) says that comprehension not only depend on the readers characteristics like previous knowledge and working memory, but comprehension have a language processes like base reading skills, decoding, vocabulary structure sensitivity text conclusion and motivation. All components involved interact with another in comprehending on the text. When conclusion come out in those interactions, the readers find trouble in reading comprehension. As readers mature in their comprehension skills, the readers can do progress efficiently from the basic learning to read to the the last aim of reading to learn (Yovanof et al., 2005).

#### 2. Reading Comprehension Strategies

According to Richard (1985: 238) says that reading comprehension as a result perceiving a written text in order to understand the contents. There are three types of recall score to meansure reading comprehension, they Reading comprehension usually refers to the amount of understanding readers have when they read the text. This is show up how nice the readers understand the implicit and explicit meaning in the contents of the text that they read cited by Sung Hyun (2003: 23). It can be concluded that reading comprehension will increase if the teacher use reading strategies which suitable for the students.

According to Jeffries and Mickulecky (1992/18) reading comprehension skill wil be such as follows:

#### a. Skimming

Use skimming technique, the readers can get general sense of passage or book but not in spesific details. The aim of skimming technique is do not read all the text throughly but skimming is used to find out what kind of information that the readers looking for and if it does determine what to read more closely.

#### b. Scanning

Use scanning, the readers have to glace quickly through a text to looking for spesific information (example: name, date, etc) or to find out initial impression of whether the content of the text is suitable with what the readers wants. When the readers use scanning technique, the readers let them eyes wonder over the text until they get what they search, whether it is a place, a kind of foods, a kind of verb, spesific information.

## c. Previewing

By previewing for just few second, we can get some information on the text that we are going to read. If we know how to preview any kind of the text, including pleasure reading books, magazine articles, tests, and textbook assign ment.

#### d. Close Reading

Close reading needs to pay attention to all the words and sentences to understand its full meaning.

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#### e. Guessing from Context

Guessing from the context is a good strategy to use when we find out the words that we do not know when we reading. Use our prior to get clues of ideas.

#### f. Paraphrasing

Paraphrasing is an expression of meaning of a word or phrase using other words or phrase but the words or phrase have same meaning with words or phrase before. Paraphrasing make the meaning easier to understand.

#### 3. Proces of the Reading Comprehension

Cahyono (2011: 61) says that there are three kinds process of build meaning of the text are expained below:

## a. Bottom-up processing

Bottom-up processing is the process of reading that discuss about phonemic units. In bottom-up processing, the readers must knowing about multiplicity of linguistic signal like letters, morphemes, syllables, words, phrases, grammatical signal, and discourse markers (Brown, 2001;299).

# b. Top-down processing

In top-down processing related with readers knowledge of syntax and semantic to build a meaning of the text (Goodman, 1967; in Purniati, 2014:29). The readers create a meaning by take readers early though through text being read.

#### c. Interactive processing

Interactive processing is composite by top-down and bottom-up processing. In interactive processes, the readers wonder what probable meaning of the text, after that, switch to bottom-up processes to make sure that whether this is what the writer want to says in the text (Nuttal, 2005:3; cited in Brown 2001;299).

## 4. Skills of Reading Comprehension

Reading comprehension is dialogue between the author and readers.

When readers reading text in silently rather orally, they are needs ability to able communicate with the author Mikulecky (2011:13). Mikulecky (2011:15) says that there are four skills in reading comprehension, they are

## a. Literal Reading

Literal reading refers to get meaning of ideas or information that explicitly in the text. There is some spesific reading skill in literal level of comprehension, they are Identifying specific information or not details. Sequencing ideas when explicitly are given and follow the intruction. These skills, especially the first and two scanning skills.

# L. Identifiying Specific Information

This reading need one focus in we attention just on one some particular information or detail that we need from the text and the rest of the text may be not be read anymore. The information may be a name, a date, a scientific term, or a place or anythings, looking for which motivavates the person to read. Search for a detail, the readers must search for signal in the environment of the required information or in the information uself.

## 2. Sequencing Events or Ideas

Result of meaning full reading from the reader's ability to follow thru the write. This is because that the conversation that comprise of words and sentence that not just grammatical related relate with another but also logically connected and sequences of idea as provided from the writer to bring through him to sum up, outline, infer correctly.

# b. Interpretative Reading

Interpretative reading implicate among liner or create conclusion. This is process of getting ideas that implied rather than stated directly. This level sue higher thinking ability because the query in interpretation category are concerned with the answers which are not stated directly in the text but recommend or implied. According to Mukulecky (2011;218) says that in exegest from the reader read among lines, make connection between individual stated ideas, make inferences, make confection, read among the lines to get inferences, or implied meaning from the text.

## 1 Implication

Implication is conclusion expectancy that possible implied togically or understand, but not saving directly from the authour's argument on the text or expression.

## 2. Conclusion

Inference draw with factual proof in a statement about nature of phenomenon.

## Generalization

Generalization is declaration about behavior of a similar big population based on the observable behavior of similar but smaller sample group.

#### Prediction

Prediction is a declaration about future behavior or action.

## 5. Critical Reading

This is part of reading comprehension that have higher level between the two before. This is related with evaluation. Create of personal judgment of an accuracy values. The right of what is reading in making judgment the reader have to gather, interpret, apply analysis the information.

## 6. Creative Reading

Creative reading is use distinction thinking skill then the literal comprehension and interpretation. The reader tries to get alternative solution from the message that the writtertry to tell.

# D. The Use of Media in Teaching Reading

## 1. Definition of Media

According to Sinaldino and Russel (2007:256) say that media means of communicationand source information. Furthermore they said that the aim of media is facilities communication and learning. For example: media are can be books pictures, internet, television, etc.

According to Smaldino and Russel (2007:258), there are six basic types of teaching media, they are:

- a. Text, alphanumerical character that can be show up too many format, such as: books, posters, etc.
- b. Audio is anything that can be heard, example: music, noises, and etc.

- Visual is commonly use to promote learning belong drawing, cartoons, graphic, chart, and etc.
- d. Motion, such as : radion, animation, and etc.
- e. Manipulatif media, that students can be touch and handled
- f. People who can be teacher or subject matter experts.

  Sudjana and Rivai (2011) explain that the value and benefit of teaching media, they are:
- a. Teaching will lure more attantion to make students be motivation to
- b. Teaching material will be clear meaning that easy for students to understand and make students more master aim of teaching
- c. Teaching method will be more varies, not only verbal communication with use narrative of words by teacher, so do not feel bored in class.

  Expecially when the teacher teach to every hour lesson.
- d. Students can do more activities to lern because they not only listen explanation by teacher but also do other activities like observation, demonstrate, etc.

#### 2. Visual Media

According to Dale (2009) says that visual media is a picture, chart, or other presentation that appeals to the sense of sight, use in promotion or for illustration or narration, often used in plural. Meanwhile Sadiman in Amalia (2010:9) state that visual media, it is media that can be seen and the function of visual media is distributing the message from sources to the

receiver. Some of example: picture/photo, sketch, diagram, chart, graphs, cartoon, poster, map, globe, and flanned board.

# 3. Comic Strip as Visual Media in Teaching Reading

Butler (2008) says that reveals that the Comic Strips is formed into one or three panels that appear daily in newspaper or magazine and it is more concise that a book whereas comic book is a short novel contains stroty. Meanwhile according to Liu (2004) emphasizes that comic strips can be defined as a series of pictures inside boxes that tell a story. It mean comic strips is kind of comic which is made by putting the pictures and the words in right order. Heaton (1996) stated that a Comic Strip not only give students basic material to composition but also can stimulate students imaginative powers

According to Csabay (2006) states that comic strips are usually funny, applying them to methodological purpose will have the same effect as using games in teaching English it brings a good atmosphere into the class. Rokhayati and Utari (2014) say that the visualization though pictures and text can support the sharing of the materials from the teacher to students.

According to Mahir (2016) claim that Comic Strip spark laughter or amusement that will have a great influence to attract students' attention in learning activities. It already used as one of media to entertain students' in learning. Meanwhile Roozafzai (2012) says that that comic strip is more

interest-gitting and enjoyable which draw readers' attention more considerably and stir their imagination more efficiently. One way to make students' attractive in reading activity can be attained by giving something that interesting in the class to reduce the students' who feel bored in leaning. Comic Strips create message though story line and images. Comic Strip have some benefit such as help students comprehension the contents of text, help students to increase their ideas, improving the students' attractive in reading.

#### E. Comic Strips

#### 1. Definition of Comic Strips

Comic Strips are visual also can be used to increase communicative competence. In a Comic Strip, that circumstances and expressions are used in spoken, colloqual language; for instance, idioms, reduced forms, slang, and expressions that need to shared cultural knowledge (Csabay, 2006:25). Comic Strip can be explained as "a series of images into the boxes that provide a story" (Liu, 2004).

According to McCloud (2006) in Harwaningsih (2014:24), comic mean as literature that form of drawing. Comic Strips are a composition or other pictures that sequence and they have a purpose to tell information and visual response in the view. Comic Strip is composite of cartoon and storyline, designed into a series of images panels that across a page and about sustainable character or set of characters, that thoughts and

dialogues are use "balloons" that contain written speech. The comic strip form can be use to tell about messages.

# 2. The Strengths and Weakness of Using Comic Strips

## a. The Strengths of Uses Comic Strips

Comics can play a powerful, influential role in the English classroom, and have a positive effect when learning about abilities toward many students. "Comics can give a powerful media arrang literature and visual entertainment" (Smith, 2006; in Nuarita, 2015:3). Students are require to take a look and have experience that they learn before it create sense personally if teacher using a kinds of media in the classroom, they significantly increase the probability of achieve all students (Tileston, 2004:137).

According to Drolet (2010) as cited in Harwaningsing, (2014:25) when the teacher use of comics in language classrooms that will be helps the students to build skills in vocabulary, reading, critical thinking, problem solving, listening, speaking and writing. It means that using comic in language classroom can solve problem toward students. The problem like minimize of vocabulary with images that have some conversation or text description and make the reader guessing the meaning of the difficulties vocabulary.

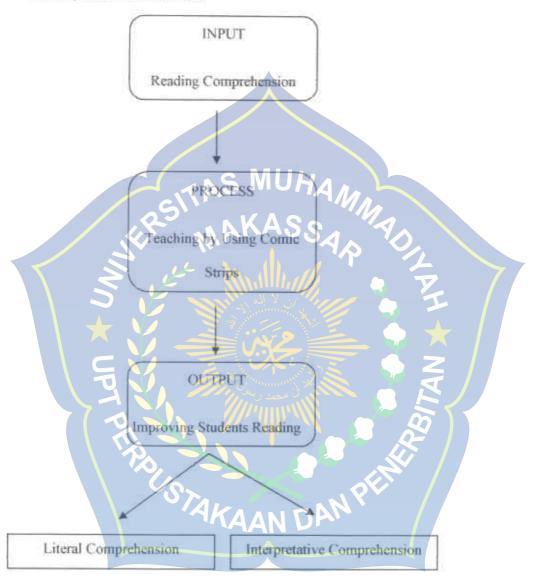
In teaching learning teacher should using kinds of media to make students amazed and build the students motivation. It can significant increase the students achievement. Using comic in the classroom is one of good media that can help the teacher in teaching and learning.

- b. The weakness uses comic strips are:
- 1) Students always require computer access or handphone
- 2) Facial expression that have tamited range.
- 3) Require many time to looking for or to make Comic Strip (Nugroho,

2017:35)

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# Conceptual Frameworks:



Main Ideas

Conclusion

Spesific Information

The researcher did a reseach at SMAN 7 Maros in the first year class 10 IPA 1 as an experimental class. The researcher was chose 20 students as sample for the research. The researcher used just one class and do not had a control class so that researcher did the test into two times and the first step was a Pre Test. The researcher devided into three groups and each groups has different story of Comic Strips and the researcher let the students read Comic Strips appropriate what the researcher gave them and after that the researcher gave questions related what the students has been read and the last was give a score that appropriate the students ability and after the researcher got the score, the researcher gave the treatment in teaching and learning by using Comic Strips as media in the class to improve students reading comprehension. After the researcher gave a treatment for students, the researcher gave the second test as Post Test and in this part the researcher gave a test with use Comic Strips and measure students ability in reading comprehension. The last was the researcher collected the students score in Pre Test and Post Test so that the researcher could compare the students score in the Pre Test and Post Test and could find out about what does Comic Strips can improve students reading comprehension in literal comprehension (find out main idea) and interpretative (make conclusion).

#### a. Hypothesis

The purpose of statistical inference is to draw conclusion about a population on the basic of data obtained from sample of that population. The first step in testing hypothesis is transformation of the research question into null hypothesis (  $H_0$ ), and alternative hypothesis (  $H_1$ ) ( davis, 2006). The hypothesis of this research are formulated as follows:

1. Null Hypothesis (Ho)

The use of Comic Strips does not significantly improve the students' reading comprehension.

2. Alternative Hypothesis (H<sub>1</sub>)

The use of Comic Strips significantly improve the students' reading comprehension.

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#### BAB III

#### METHODOLOGY

This chapter discussion about research design, population and sample, research variables and indicator, research instrument, and procedure of data collection

# A. Research design

This research used Pre-experimental Design. Pre-experimental is the simplest form of research design. A single group studied at two time point, one before some treatment and one after the treatment. Change in the outcome of interest were presume to be result of intervention or treatment. No control or comparison group was employed. The pre-test and post-test administered to a single group with the following formula:

Pre-test	Treatment	Post-test
O1	COX	02 04
	AKAAN	(Gay, 1981/225

OI : Pre-test

X : treatment

O2 : Post-test

Based on the research design above, treatment given after doing pre-test. Pre-test administered before the implementation of Comic Strips as the treatment. At the end of treatment period, post-test was hold to assess students' reading comprehesion.

#### B. Research Variables and Indicators

#### Variables

In this research, the writer also take two variables, these are :

a.) Independent Variable (X)

Independent variable was variable which can give influence to dependent variable. In this research, the independent variable was Comic Strips as Media.

b.) Dependent Variable (Y)

The dependent variable was the students reading comprehension especially in literal comperehension and interpretative comprehension.

#### 2. Indicators

The following are the main indicators each variable:

- a.) The indicators of the students' literal comprehension was identifying the specific information and finding main idea
- b.) The indicators of students' interpretative comprehension was conclusion.

# C. Population and Sample

#### Population

Population is the group of participants in a study which researcher generalizes to the target population. The population of this research was the First Grade Students of SMAN 7 Maros. It consist of 112 students including four classes which there are 52 students male and 60 students female.

## Sample

The research chose first grade in Class IPA 1 as sample that given a treatment that consist 15 students. This research investigated only one class that was experimental class, there is no control class. The researcher was used Purpossive Sampling. Actually, this class has 28 students but because SMA Negeri 7 Maros tried to start offline class in the middle of corona virus attack—this class divided into 2 sections where the first section has 15 students.

## D. Research Instument

The research instrument in this research test was (Pre Fest and Post Test). Those tests was essay form and why the researcher chose essay form because that was easy was to made the students understands materials meanwhile post-test expected to knew students ability in reading comprehension. Those tests were used to know that whether the treatment was effective or not and the researcher can see the students enhancement after they are given treatment.

 The score of students' answer of main idea the researcher used formula:

Table 3.1 Rubric of Main Idea

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

Pollard (2007:17)

2. The score of students answers of spesific information, the researcher used formula:

Table 3.2 Rubric of Spesific Information

No.	Criteria	Score
1.0	Students located and uses all relevant information stated directly in the text to answer question, complete tasks, or otherwise demontrate clear understanding	4
2.	Students located and uses most relevants information stated directly in the text to answer question, complete task, or otherwise demonstrate clear understanding	3
3.	Students located and uses some relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding	2

4.	Students located and uses little or relevant information stated directly in the text to answer question, complete task, otherwise	1
	demontrate clear understanding	

Harmer in Rauf (2012: 32)

3. The score of students' answer of make conclusion the researcher used formula

Table 3.3 Rubric of making conclusion

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

Pollard (2007:25

#### E. Data Collection

The procedure of collecting data in this research as follow:

#### 1. Pre-Test

In this part, the researcher gave pre-test before the researcher gave treatment to find out the students knowledge before using Comic Strips.

#### 2. Treatment

The the treatment procedure:

#### a. Grouping

- Interest and get attention of the students after that motivated
   them to participant in the lesson
- 2. The teacher explained background information the importance of the lesson, students prepare for learning
- 3. The teacher divided students into 3 groups that each groups has

## b. Predicting

- 1. The teacher gave differents story of Comic Strips for each
- 2. The teacher gave some question about Comic Strips

#### c. Reading

- The teacher greet the students and started to talk about Comic Strips to know students background knowledge about Comic Strips.
- The teacher gave the students Comic Strips and the students read that.
- After the students read Comic Strips, a teacher gave the students some exercise related to Comic Strips
- The students did exercise with their group which consisted 5 students.

## d. Proving

 After the students had done their work. The students and teacher did disscussion about the material related of comic strips that the researcher share.

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#### 3. Post-Test

The post-test given by the researcher after the treatment. The researcher gave a text to find out about teaching by using Comic Strips can improve students ability in reading comprehension or not.

# F. Technique Data Analysis

To analysis data, the researcher used the formula as follows:

1. Scoring the students answer of essay test the researcher used the formula:

Score Students' Corret Answer 2100 Maximum Score

(Depdikbud, 1985)

# Classifying the student score into following criteria:

The mean score of the students is classification in seven levels as follow:

Table 3.4 Classification the score of students

No.	Category	Range of Score		
1.	Excellent	96-100		
2.	Very Good	86-95		
3.	Good	76-85		
4.	Fair Good S MU	66-75		
5.	Fair 25 NKAS	5B-65		
6.	Poor	46-55		
7.	Very Poor	0;45		

u(Depdikbud, 1990)

3. Calculating the mean score of the students' answer by using formula:

Where 
$$X = Mean$$

$$\Sigma x = Total score KAAN DAN$$

$$N = The number of students$$

(Gay, 1981:298)

4. To know the enhancement of students' reading comprehension, the researcher used persentage formula as follows:

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

Where:

P = Percentage of the students

- $X_1$  = Mean score of pre-test
- $X_2$  = Mean score of post-test

(Gay, 1981:298)

- 5. To know the significant different students ability in post-test and pretest, the researcher used presentage formula as follow:
- 6. There is criteria for the hypotesis testing as follow

Table 3.5 Hypothesis Testing

Comparision	Hipo	itisesis
3 14	H0	Bi
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The explanation for table above are (1) when the t-test value is smaller than t-table value so that null hypothesis is accepted and alternative hypothesis is rejected but when the t-test value is bigger than t-table value so that null hypothesis is rejected and alternative is accepted.

#### CHAPTER IV

#### FINDING AND DISSCUSION

#### A. Finding

The finding of the research explain about the used Comic Strips as media in teaching reading comprehension that the researcher used to know whether there was the improvement or not for the students' reading comprehension. The effectiveness of Comic Strips as media in teaching reading comprehension can be showed from the result of data were collected by administrating the test. The researcher given pre-test for the students before the treatment begins and the researcher was given post-test after treatment after that the research be able to compared the result of pre-test and post-test. When the result of the post-test got higher that pre-test it means that Comic Strips as media was effective to improve the students reading comprehension. In the further interpretation of the data analysis were given below:

The Improvement of Students' Literal Reading Comprehension (Main Idea and Spesific Information) Using Comic Strips as Media.

The students' literal reading comprehension especially finding main idea and spesicif information by using Comic Strips as media had different score in pre-test and post-test. When pre-test the students do not understand about finding main idea and spesific information in Comic Strips

Table 4.1 The Mean Score of Students Literal Reading Comprehension in Main Idea and Spesific Information

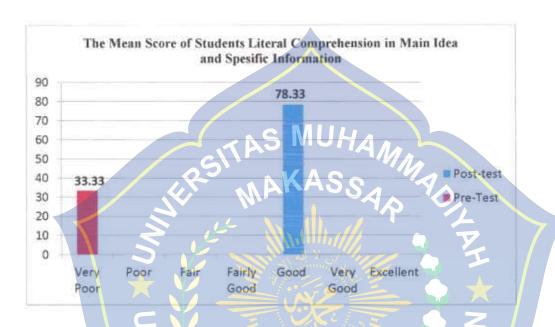
Pre-Test	Post-Test	Improvement (%)
		Pre Test - Post Test
33.33	78.33	57.44%

Based on the table above, that showed the improvement of students' toward literal comprehension in main idea and spesific information by using Comic Strips as media was impoved. The students' mean score in pre-test was 33.33 (Very Poor) meanwhile the students' score in post-test was 78.33 (Good). So, the improvement of students' literal reading comprehension between pre-test and post-test was 57.44 %.

Based on the result of analysis above, The researcher can conclude that the students' score in post-test was higher then pre-test. It mean that, there was improvement of the students' achievement toward literal comprenension specially in main idea and spesific information. It is more clearly showed in the chart below:

Figure 4.1 The Improvement of Students' Score in Literal

Comprehension



1. The Improvement of Students' Interpretative Comprehension (Making Conclusion) Using Comic Strips as Media.

Table 4.2 The Mean Score of Students' Interpretative Comprehension

in Making Conclusion.

	Improvement (%)
	Pre Test - Post Test
76.67	50%
	76.67

Based on the table above, that showed improvement of the students' interpretative comprehension in making confusion by using Comic Strips as Media was improved. The students' mean score in Pre-Test was 38.33 (Poor) meanwhile the students' mean score in Post-Test was 76.67 (Good). So, the improvement of students interpretative comprehension in making conclusion between Pre-Test and Post-Test was 50%.

Based on the result of analysis above, the researcher concluded that the students' score in Post-Test was higher than score in Pre-Test. It mean that, there was improvement of the students' interpretative comprehension in making conclusion. It is more clearly showed in the chart below:

Comprehension The Mean Score of Students Interpretative Comprehension (Making Conclusion) 90 76.67 80 70 60 50 38.33 Post-Test 40 30 Rre-Test 20 10 0 Very Poor Fairly Excellent Fair Good Poor Good Good

Figure 4.2 The Improvement of Students' Score in Interpretative

2. The Improvement of Students' Reading Comprehension by Using Comic
Strips as Media

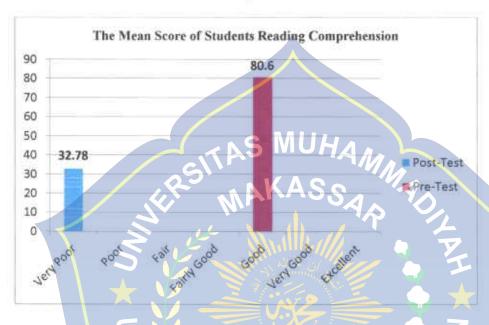
Table 4.3 The Mean Score of Students Reading Comprehension

No.	Indikators	Mean Score		Students Improvements (%)
		Pre-Test	Post-Test	Pre-Test - Post-Test
1.	Main Idea and Spesific Information	33.33	78.33	57.44 %
2.	Conclusion	538,33AS	MUHA	MM 50%
	$\sum x \leq x$	491.64	1208,3	S931%
	X X	32.78	80,6	59.33 %

Based on the table above, that showed the mean score by students' improvement in reading comprehension (especially literal reading comprehension (finding main idea and spesific information) and interpretative comprehension (make conclusion) by using Comic Strips as media. When pretest students' mean score reached 32.78 (Very Poor) meanwhile in post-test students' mean score reached 80.6 (Good). So the improvement of students reading comprehension between pre-test and post-test was 59.33 %. It is more clearly showed in the chart bellow:

Figure 4.3 The Improvement of Students' Score in Reading

Comprehension



# 3. The Percentage of Students Achievement in Reading Comprehension

# a. Literal Reading Compehension

The following table that showed about improvement of students in literal reading comprehension in term of finding main idea and spesific information before and after used Comic Strips as media in teaching and learning.

Table 4.4 The Percentage of Students' Reading Comprehension in Term of

Literal Comprehension

No.	Score	Score Classification		Pre- Test		Post-Test	
			Freq	(%)	Freq	(%)	
1.	96 – 100	Excellent	0	0	5	33,33	
2.	86 – 95	Very Good	0	0	0	0	
	76 – 85	Good	0	0	0	0	
4.	66 – 75	Fairly Good	1	6,67	7	46,67	

5.	56 - 65	Fair	0	0	0	0
6.	36 – 55	Poor	3	20	3	20
7.	00 – 35	Very Poor	11	73,33	0	0
	T	OTAL	15	100	15	100

The table above showed that the students' literal reading comprehension in pre-test and post-test. When pre-test, the students got very poor score was 11 with percentage 73,33%, 3 students got poor score with percentage 20%, 1 student got fairly good score with persentage 6,67% and there is no one got excellent, very good, good, and fair score. When post-test the students showed their improvement that 5 students got excellent score with percentage 33,33%, 7 students got fairly good score with percentage 46,67%, 3 students got poor score with percentage 20% and the is no one got very good, good, fair and very poor score. The data also showed in chart below:

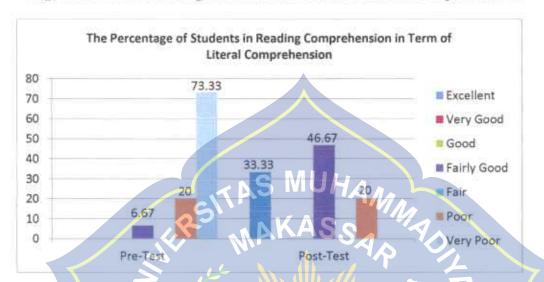


Figure 4.4 The Percentage of Students' Score in Literal Comprehension

## b. Interpretative Comprehension

36 - 55

6.

Poor

The following table showed the students' improvement in interpretative comprehension in term of made conclusion before used Comic Strips as media in teaching and learning

# 4.5 The Percentage of Students Reading Comprehension in term of

No. Score Classification Pre-Test Post-Test (%) Freq (%) Freq 96 - 100Excellent 1. 2 13,33 4 26,67 2. 86 - 95Very Good 0 0 0 0 76 - 85Good 0 0 0 66 - 75Fairly Good I 6.67 8 53,33 4. 56 - 650 0 0 0 5. Fair

1

6,67

3

20

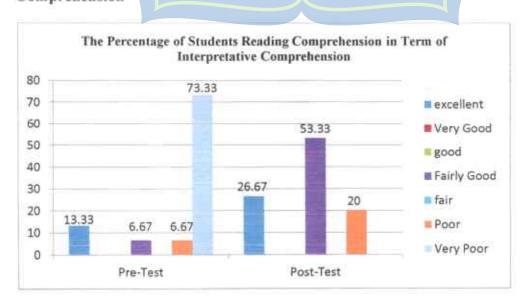
# Interpretative Comprehension

7.	00 – 35	Very Poor	11	73,33	0	0
	TOTAL		15	100	15	100

The table above show that the students' Interpretative comprehension in pre-test and post-test. When pre-test, the students got very poor score was 11 with percentage 73,33%. Estudent got poor score with percentage 6,67%, 1 student got fairly good score with persentage 6,67%, 2 students got excellent score with percentage 13,33% and there is no one got very good, good, and fair. When post-test the students showed their improvement that 4 students got excellent score with percentage 26,67%, 8 students got fairly good score with percentage 53,33%, 3 students got poor score with percentage 20% and the is no one got very good, good, fair and very poor score. The data also showed in chart below:

Figure 4.5 The Percentage of Students' Score in Interpretative

Comprehension



#### c. Reading Comprehension

4.6 The Percentage of Students' Reading Comprehension

No.	Score	Classification	Pre- Test		Post-Test	
			Freq	(%)	Freq	(%)
1	96 – 100	Excellent	0	0	6	40
2,	86 – 95	Very Good	0	0	0	0
	76 – 85	Good	s MU	HA		6,67
4.	66 – 75	Fairly Good	KAS	6,67	<b>4</b> 5	33,33
5.	56 - 65	Fair	1	6,67	3/1	20
6.	36 – 55	Poor	ار الله الله الله الله الله الله الله ال	6,67	0	0
7.	00 – 35	Very Poor	.12	80	0	0
	TOTAL			100	<b>15</b> Z	100

The table above showed the students' score in reading comprehension when pretest and post-test. The students score when pre-test were 12 students got very poor score with percentage 80%, 1 student got poor with percentage 6,67%, 1 student got fairly good with percentage 6,67% and there is no one got excellent, very good and good score. The students score when post-test were 3 students got fair score with percentage 20%, 5 students got fairly good score with percentage 33,33%, 1 student got good score with percentage 6,67%, 6 students got excellent score with percentage 40% and there is no one got very good, poor, very poor score. The data also showed in chart below:

understand informations in Comic Strips. For example This is related with the question number 4 which question was make conclusion based on the text and there is student answered the question don't read comic while dreaming. After researcher got the result of pre-test, the next step was gave treatmen after the researcher gave treatment, researcher showed the students another Comic Strips as exercise to know that students understand materials or not and As explained by Heaton (1996) stated that a Comic Strips not only give students basic material to composition but also can stimulate students imaginative powers. It mean that using Comic, the students imaginative powers could be stimulated because their had concepts in their mind about what they are going to write. In other words, Comic Strips is really helped students to visualize object before they are going to write conclusion. The result of this research, the students ability was improve in interpretative comprehension.

Based on the explanation above, the students ability improved in reading comprehension specially in literal comprehension and interpretative comprehension after researcher gave treatment about Comic strips. Comic strips brings good effect in teaching and learning because the students do not feel bored in the class, the students be aktive in the class and Comic Strips is able to help in stimulating students imaginative powers.

#### CHAPTER V

#### CONCLUSION AND SUGGESTION

This chapter consist of two parts. The first part was some conclusion based on data analysis and finding in previous chapter. Then, the second part was some suggestions based on the finding and conclusion of this research.

#### A. Conclusion

Based on the result of data analysis of finding and coclusion in the previous chapter, the researcher concludes:

- 1. The improvement of the students literal comprehension by using Comic Strips as Media at First Grade of SMA Negeri 7 Maros was good. Comic Strips brings good effect in teaching reading comprehension because with using Comic Strips, the students be aktive in the class, they can improve reding skill and vocabularies and help students to stimulate their imagination powers.
- 2. The improvement of the students interpretative comprehension by using Comic Strips as Media at First Grade of SMA Negeri 7 Maros was good. The effect of Comic Strips in teaching reading comprehension in term of interpretative comprehension helped students to stimulate students imagination powers before they write conclusion and improve students vocabularies.

## B. Suggestions

Based on the conclusion presented above. The researcher tries to give some suggestions for English teacher, the next reaserch, and everyone who read this thesis as follow:

## For English teacher at SMA Negeri 7 Maros :

- a. It is suggested to use Comic Strips as one alternative among other teaching that can used in teaching reading comprehension.
- b. Comic Strips is suitable to use in teaching teading comprehension especially improving Literal Comprehension (main idea and spesific information) and interpretative comprehension (make conclusion) because Comic Strips brought good impact for teaching and learning because Comic Strips made students student were eurious and interesting to follow the material, the students did not feel bored in the class and be able to entertain, the students can improve their vocabularies, helps students to increase their ideas and improving the students' attractive in reading.

#### For the next researchers:

- a. It is suggested to the next researchers to use this thesis as an additional reference or further research with different disscusion
- b. It is suggested for the next researcher to do deeper study about Comic Strips because there are still have so many areas that can be used other researchers to do a research.

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STAKAAN DAN PE



## APPENDICES

- A. Silabus and Lesson Plan
- B. Teaching Material
- C. Instruments
- D. The Result of Analysis
- E. Dokumentation

SAKAAN DAN PE

BAHASA INGGRIS-WAJIB

SILABUS

Mata Pelajaran

Kelas

Kompetensi Inti

KI I : Menghayati dan mengamalkan ajaran agama yang dianutnya

Kl 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawah, peduli (gotong royong, kerjasama, toleran, damai). santun, dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif

Kl 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu minatnya untuk memecahkan masalah penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait

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

inter	peng	ggnl	men	kese	Ξ	Ko
internasional yang	pengantar komunikasi	Inggris sebagai bahasa	mempelajari bahasa	kesempatan dapat	1.1 Mensyukuri	Kompetensi Dasar
dan bangunan	tempat wisata,	tentang orang,	sederhana,	lisan dan tulis,	Teks deskriptif	A S Poke
<ul> <li>Siswa menirukan contoh secara terbimbing.</li> </ul>	bersejarah.	penggambaran orang, tempat	menonton beberapa contoh	Signaturation	Mengamati	Pembelajaran
kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata,	Ketepatan unsur	keruntutan struktur		Pencanajan fungsi	Kriteria penilaian:	AKAA
				9 x 2 JP		Alokasi Waktu
www.dailyengli	berbahasa	Koran/ majalah	VCD/DVD	Audio CD/		Sumber Belajar

http://american english.state.g ov/files/ae/reso urce_files  http://learnengli sh.britishcounc il.org/en/	Waktu Sumber Belajar
intonasi, ejaan, dan tulisan tangan  ** Kesesuaian format penulisan/ penyampaian  Unjuk kerja  Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan  ** Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif  Pengamatan  Pengamatan	Penilaian
<ul> <li>Siswa belajar menemukan yagasan pokok, informasi tertentu dari teks</li> <li>Mempertanyakan (questioning)</li> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggr</li></ul>	Pembelajaran Pembelajaran
terkenal ter	Materi Pokok
diwujudkan dalam semangat belajar  2.3 Menunjukkankan perilaku tanggung jawab, pedult, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.7. Menganalisis fungsi sosial, struktur teks, dan	Kompetensi Dasar

f is a tentang impat lan n n sesuai conteks aannya. kap alam teks f lisan
(2)
n teks
4.9. Menyunting teks deskriptif lisan tindakan dari
sederhana, tentang dengan orang
orang, tempat tempat wisata, wisata, dan dan bangunan

memperhatikan fungsi sosial, struktur teks, dan umsur kebahasaan yang benar dan sesuai konteks.  4.10. Menyusum teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan,
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.  4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Kompetensi Dasar	Materi Pokok	Pembelajaran Pembelajaran	Penilaian	Alokasi Waktu
	tulisan tangan dan c etak yang jelas dan rapi (4) Ucapsu, tekanan kata intonasi, ketika San secata lisan (5) Rujukan kata Tapik  Keteladanan tentang perilaku toleran, kewirausahaan,	fungsi sosial tujuan, siruktur dan unsur kebahasaannya  Siswa menyunting deskripsi yang dibuat teman.  Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading.  Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai.  Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalami menggambarkan dukungan dan kendala yang dialami.  Siswa danat menggunakan siswa danat menggunakan.	rekaman penilaian diri dan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian Diri dan  Penilaian Sejawat  Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain	

	Kompetensi Dasar
JERSITAS MUHAMMA ON THE POTCHY OF THE POTCHY	Materi Pokok
STAKAAN DAN PE	Pembelajaran NH NH/
AKAAN DAN PEN	Penilaian
	Alokasi Waktu
	Sumber Belaja

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah SMA Negeri 7 Maros Topik Test Deskriptif

Mata Pelajaran Bhs Inggris Alokasi Waktu Pertemuan 1 (2 x 24) menit Kelas/Semester X / Genap

## KOMPETENSI DASAR

- Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.
- Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal
- Menyusun teks deskriptif lisan dan sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal

#### INDUKATOR

- I. Memahami isi bacaan
- 2 Mengdentifikasi main idea dan spesific inormation dala teks bacaan
- 3. Menemukan informasi yang tepah antuk menjawah pertanyaan
- Menjawah pertanyaan berdae arkan isi teks bacaan Membuat kesimpulan

## TUJUAN PEMBELAJARAN

- 1. Menentukan main idea dan spesific information dalam teks bacaan
- 2. Menjawab berbagai perianyaan tentang informasi dalam teks yang dibaca
- 3. Membuat kesimpulan berdasarkan hasil tekst yang telah dibaca

#### KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN (20 menit)	Menjelaskan media yang akan di gunakan dalam pembelajaran yaitu Comic Strips     Menjelaskan pentingnya materi yang akan dipelajarai berikut kompetensi yang harus dikuasai siswa     Tanya jawab terkait materi pembelajaran
Memberi Infomasi:  Mempelaskan tentang variable yang harus dicapai  Menekankan siswa pada metode yaita Comic Stripe  Activities  Gura meminta agar siswa berkelompok dan memberikan reading comprehension yang akan di baca dan dipahami  Gura dan siswa naembaca sekitar 20 menit tampa ganggu  Gura bersama-sama dengan siswa mengklarifikasi bacaar dimengerti	
Evaluasi - Mengevaluasi pemahaman siswa terkait materi yang di - Menjawab pertanyaan berdasarkan teks bacaan	
PENUTUP - Mengumpulkan nilai pencapaian masing-masing siwa (10 Menit) - Merangkum - Membantu siswa merangkum hasil belajar yan diperoleh melalui kegiatan.	

### PENILAIAN

- Teknik/Jenis Tugas Individu
- Bentuk Instrumen: Pertanyaan lisan dan tes tertulis

Maros, 28 Juli 2020

Mengetahui, Kepala Sekolah

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah SMA Negeri 7 Maros Topik : Test Deskriptif

Mata Pelajaran Bhs. Inggris Alokasi Waktu Pertemuan 2 (2 x 24) menit

Kelas/Semester X / Genap

### KOMPETENSI DASAR

1. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana

- Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal
- Menyusun teks deskriptif lisan dan sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal

### INDIKATOR

- Memahami isi bacaan
- Mengdentifikasi main idea dan spesific inormation dala teks becam
- 3. Menemukan informasi yang tepat untuk memawab pertanyaan
- Menjawab pertanyaan berdasarkan isi telis bacaan Membuat kesimpulan

## TUJUAN PESIBELAJARAN

- Menentukan main idea dan spesific information dalam teks bacaan.
- Menjawah berbagai pertany san tentang informasi dalam teks yang dibaca
- Membuat kesimpulan berdasarkan hasil tekst yang telah dibaca

	KEGIATAN PEMBELAJARAN
KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN (20 menit)	Menjelaskan media yang akan di gunakan dalam pembelajaran yaitu Comic Strips  Menjelaskan pentingnya materi yang akan dipelajarai berikut kompetensi yang harus dikuasai siswa Tanya jawab terkait materi pembelajaran
INTI (60 Menit)	Memberi Infomasi Menjelaskan tentang variable yang harus dicapai  - Menekankan siswa pada metode yaitu Comic Strips  Activities Guru meminta agar siswa berkelempok dan memberikan materi dari reading comprehension yang akan di baca dan dipahami  - Guru dan siswa membaca sekitar 20 menit tanapa gangguan  - Guru bersama-sama dengan siswa mengklarifikasi bacaan yang kurang dimengerei  Evaluasi  - Mengevaluasi pemahaman siswa terkait materi yang diberikan  - Menjawab pertanyaan berdasarkan teks bacaan
PENUTUP ( 10 Menit)	<ul> <li>Merigumpulkan nilai pencapaian masing-masing siwa</li> <li>Merangkum: Membantu siswa merangkum hasil belajar yang diperoleh melalui kegiatan.</li> </ul>

## PENILAIAN

Teknik/Jenis : Tugas Individu

2. Bentuk Instrumen: Pertanyaan lisan dan tes tertulis

Maros, 04 Agustus 2020

Mengetahui, Kepala Sekolah

# RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Negeri 7 Maros Topik : Test Deskriptif

Mata Pelajaran : Bhs. Inggris Alokasi Waktu : Pertemuan 3 (2 x 24) menit

Kelas/Semester : X / Genap

#### KOMPETENSI DASAR

Menangkap makna dalam teks deskriptif lisan dan tulis sederhana

Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal

 Menyusun teks deskriptif lisan dan sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal

#### INDIKATOR

- Memahami isi bacaan
- Mengdentifikasi main idea dan spesific inormation dala teks bacaan.
- 3. Menemukan informasi yang tepat untuk menjawah perlanyaan
- Menjawab pertanyaan berdasarkan isi teks bacaan Membuat kesimpulan

### TUJUAN PEMBELAJARAN

- 1. Menentukan main idea dan spesific information dalam teks bacaan
- 2. Menjawah berbagai pertanyaan tentang informasi dalam teks yang dibaca
- 3. Membuat kesimpulan berdasarkan hasil tekst yang telah dibaca

#### KEGIATAN PEMBELAJARAN KEGIATAN DESKRIPSI KEGIATAN PENDAHULUAN Menjelaskan media yang akan di gunakan dalam pembelajaran yaitu Comic Strips (20 menit) Menjelaskan pentingnya materi yang akan dipelajarai berikut kompetensi yang harus dikuasai siswa Tanya jawah terkait materi pembelajaran INTI Memberi Infomasi (60 Menit) Monjelaskan tentang variable yang harus dicapat Menekankan siswa pada metode yaitu Comic Strips Guru meminta agar siswa berkelompok dan memberikan materi dari reading comprehension yang akan di baca dan dipahami Guru dan siswa membaca sekitar 20 menit terapa gangguan Guru Bersama-sama dengan siswa mengkiarifikasi bacaan yang kurang dimengerti Mengevaluasi pemahaman siswa terkait materi yang diberikan Menjawab pertanyaan berdasarkan teks bacaan Mengumpulkan nilai pencapaian masing-masing siwa PENUTUP Merangkum : Membantu siswa merangkum hasil belajar yang (10 Menit) diperoleh melalui kegiatan.

#### PENILAIAN

Teknik/Jenis : Tugas Individu

2. Bentuk Instrumen: Pertanyaan lisan dan tes tertulis

Maros, 11 Agustus 2020

Mengetahui, Kepala Sekolah

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Negeri 7 Maros Topik : Test Deskriptif

Mata Pelajaran Bhs. Inggris Alokasi Waktu Pertemuan 4 (2 x 24) menit

Kelas/Semester X / Genap

### KOMPETENSI DASAR

Menangkap makna dalam teks deskriptif lisan dan tulis sederhana

- Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal
- Menyusun teks deskriptif lisan dan sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal

#### INDIKATOR

- Memahami isi bacaan
- 2. Mengdentifikasi main idea dan spesific inormation dala teks bacaan
- 3. Menemukan informasi yang tepat untuk menjawah pertanyaan
- Menjawab pertanyaan berdasarkan isi teks bacaan Membuat kesimpulan

## TUJUAN PEMBELAJARAN

- 1. Menentukan main idea dan spesific information dalam teks bacaan
- 2. Menjawah berbagai pertanyaan tentang taformasi dalam teks yang dibaca
- 3. Membuat kesimpulan berdasarkan hasil tekst yang telah dibaca

#### KEGIATAN PEMBELAJARAN KEGIATAN DESKRIPSI KEGIATAN PENDAHULUAN Menjelaskan media yang akan di gunakan dalam pembelajaran yaitu (20 menit) Comic Strips Menjelaskan pentingnya materi yang akan dipelajarai berikut kompetensi yang harus dikuasai siswa Tanya jawab terkait materi pembelajaran INTI Memberi Infomasi (60 Menit) Menjelaskan tentang variable yang harus dicapat Menekankan siswa pada metode vaitu Comic Strips Guru meminta agar siswa berkelompok dan memberikan materi dari reading comprehension yang akan di baca dan dipahami Gura dan siswa membaca sekitar 20 menit barapa gangguan Gero bersama-sama dengan siswa mengklatifikasi bacaan yang kurang dimengerti Evaluasi Mengevaluasi pemahaman siswa terkait materi yang diberikan Menjawab pertanyaan berdasarkan teks bacaan Mengumpulkan nilai pencapaian masing-masing siwa PENUTUP - Merangkum : Membantu siswa merangkum hasil belajar yang (10 Menit) diperoleh melahn kegiatan.

#### PENHLAIAN

- Teknik/Jenis Tugas Individu
- 2. Bentuk Instrumen: Pertanyaan lisan dan tes tertulis

Maros, 18 Agustus 2020

Mengetahui, Kepala Sekolah

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah SMA Negeri 7 Maros Topik Test Deskriptif

Mata Pelajaran Bhs. Inggris Alokasi Waktu Pertemuan 5 (2 x 24) menit

Kelas/Semester X / Genap

#### KOMPETENSI DASAR

Menangkap makna dalam teks deskriptif lisan dan tulis sederhana

- Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal
- Menyusun teks deskriptif lisan dan sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal

#### INDIKATOR

- Memahami isi bacaan
- Mengdentifikasi main idea dan spesific inormation dala teks boenan
- 3. Menemukan informasi yang tepat untuk menjawab perturyaan
- Menjawab pertanyaan berdasarkan isi teks bacaan Membuat kesimpulan

### TUJUAN PESIBELAJARAN

- Menentukan main idea dan spesific information dalam teks bacaan
- Menjawah berbagai pertang nan tentang juformasi dalam teks yang dibaca.
- Membuat kesimpulan berdasarkan hasil tekst yang telah dibaca.

#### KEGIATAN PEMBELAJARAN KEGIATAN DESKRIPSI KEGIATAN PENDAHULUAN Menjelaskan media yang akan di gunakan dalam pembelajaran yaitu (20 menit) Comic Strips Menjelaskan pentingnya materi yang akan dipelajarai berikut kompetensi yang harus dikuasai siswa Tanya jawab terkait materi pembelajaran INTI Memberi Infomasi (60 Menit) Menjelaskan tentang variable yang harus dicapat Menekankan siswa pada metode yaitu Comic Strips Ciuru meminta agar siswa berkelompok dan memberikan materi dari cading comprehension yang akan di baca dan dipahami Guru dan siswa membaca sekitar 20 menit tarupa gangguan Guro bersama-sama dengan siswa mengklarifikasi bacaan yang kurang dimengerti Evaluasi Mengevaluasi pemahaman siswa terkait materi yang diberikan. Menjawab pertanyaan berdasarkan teks bacaan PENUTUP - Mengumpulkan nilai pencapaian masing-masing siwa - Merangkum : Membantu siswa merangkum hasil belajar yang (10 Menit) diperoleh melalui kegiatan.

## PENILAIAN

- Teknik/Jenis Tugas Individu
- 2. Bentuk Instrumen: Pertanyaan lisan dan tes tertulis

Maros, 25 Agustus 2020

Mengetahui, Kepala Sekolah

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah SMA Negeri 7 Maros Topik : Test Deskriptif

Mata Pelajaran Bhs. Inggris Alokasi Waktu Pertemuan 6 (2 x 24) menut

Kelas/Semester X / Genap

## KOMPETENSI DASAR

Menangkap makna dalam teks deskriptif lisan dan tulis sederhana

- Menyunting teks deskriptif lisan dan tulis, sederhana, tontang orang, tempat wisata, dan bangunan bersejarah terkenal
- Menyusun teks deskriptif lisan dan sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal

## INDIKATOR

- Memahami isi bacaan
- Mengdentifikasi main idea dan spesific inormation dala teks bacaan
- 3. Menemukan informasi yang tepat untuk menjawah perlanyaan
- Menjawab pertanyaan berdasarkan isi teks bacaan Membuat kesimpulan

## TUJUAN PENBELAJARAN

- Menentukan main idea dan spesific information dalam teks bacaan
- 2. Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca
- 3. Membuat kesimpulan berdasarkan hasil tekst yang telah dibaca

	KEGIATAN PEMBELAJARAN
KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN (20 menit)	Menjelaskan media yang akan di gunakan dalam pembelajaran yaitu Comic Strips     Menjelaskan pentingnya materi yang akan dipelajarai berikut kompetensi yang harus dikuasai siswa     Tanya jawab terkait materi pembelajaran
INTI (60 Menit)	Menjelaskan tentang variable yang harus dicapat  Menjelaskan tentang variable yang harus dicapat  Menekankan siswa pada metode yaitu Comic Strips  Activities  Guru meninta agar siswa berkelompok dan memberikan materi dari peading comprehension yang akan di baca dan dipahami  Guru dan siswa membaca sekitar 20 menit tempa gangguan  Girti bersama-sama dengan siswa mengelarifikasi bacaan yang kurang dimengerit  Evaluasi  Mengevaluasi pemahaman siswa terkait materi yang diberikan  Menjawab pertanyaan berdasarkan teks bacaan
PENUTUP ( 10 Menit)	Mengumpulkan nilai pencapaian masing-masing siwa     Merangkum : Membantu siswa merangkum hasil belajar yang diperoleh melalui kegiatan.

## PENILAIAN

Teknik/Jenis : Tugas Individu

2. Bentuk Instrumen: Pertanyaan lisan dan tes tertulis

Maros, 01 September 2020

Mengetahui, Kepala Sekolah

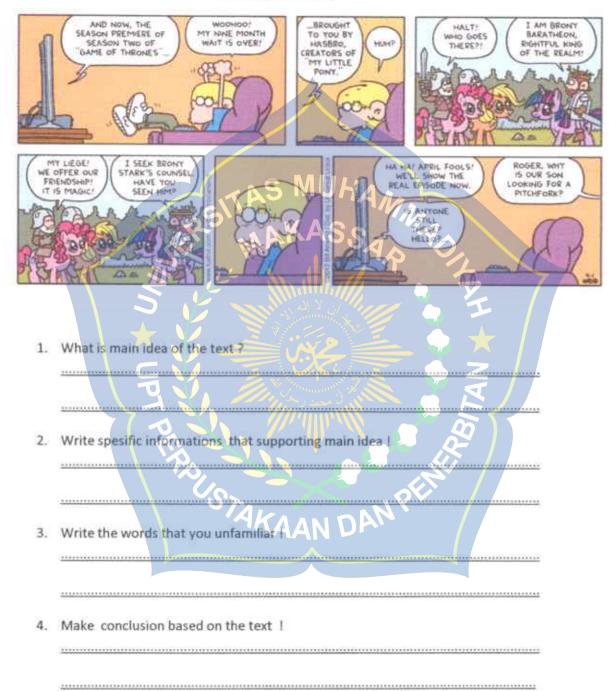
Guru Mape

APPENDICES B

#### PRE TEST

Read the short story text carefully and then answer the questions !

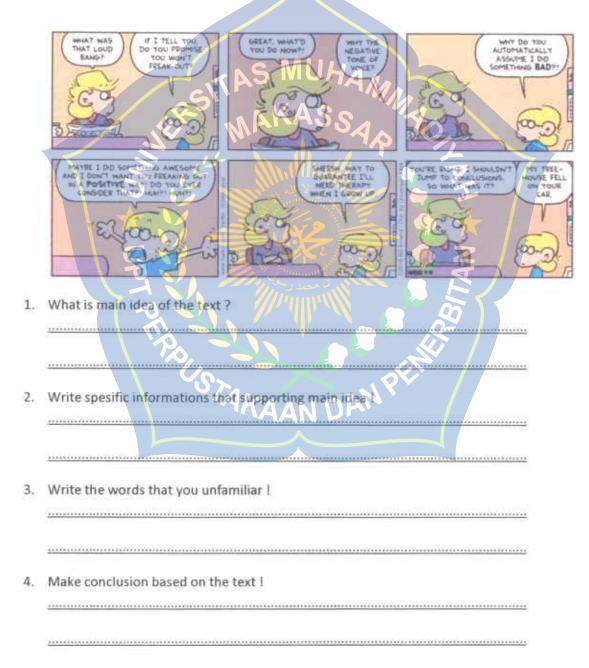
## **GAME OF PONIES**



### PRE TEST

Read the short story text carefully and answer the questions I

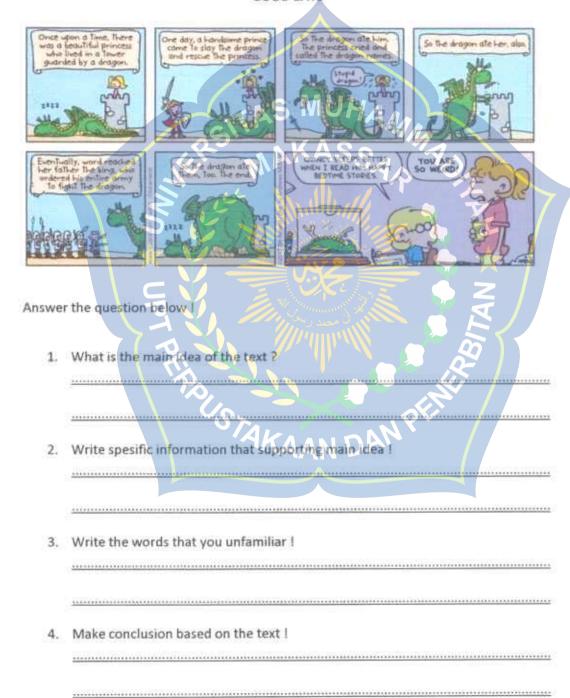
## ASSUMIG THE WORST



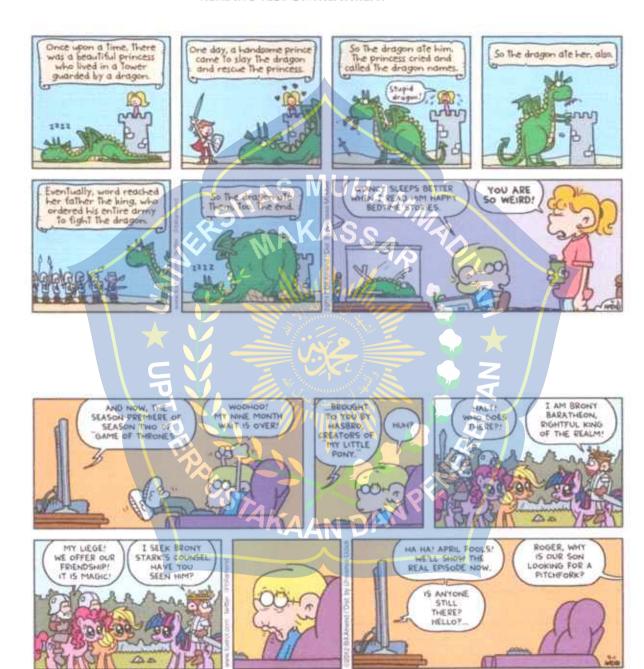
## PRE TEST

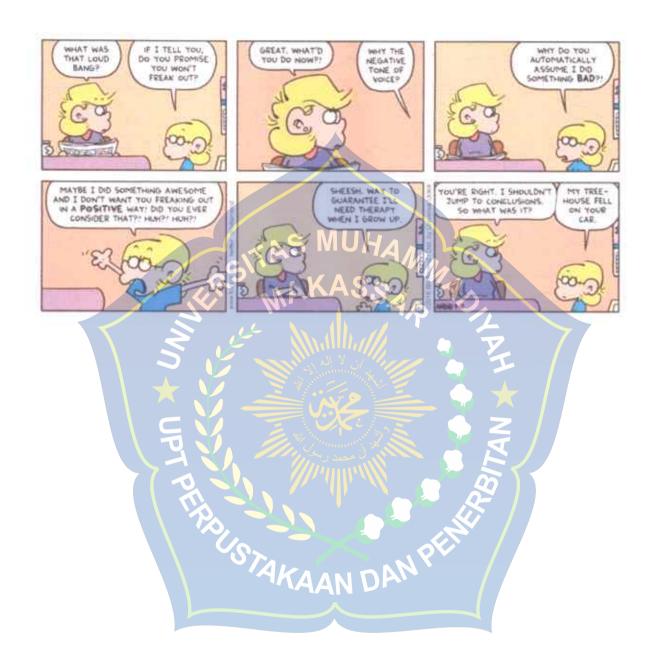
Read the short story text carefully and then answer the question!

## GOOD EATS



### READING TEST OF TREATMENT

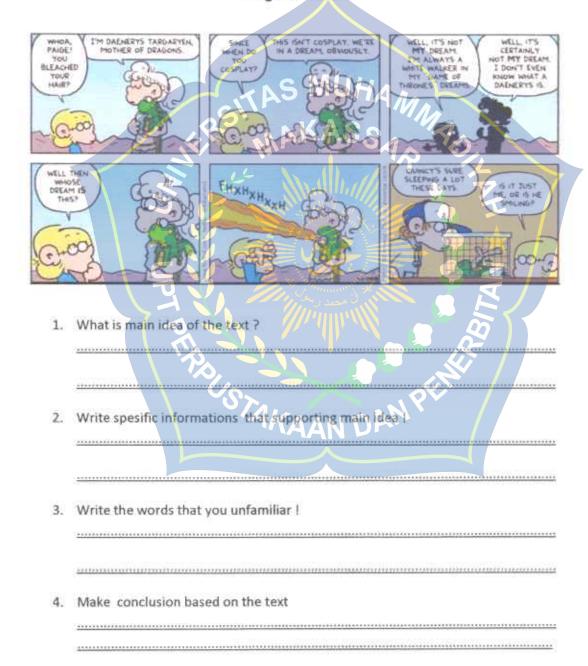




### APPENDICES D

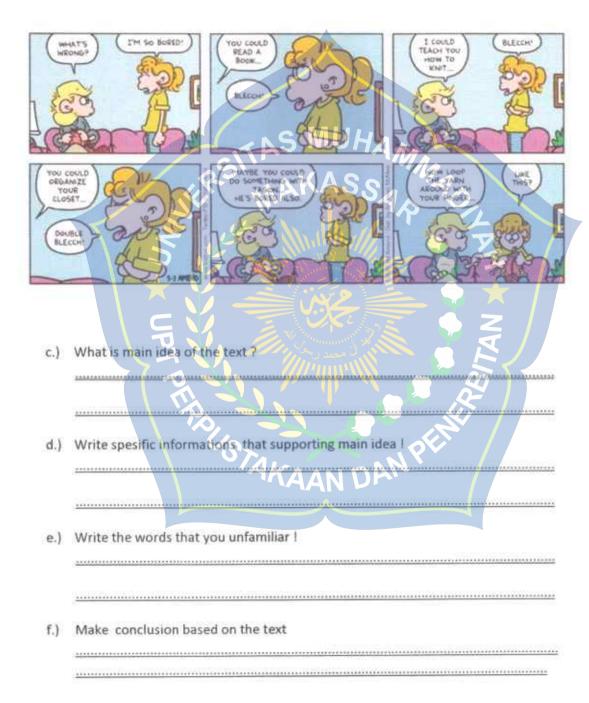
## POST-TEST

## **Dragons Dreams**



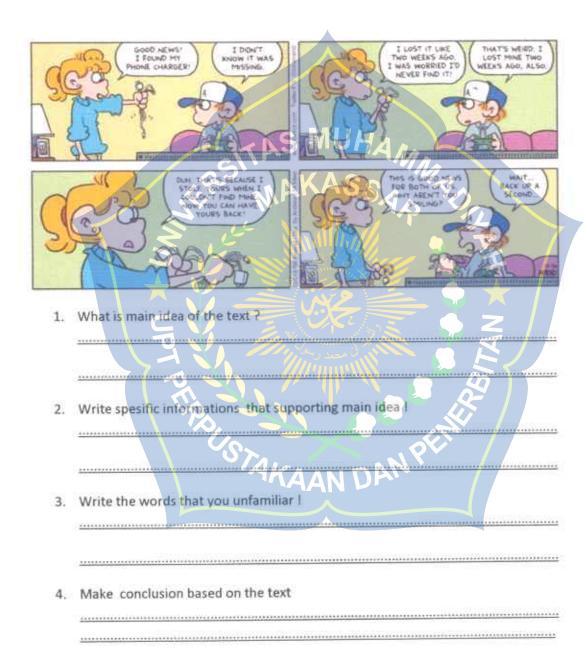
### POST-TEST

### So Bored



## POST-TEST

## Lost Chargers



- D. The Result of Analysis
  - D.1 The List Name of Students
  - D.2 The Students' Row Score of Pre-test
  - D.3 The Students' Row Score of Post-test
  - D.4 The Students Score of pre-test (X1) and post-test (X2), Gain /
  - Different between the Matches Pairs (D), and Square of the gain (D2)
  - D.5 Scoring Clasification of the Students pre-test and post-test
  - D.6 Table Frequency of Rate Percentage of the Students pre-test and post-test
  - D.7 Calculating of the Mean Score of Pre-test, Post-test, and Gain (D)

AKAAN DAN

D.8 The Percentage of the Students Improvement Reading

Comprehension

- D.9 Calculating Test of Significance
- D.10 Table Distribution of T-Value

# THE LIST NAME OF THE STUDENTS OF CLASS 10 IPA 1 SMA

## NEGERI 7 MAROS

NO	SAMPLE	CODE
1.	Muhammad Yusran Gaffar	S-1
2.	Abi Akbar Abdillah	S-2
3.	Adel Anastasya Wulandari AS MU	1 N S-3
4.	Adelia	\$-4
5.	Adnan Abdillah	0 8-57
6.	Andi Suci Khairumisa	S-60
7.	Andini Anindita	S-7
8.	Aril Khairul Ihsan	S-8
9.	Aulia Ainun Azzahra	S-9
10.	Dhea Aura Ahmad	S-10
11.	Dhian Andriana	S-11
12.	Farel Auditya Nugrah	S-12
13.	Hadaria	S-13
14.	Hijrah	S-14
15.	Intan Nurasia	S-15

TAKAAN DAN PERE

## THE STUDENTS' ROW OF PRE-TEST AND POST TEST LITERAL

## COMPREHENSION

Respondents	Literal Comprehension (Main Idea / Spesific Information )		
CERTAIN FROM COLORADOR	Pre-Test	Post-Test	
S - 1	Z RS MUH	100	
S - 2	50	75	
S-3	25 NKAS	50	
S-4	( ) ( ) ( ) ( ) ( ) ( )	4 50	
S-5	25	100	
8-6	25 \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	50	
S - 7	25 H AJ Y O	75	
S - 8	25	75	
S-9	25 25	100	
S - 10	25	75	
S-11	25	100	
S - 12	50 1/200 2000	75	
S - 13	25	75	
S - 14	50	75	
S - 15	25	100	
TOTAL	$\sum x = 500$	$\sum x = 1175$	
MEAN SCORE (X)	X = 33,334N D	X = 78,33	

## THE STUDENTS ROW OF PRE-TEST AND POST-TEST IN

## INTERPRETATIVE COMPREHENSION

Respondents	Interpretative C	omprehension
	Pre-Test	Post-Test
S - 1	75	100
S-2	25 AS M	UHA 75
S - 3	C25	TAIL
S - 4	2-25 NK	So 100
S-5	25	475
8-6	25	75
S - 7	25 25	50
S + 8	25	75
S-9	25	75
S - 10	25	75
S - 11	0	50
S - 12	25	75
S - 13	100	100
S - 14	50	75
S - 15	100	100
Total	X = 575	$\sum x = 1150$
Mean Score	40	.08
(X)	X = 38.33	X = 76.67

The students score of pre-test (  $X_1$  ) and post-test (  $X_2$  ), Gain / Difference between the matched pair ( D ) and square of the Gain (  $D^2$  )

# 1. Literal Comprehension

Respondents	Literal Comprehension (Main Idea / Spesific information)						
	Pre-Test	Post-Test	D (X2-X1)	$\mathbf{D}^2$			
S-1	75	100	OS 25 Y	625			
S-2	50	75	25	625			
S-3	25	50	25	625			
S-4	25	50	25	625			
S-5	25	100	75	5625			
S-6	25	50.	25	625			
S-7	25	75	50	2500			
S-8	25	75	50	2500			
S-9	25	100	75	5.625			
S-10	25	75///my	50	2500			
S-11	25	100	75	5625			
S-12	50	75	25	625			
S-13	250	75	50	2500			
S-14	50	75	25	625			
S-15	25	100	75	2625			
Total	$\sum x = 500$	$\sum x = 1175$	$\sum d = 675$	$\sum_{d}$ 2			
				= 33875			

# 2. Interpretative Comprehension

Respondents	Interpretative Comprehension (conclusion)					
respondents	Pre-Test	Post-Test	D (X2-X1)	$D^2$		
S-1	75	100	25	625		
S-2	25	75	50	2500		
S-3	25	75	50	2500		
S-4	25	100	75	5625		
S-5	25	75	50	2500		

Total	$\sum x = 575$	$\sum_{x=1150}^{8} \text{ML}$	\[ \sum_{d=000}^{d=4600} \]	$\sum_{d} 2$ $= 30000$
S-15	100	100	0	0
S-14	50	75	25	625
S - 13	100	100	0	0
S - 12	25	75	50	2500
S - 11	0	50	50	2500
S - 10	25	75	50	2500
S-9	25	75	50	2500
S-8	25	75	50	2500
S -7	25	50	25	625
S-6	25	75	50	2500

# 3. The total score of students' reading comprehension in Pre-test (X1),

# Post-test (X2), Gain (D), and Square of the Gain (D2)

Code	Reading Con (Literal Com Interpr Compreh	prehension / etative	$(X_2 - X_t)$	No.
	Pre-Test	Post-Test		
S-1	66.67	83.33	16.67	277.9
S-2	33.33	75	41.67	1738.4
S-3	33.33	66.67	33.34	1111.6
S-4	41.67	100	58.33	3402.4
S-5	25	66.67	41.67	1738.4
S-6	25	66.67	41.67	1738.4
S-7	25	58.33	33,33	1110,9
S-8	25	75	50	2500
S-9	25	100	75	5625
S-10	25	58.33	33,33	1110.9
S - 11	25	100	75	5625
S - 12	25	58.33	33.33	1110.9
S - 13	25	100	75	5625
S - 14	33.33	100	66.67	4444.9
S-15	58.33	100	41.67	1738.4
N = 15	$\sum x_1 = 491.66$	$\sum x_2 = 1208.33$	$\sum D = 749.4$	$\sum D^2 = 54543.7$

## APPENDIX D.5 Classification of Students Pre-Test and Post-test

# 1. The classification of students Literal Comprehension

Code	Literal Comprehension ( Main Idea / Spesific Information )						
	Pre-test	Classification	Post-test	Classication			
S-1	75	Fairly Good	100	Excellent			
S-2	50	Poor	75	Fairly Good			
S-3	25	Very Poor	UH 50	Poor			
S-4	25	Very Poor	50 ///	Роот			
S - 5	25	Very Poor	9 400	Excellent			
S-6	25	Very Poor	50	Poor			
S-7	25	Very Poor	75	Fairly Good			
S-8	25	Very Poor	75	Fairly Good			
S-9	25	Very Poor	100	Excellent			
S - 10	25	Very Poor	75	Fairly Good			
S - 11	25	Very Poor	100	Excellent			
S - 12	50	Poor	75	Fairly Good			
S – 13	25	Very Poor	75	Fairly Good			
S - 14	50	Poor	75	Fairly Good			
S-15	25	Very Poor	100	Excellent			

# 2. Classification of Students' Interpretative Comprehension

Code	Interpretative Comprehension ( Conclusion )						
	Pre-test	Classification	Post-test	Classication			
S-1	75	Fairly Good	100	Excellent			
S-2	25	Poor	75	Fairly Good			
S-3	25	Very Poor	75	Fairly Good			
S-4	25	Very Poor	100	Excellent			
S-5	25	Very Poor	75	Fairly Good			
S-6	25	Very Poor	75	Fairly Good			
S-7	25	Very Poor	50	Poor			
S-8	25	Very Poor	75	Fairly Good			
S-9	25	Very Poor	75	Fairly Good			
S - 10	25	Very Poor	75	Fairly Good			
S-11	0	Very Poor	50	Poor			
S-12	25	Very Poor	75	Fairly Good			
S-13	100	Excellent	100	Excellent			

S-14	50	Poor	75	Fairly Good
S-15	100	Excellent	100	Excellent

# 3. The Classification of Students' Reading Comprehension

Code	Reading Comprehension							
	Pre- Test	Classification	Post-Test	Classification				
S-1	66.66	Fairly Good	83.33	Good				
S-2	33,33	Very Poor	75	Fairly Good				
S – 3	33.33	Very Poor	466,67	Fairly Good				
S-4	41.67 C	Poor	100/	Excellent				
S – 5	25	Very Poor	66.67	Fairly Good				
S-6	25	Very Poor	66.67	Fairly Good				
S-7	25	∠ Very Poor	58.33	Fair				
S-8	25	Very Poor	75	Fairly Good				
S-9	25	Very Poor	100	Excellent				
S - 10	25	Very Poor	58.33	Fair				
S-11	25	Very Poor	100	Excellent				
S-12	25	Very Poor	58.33	Fair				
S-13	25	Very Poor	/ 100	Excellent				
S-14	33.33	Very Poor	100	Excellent				
S-15	58.33	Fair	100	Excellent				

# APPENDIX D.6 The Percentage of The Students' Improvement in Reading Comprehnsion

## 1. The Percentage of The Students Achievement in Literal

## Comprehension (Main Idea / Spesific Information)

	SEC. 633		Literal Comprehension					
No.	Classification	Score	Pre-test		Post-test			
			Frequency	Percentage	Frequency	Percentage		
1.	Excellent	96 - 100	72 14	MAIN	5	33.33		
2.	Very Good	86 - 95	5-7		1/1	15		
3.	Good	76 - 85	MANA	15.37	40			
4.	Fairly Good	66 - 75	1	6.67	7	46.67		
5.	Fair	56 - 65						
6.	Poor	36 - 55	3/1/1	//20	-3	20		
7.	Very Good	00 - 35	THE STATE OF THE S	73.33		1		
	TOTAL		15	100 %	15	100 %		

## 2. The Percentage of The Students Achievement in Interpretative

## Comprehension (Make Conclusion)

		0.	Interpretative Comprehension					
No.	Classification	Score	Pre	e-test	Post-test			
			Frequency	Percentage	Frequency	Percentage		
1.	Excellent	96-100	2	13.33	4	26.67		
2.	Very Good	86 - 95	9KAA	NOAN		1		
3.	Good	76 - 85	MA	NU	*	-		
4.	Fairly Good	66 - 75	1	6.67	8	53.33		
5.	Fair	56-65	- 3	-	¥	===		
6.	Poor	36 - 55	1	6,67	3	20		
7.	Very Good	00 - 35	11	73.33	3	12		
	TOTAL		15	100 %	15	100 %		

## 3. The Percentage of The Students Achievement in Reading

## Comprehension

	o. Classification		Reading Comprehension				
No.		assification Score	Pre-test		Post-test		
			Frequency	Percentage	Frequency	Percentage	
1.	Excellent	96 - 100	*	-	6	40	
2.	Very Good	86 - 95	9	72		720	
3.	Good	76 - 85	-	58.1	1	3.51	

TOTAL		15	100 %	15	100 %	
7.	Very Good	00 - 35	12	80	-	
6.	Poor	36 - 55	1	6.67	-	20
5.	Fair	56 - 65	1	6.67	3	33.33
4.	Fairly Good	66 - 75	1	6,67	5	6.67



## APPENDIX D.7 Mean Score of Pre-test, Post-test and Gain (D)

- 1. The analysis of Literal Comprehension (Main Idea / Spesific Information )
  - a. Mean score of students' Pre-test

$$\widetilde{X}_1 = \frac{\Sigma X}{N}$$

$$\overline{X}_1 = \frac{500}{45}$$

 $\bar{X}_1 = \frac{500}{45}$   $\bar{X}_1 = \frac{500}{45}$   $\bar{X}_1 = 33.331$ Very Poor) AKASSAP

b. Mean score of students' Post-test

$$\bar{X}_2 = \frac{\sum N}{N}$$

$$\bar{X}_2 = \frac{1175}{15}$$

$$X = 78.33 \text{ (Good )}$$

- 2. The analysis of Interpretative Comprehension (Conclusion)
  - a. Mean score of students' Pre-Test S'AKAAN DAN PE

$$\overline{X}_1 = \frac{\sum X}{N}$$

$$\bar{X}_1 = \frac{575}{15}$$

$$\bar{X}_1 = 38.33 \text{ (Poor)}$$

b. Mean score of Students' Post-test

$$\overline{X}_2 = \frac{\sum X}{N}$$

$$\overline{X}_2 = \frac{1150}{15}$$

$$\bar{X}_2 = 76.67 \text{ (Good)}$$

- 3. The analysis of Reading Comprehension
  - a. Mean score of students' Pre-test

$$\overline{X}_1 = \frac{\sum X}{N}$$

$$\vec{X}_1 = \frac{491.64}{15}$$

$$\bar{X}_1 = 32.78$$
 ( Very Poor)

b. Mean score of students Post-test

$$\vec{X}_2 = \frac{\sum X}{N}$$

$$\overline{X}_2 = \frac{1209.3}{15}$$

$$\bar{X}_2 = 80.53 \, (Good)$$

4. The students' mean score of Gain (D) Literal Comprehension

$$\overline{D} = \frac{\sum a}{N}$$

$$\overline{D} = \frac{675}{15}$$

$$\overline{D}$$
= 45 ( Poor )

5. The students' mean score of Gain (D) Interpretative

Comprehension

$$\overline{D} = \frac{\sum d}{N}$$

$$\overline{D} = \frac{1208.3}{15}$$

$$\overline{D}$$
= 80.6 (Good )

6. The students' mean score of Gain (D) Reading Comprehension

$$\overline{D} = \frac{\sum d}{N}$$

$$\overline{D} = \frac{749.4}{15} = \overline{D} = 50$$

#### APPENDIX D.8

#### The percentage of students improvement in Reading Comprehension

### 1. The students improvement in Literal Comprehension

Pre-test = 33.33

Post-test = 78.33

The improvement of the students score in literal comprehension (

main idea / spesific information) from pre-test to post-lest

$$P = \frac{x_2 - x_1}{x_1} \le 100 \%$$

$$=\frac{78.33-33.33}{78.33} \times 100 \%$$

$$= \frac{45}{33,33} \times 100 \%$$

# 2. The students improvement in Interpretative Comprehension

(Conclusion)

Pre-test = 38.33

Post-test = 76.67

The improvement of students' score in Interpretative Comprehension

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

$$=\frac{76.67-38.33}{76.67} \times 100 \%$$

$$=\frac{38.34}{38.33} \times 100 \%$$

## 3. The students improvement in Reading Comprehension

Pre-test = 32.78

Post-test = 80.6

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

$$= \frac{80.6 - 32.78}{80.6} \times 100^{-9}$$

$$=\frac{47.82}{32.78} \times 100\%$$

= 59.33 %

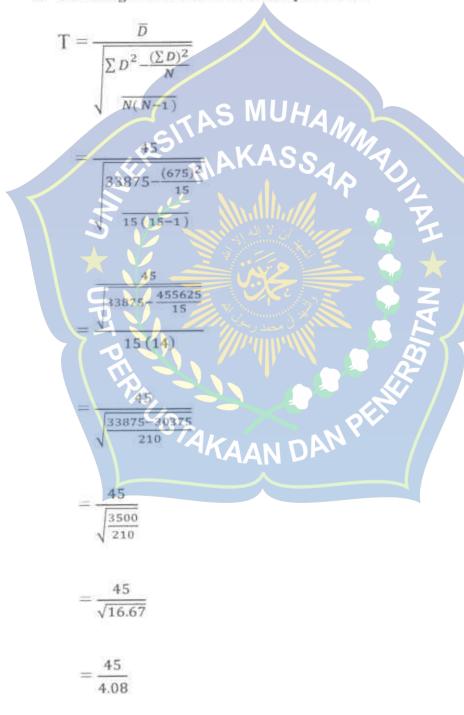
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# APPENDIX D.9 Calculating tes significance of reading

#### comrehension

= 11.02

a. Test of significance of Literal Comprehension



b. Test of significance of interpretative comprehension

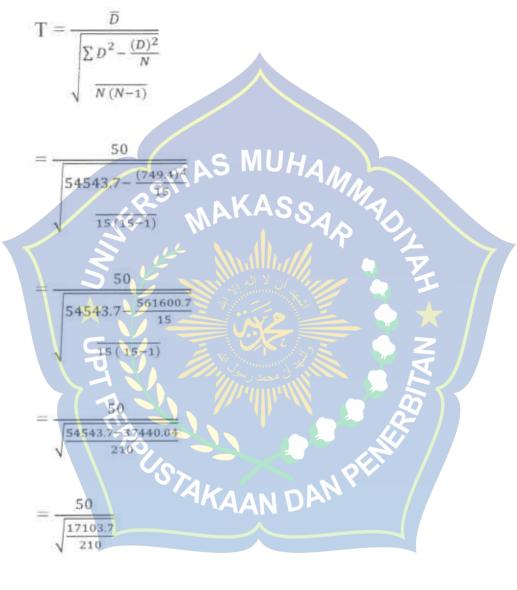


$$=\frac{80.6}{\sqrt{28.6}}$$

$$=\frac{80.6}{5.34}$$

$$= 15.1$$

#### C. Test of significance of Reading Comprehension



$$=\frac{50}{\sqrt{81.44}}$$

$$=\frac{50}{9.02}$$

$$=5.54$$

## D.10 Table Distribution of T-Value

#### TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = N - 1 = 15 - 1 = 14, Ttable = 2.14479

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1.	1000	3.07768	6.31375	12,7012	31.82052	63.65674	318.3
2	0.816	1.88562	2 91999	430245	6.96456	9.92484	22.32
3.	0.764	1.63774	2.35336	3 182-5	4,54070/	5:84091	10.21
4	0.740	1.53321	2.13185	2.776 5	3.74695	4.60409	7 173
5.	0.726	1 47588	2.01505	2.570.8	3 36493	1/03214	5.893
6.	0.717	1.43976	1 94318	2.446 1	3.14267	3.70743	5.207
7.	0.711	1.41492	1.89458	2.364-2	2.99795	3 49948	4.785
8.	0.706	1.39682	1.85955	2.30640	2,89646	3.35530	4.500
9.	0.702	1,38303	1.83311	2.262 6	2.82144	3 24984	4.296
10.	0.699	1.37218	1.81246	2.228 4	2.76377	3.16927	4.143
11.	0.697	1.36343	1.79588	2.20019	2.71808	3.19581	4.024
12.	0.695	1.35622	1.78229	2.178 1	2.68100	3.05454	3.929
13.	0.693	1.35017	1,77093	2.16017	2.65031	3.01228	3.851
14-	0,603	1,24507	76121	20,4470	2.62449	2.97684	3.787
15.	0.691	1.34061	1.75305	2.13145	2.60248	2.94671	3.732
16.	0.690	1 33676	1.74588	2.11991	2,58349	2.92078	3.686
17.	0.689	1 33338	1.73961	2.10982	2.56693	2.89823	3,645
18.	0.688	1.33039	1.73406	2.10092	2.55238	2.87844	3.610
19.	0.687	1.32773	1.72913	2.09302	2.53948	2.86093	3.579
20.	0.686	1.32534	772472	2.08396	2 52798	2.84534	3.551
21.	0.686	1 32319	172074	2,07961	2.51765	2.83136	3.527
22.	0.685	1.32124	1.71714	2.07387	2,50832	2,81876	3.507
23.	0.685	1.31946	1.71387	2.06866	2,49987	2.80734	3.484
24.	0.684	1.31784	1.71088	2.06390	2.49987	2.79694	3.466
25.	0.684	1.31635	1.70814	2.05954	2.49216	2.78744	3.450
26	0.684	1.31497	1.70562	2.05553	2.48511	2.77871	3,435
27.	0.683	1.31370	1.70329	2,05183	2 47863	2.77068	3 421
28.	0.683	1.31253	1.70113	2.04841	2.47266	2,76326	3.408
29.	0.683	1.31143	1.69913	2.04523	2.46714	2.75639	3.396
30.	0.682	1.31042	1.69726	2.04227	2 46202	2.75000	3.385
31.	0.682	1.30946	1.69552	2.03951	2.45726	2.74404	3.374
32	0.682	1.30857	1.69389	2.36693	2 45282	2,73848	3.365
33	0.682	1.30774	1.69236	2.03452	2.44868	2.73328	3.356
34.	0.681	1.30695	1.69092	2.03224	2.44479	2.72839	3.347
35	0.681	1.30621	1.68957	2.03011	2.43772	2.72381	3.340

(Subana, et al, 2005: 2006)









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### SURAT KELTRANGAN PENELITIAN

Nemor 98 0.7226/UPT SMA 17/MR SDISDIK

1. Yang bertanda tangan di bawah ini :

a. Nama

: UMAR HR., S.Pd., M.Si

b. Jabatan

Kepala UPT SMA Negeri 7 Maros

Dengan ini menerangkan babwa:

a. Nama

: ERDINA MELYANI ARIS

b. Nomor Pokok

:105351121816

c. Program Studi

Pendidikan Bahasa Inggris

d. Pekerjaan

: Mahasiswi SI UNISMUH Makassar

Benar telah melaksanakan penelitian pada UPT SMA Negeri 7 Maros musa tanggal, 26 Juli sampai dengan 02 September 2021, dalam rangka penyusunan Skripsi, dengan judul;

"USING COMIC STIPS AS MEDIA TO PAPROVE STUDENTS READING COMPREHENSION ( AN EXPERIMENTAL RESEARCH OF FIRST GRADE STUDENTS AT SMAN 7 MAROS)"

2.Demikian Surat Keterangan Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya,-

Mallawa, 02 September 2021 Kepala Sekolah

UNAR HR. S.Pd., M.Si /



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#### LETTER OF ACCEPTANCE 0370/BG-FKIPLOA/B/I/1443/8022

#### Dear ERDINA MELYANI ARIS

It is our pleasure to inform you that, after reviewing your paper;

USING COMIC STRIPS AS MEDIA TO IMPROVE STUDENTS READING COMPREHENSION

The manuscript ID: 578

Detail checklist:

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Hend of English Education Department Faculty of Teacher Training and Education

Dr. Cumu Kluvradi Svam, S.Pd., M.Pd. NBAL VD 80





#### CURRICULUM VITAE



Erdina Melyani Aris. Was Born On 29 May 1998 in Maros. She is the second children from the marriage of her parents Muhammad Aris and Mulianah. She started her studied in SD Inpres 51 Tanete Langi and graduated on 2010. She continue her studied in Junior High School

SMPN 8 Mallawa and graduate on 2013. Then she continue her studied in SMAN 7 Maros and graduated on 2016.

In the samen year, She registered her studies in English Department Faculty of Teaching Training and Educcation Muhammadiyah University of Makassar and at the end of her study, She could finish her thesis by the tittle Using Comic Strips as Media to Impove Students Reading Comprehension (Pre-Experimental Research of The First grade of SMA Negeri 7 Maros).

CSTAKAAN DAN PE