

**THE INFLUENCE OF WEB COMICS ON STUDENTS'
TRANSLATION ABILITY**

A THESIS

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Study Program: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2023**

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TRANSLATION ABILITY**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

By:

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LAMPUNG
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ABSTRACT

In the digital era there are a lot of translation platforms that can be used for free. However, it makes students depend on that platform. The objectiveness of this study is to find out whether there is a significant influence of using web comics as media on students' translation ability at eleventh grade of SMK PGRI 4 Bandar Lampung in academic year of 2023/2024.

The research approach used in this study was quantitative method by using a quasi-experimental design. The population of this research was the students' eleventh grade of SMK PGRI 4 Bandar Lampung in academic year of 2023/2024 with totals 119 students. The total sample in this research was 55 students. In collecting the data, the researcher gave treatment in experimental class and no treatment to control class and pre test also post test in both of class by gave 1 essay text to translate from English to Indonesia. After giving the test, the researcher analyzed the data by using SPSS Statistics 25.

The result of the study is the data had not normal distribution but homogeneous, then the hypothetical test used the Mann-Whitney U showed the Sig.(P_{value}) = 0.044. It was lower than $\alpha = 0.05$ and it means that H_0 was rejected and H_a was accepted. It can be concluded that there is a significant influence of web comics on students' translation ability at eleventh grade of SMK PGRI 4 Bandar Lampung in academic year of 2023/2024.

Keywords: *Media, Translation, Web Comics*

DECLARATION

I declare that this thesis entitled “**The Influence of Web Comics on Students’ Translation Ability**” which is carried out at Eleventh Grade of SMK PGRI 4 Bandar Lampung in Academic Year of 2023/2024 is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledgment in the text.

Bandar Lampung, September 2023

Declared by



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MOTTO

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ
وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿٤﴾

Translation:

“And We did not send any messenger, but in the language of his people, so that he might explain to them. So Allah leads astray whom He wills, and guides whom He wills. He is the most mighty, the most wise.” (Q.S. Ibrahim: 4)



DEDICATION

This thesis is dedicated to:

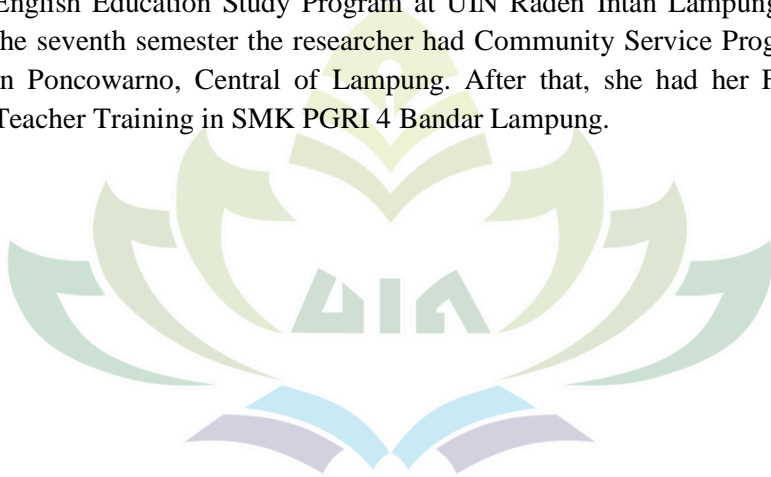
1. My beloved parents, Mr. Usmanto and Mrs. Sugiyati who always be my supporting system and pray a lot for me for all the best in my life. Nothing to say than thank you so much, and I love you both, always.
2. My beloved sisters and brother, Maya Anggraeni, Qinasih Eltrisha Ayyara and Sutrisno and all of my big family who always support me to finish my thesis.
3. My beloved Almamater, UIN Raden Intan Lampung which has contributed a lot for my development.



CURRICULUM VITAE

The researcher name is Febri Nugraini. She was born in Purwosari, Central of Lampung on February 5th 2001. She is the youngest child of two children of Mr. Usmanto and Mrs. Sugiyati. Her older sister is Maya Anggraeni.

She started her formal education at Elementary School in MI Roudhlotul Huda Purwosari then graduated in 2013. After that she continued her study at Junior School in SMP Negeri Purworejo and graduated in 2016. Then, Senior High School in SMA Negeri 1 Kalirejo and graduated in 2019. Afterwards, she decided to take English Education Study Program at UIN Raden Intan Lampung. In the seventh semester the researcher had Community Service Program in Poncowarno, Central of Lampung. After that, she had her Field Teacher Training in SMK PGRI 4 Bandar Lampung.



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The writer is fully aware that she cannot complete this thesis without the assistance of many people. She has been thankful to a lot of people who has help, and support in finishing this thesis. Therefore, she would say thanks to them. They are follows:

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Bandar Lampung,
The Researcher,

September 2023

Febri Nugraini
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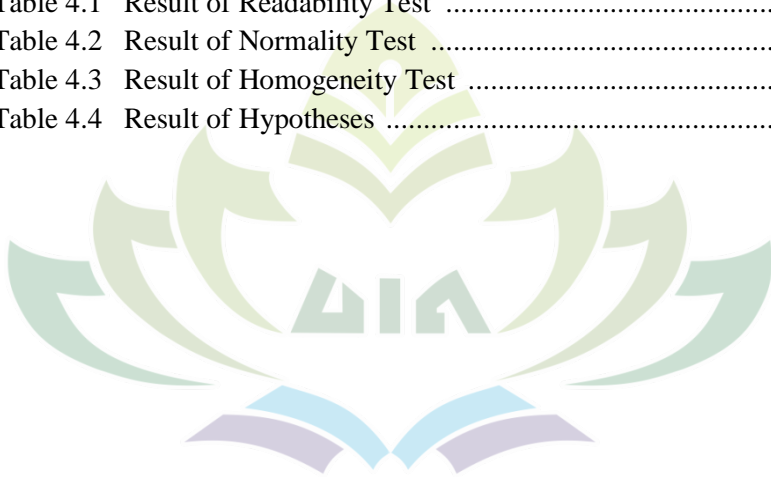
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CHAPTER I

INTRODUCTION

A. Title Confirmation

To avoid the misinterpretation when reading the title of this proposal, the researcher needs to explain some terms in the text “The Influence of Web Comics on Students’ Translation Ability”.

1. Web Comic

Web-comic is an online comic that published in the website or mobile application.¹ Relevant to the name of web-comic, they are usually could be find in the internet which is free access for everyone who want to reading or sometime download it. A web-comic is a digital cartoon, online comic strip, or illustration which has created and published for online.² In commonly web-comic using digital art programs which have help the illustrator in created the comic, and also they publish in their own website or in the free comic application such as Webtoon, Mangatoon, and others.

2. Translation

Based on Nida and Taber in their book *‘The theory and Practice of Translation’*, states that translating was consist to the reproducing the closest natural text equivalence of a source language or the first language message into the target language or the other language, firstly in terms of meaning and secondly in terms of manner or style.

According to Catford in his book *A Linguistic Theory of Translation*, states that translation can be defined as the replacement of textual material from one language

¹ Oxford Dictionary

² Computer Hope. 2019. *Definition of Webcomic*

(Source Language) by equivalent textual material to another language (Target Language).³

B. Background of the Problem

English is an international language and also as one of foreign language in Indonesia that is taught in school until university level. When learning English as foreign language, the most difficulties from the learners is translate English to Indonesian or vice versa to understand what the meaning from the discussion of the materials.

In the digital era there are a lot of translation platforms that can be used for free, and learning is can be carried out online or hybrid, because the technology is very supportive. By using digital device, teacher and students can access many things to support the teaching and learning process. Even more, students in nowadays ca not be separated from Smartphone, so many platform that available in the Smartphone uses as the supporting form as media or other in the teaching and learning process.

Google translate is the one of platform that greatly facilitates the translation process. Students will be helped in the terms of translation, because the time uses and the accurate of the translation result is good and very helps them, but it makes students dependent on the platform. This phenomenon makes something interesting to test, because it can be a breakthrough to prevent students' dependence on translation platforms and only rely on "copy-paste" in the translation process. In supporting this condition, there are many new media served from many resources to make the teaching learning process better. The media will be use in this research is Web-comic. In this context the media is used to improving students' translation ability.

³Selvyane.I.Lumban Batu, Erika Sinambela, Caroline Pakpahan, *An Analysis of Ambiguity on English Text Translations Into Bahasa Indonesia Made By Commercial Translators*. 2017 Page 2

There some explanation about web-comics as media use in teaching learning to improve translation ability. Web-comics are online comics that published on a website or mobile apps. According to Rokhayani, Ririn, & Utari, Comic has been spread out widely as the medium to entertain. The coloured illustration, simple theme and plot, and the characterization will attract the person who read it.⁴ In another words web-comics can be defined as a series of comic strips or cartoon was originally published online in websites or mobile apps for free which is another way to get the content out or entertain the readers. Furthermore, the main point of this research is using web-comics as media to improving students' translation ability.

Translation that can be defined as a process of replacing the textual material in one language (the source language) into another language (the target language) without change the meaning. Translation cannot be separated from the other abilities in learning English a foreign language. When students are reading, writing, listening or speaking English, as a foreign language, they are actually translating. They translate from the source into the target language. According to Koller Translation can be defined as the final of the textual process activity, its mean that the text is transposed from the source into target language. Between the final result from text in the target language text and the first language or source text there which can be understood as translational, or equivalence relation.

Based on preliminary research in SMK PGRI 4 Bandar Lampung on September 29th 2022, the students got difficulties in translating during learning process. On the interviewed with the English teacher at tenth grade of SMK PGRI 4 Bandar Lampung (Ms. Yuliatin, S.Pd), she said that students still had problems in learning English because their

⁴ Bagus Wahyu Juniarto, *Using Webtoon Comic as Media in Teaching Reading Narrative Text for Junior High School Students*, (Surabaya: Retain, 2019, 153–60). P. 2

translate difficulties. Moreover, due to lack of translation tools such as dictionaries, they depend on Google translate. So, the students' translation ability was not good enough.

Besides, the researcher also gave a translation test to the tenth grade students of SMK PGRI 4 Bandar Lampung. Researcher gave a recount text story and asks students to translate into Indonesian without using a translation tool such as dictionary and Google translate. The result of their translation is 69,74% of the students cannot translate the story into Indonesian accurately.

From the statement above, it indicated that students' translation ability still not improved during teaching and learning process and they too depend on the translation tools. The teacher also was not using media in teaching learning activity especially in the narrative text material. Whereas, media is an important aspect in teaching and learning process, it can attract students to more creative and active in learning process and also support in accepting the discussion during learning process.

Based on the explanation above, some problems occurred in translation process. One of them is media. Media can support students' interest during teaching and learning process. However, the tenth grade students of SMK PGRI 4 Bandar Lampung, the teacher rarely in using media during teaching English. Usually, the teacher only teaches based on the book and students worksheet. It makes students less interest during learning process and gets difficulties in translating because the material only a text, especially in the recount text and narrative text materials.

Additionally students had problem in vocabularies mastery. Furthermore, vocabulary is the important aspect to translate a text. However, the most of tenth grade of SMK PGRI 4 Bandar Lampung still lack in vocabulary mastery. In other hand, it very influences their difficulties in translating a text.

According to the problems occurred, in order to guide the students to be better in translation ability, especially in narrative text materials is by giving an appropriate media during teaching and learning process. Various interesting media must be applied to encourage students because one of the greatest effects of successful learning is students' boredom.⁵ One of media that could be applied in teaching and learning process to improve students' translation ability is by using Web Comics. Comics are usually funny, therefore applying them to methodological purpose will have the effect as using games in teaching English it brings cheerful atmosphere into the class.⁶

Practically, Comics help the teacher in achieving learning objectives. Attractive graphical visualization, short dialogues, simple and easy to understand makes everyone from various age like reading comics.⁷ Besides that, the impact of the comics as media in translation process is the picture or the visual on the story can makes students guess the meaning if they don't know the meaning of the text. Furthermore, web comics can find by their own Smartphone and has free access to everyone. So, it makes teacher and students easier when using web comics as media to improving students' translation ability.

Based on the background of the problem above it can be assumed that students' translation ability can be conducted by using Web Comics. In the final analysis, the research aims to know the effect of web-comics to improving students' translation ability. Where, web-comics is an online comic strips that published on website or mobile application, and in this case as media to improve their translation skill. Therefore,

⁵ Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited) 1998, P. 5

⁶ Noemi C. Sabay, *Using Comic Strips in Language Classes*, (English Teaching Forum Vol. 44 No. 1 2006), P. 24.

⁷ Atik Rokhayani., Aisyah Ririn Perwikasih Utari, *The Use of Comics Strips as an English Teaching Media for Junior High School Students*, (Language Circle Journal of Language and Literature, Vol. 8 No. 2, 2014) P. 148

they can read their favourite stories for free and then translate the meaning of the story in the web-comics itself.

C. Identification of Problem

In teaching learning process of English as a foreign language, translation is the basic skill that should be mastered or at least have a good motivate in it activities. There are several factors that influence translation ability in teaching learning process. They are teacher, students, and media. If those factors are neglected, it has possibility take a monotone impact on the goals in teaching and learning activities. Based on the researcher's observation, there are several factors that related to the problem of teaching and learning process English as foreign language in the tenth grade of SMK PGRI 4 Bandar Lampung.

1. Teacher

In the teaching learning process of English as foreign language, teacher is hold the main role plays as a facilitator and encourage learners to join various activities. This relates to the situation in which the classroom activities can maximize opportunities for learners to use the target language in a communicative way for meaningful activities.⁸

According to Harmer, the one of role play of teacher is as organizer. Its mean that the teacher should giving or provide the various method, media, and other to supporting teaching in learning process. In the translation activities, teacher is also the one of the main role of the students' translating goals. Although in SMK PGRI 4 Bandar Lampung the most of English teaching learning process, translation as the basic in learning English as foreign language is less attention. From the research observation, the teacher does not facilitate students to

⁸ M. Muhassin, Teachers' Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at Sman 9 Bandar Lampung. *Humaniora*, (2016) P. 489

improving their translation skill techniques as a basis for further learning English.

2. Students

The second factor is students. From the researcher analysis and observation of eleventh grade's students of SMK PGRI 4 Bandar Lampung, they have some difficulties in learning English as foreign language especially in the translation skill. The most of them only focus on their grammar and other skills but they depend on the dictionary or Google translate. This factor is cause because students have less motivation in learning English, almost all learners in Indonesia think about foreign language is difficult to learn and automatically English has claimed as uneasy subject. Although, the circumstance of teaching learning activity should be interesting to give learners motive in developing their skills.⁹ Especially in practice translation activities, they should have a motivation to do happily and it is also influenced from the method from the teacher.

3. Media

Based on Hamalik, said that using media in teaching learning process can build the students' learning motivation, and it is also have an impact on their psychology.¹⁰ The most factors in eleventh grade of SMK PGRI 4 Bandar Lampung is the teacher rarely using media in the teaching learning activities. Teacher used textbook, course book and dictionary in the lesson, so students can not improve their ability with the attractive media and push to used Google translate because it is the easiest way without increase their skill.

⁹ M. Muhassin, Hidayah, R., Hidayati, D. A., & Pradana, S. A. (2020). Investigating Spelling Errors among Indonesian EFL Secondary School Students. *English Education: Jurnal Tadris Bahasa Inggris*, 13(2), 1-24. P. 256

¹⁰Cecep Kustandi., Daddy Darmawan., *Pengembangan Media Pembelajaran*. (Jakarta: Kencana. 2021), Page 15

D. Problem Formulation

From the background of the problem which was explain by the researcher, so this is the problem formulation that to be studied: Is there any influence of web comics on students' translation ability at eleventh grade of SMK PGRI 4 Bandar Lampung?

E. Objective of The Research

The objectiveness of this study is to find out whether there is a significant influence of using web-comics as media on students' translation ability at eleventh grade of SMK PGRI 4 Bandar Lampung in academic year of 2023/2024.

F. Significance of The Research

From the study about the influence of web-comics on students' translation ability at eleventh grade of SMK PGRI 4 Bandar Lampung, expected have an advantages both practically and theoretically, which are as follows:

1. Theoretical Benefits

- a. This study is expected can provide an information and also can be as reference in the educational research or in other study which related to the translation ability or teaching learning process.
- b. Create reforms in the field of education or English class activities. Especially in the nowadays situation.
- c. Increase knowledge and insight about new media that can be applied in the teaching learning process with especially on translation activities.

2. Practical Benefits

Practically the benefits of result from this study are:

- a. For researcher is this study can increase the knowledge about the problematic of translation activities in teaching learning English as foreign language. It also can be material to criticize the phenomena in today educational situation.

- b. For teachers is can be an information and reference in the teaching learning process with the new media, especially to improving students' translation ability.
- c. For school is to give an information or reference in evaluating the educational system in the school to prepare the innovative teaching learning process with the up to date media.

G. Relevant Previous Research

These are several research study that is as a references in this research, they are follow:

1. Journal entitled "A Correlational Study Between Reading Habit, Vocabulary Mastery, And Translation Ability" which written by Widya Setyaningsih, Sujoko, And Teguh Sarosa. This journal is explains about the problem related to the title which is have an objective to know the correlation between reading habit activity, vocabulary knowledge, and translation skill. In finishing this study, this research is use descriptive research method, and the researcher uses questionnaire and test as the techniques of collecting the data. The finding of this study is there is a positive impact or significant of correlation between reading habit, vocabulary mastery, and translation ability. The researcher state that It means that the increase of students' reading habit will be followed by the increase of students' translation ability also.¹¹
2. Journal entitled "Using Webtoon Comic as Media in Teaching Reading Narrative Text for Junior High School Students" with the author Bagus Wahyu Juniarto and have Vol. 7 No. 3 2019 (153-160). This journal is explain about the writer analysis of the today phenomena of using smart phone in teaching learning process and hopes that with the

¹¹Widya Setyaningsih, Sujoko, And Teguh Sarosa. *A Correlational Study Between Reading Habit, Vocabulary Mastery, And Translation Ability*.(Surakarta: uns.ac.id. 2013)

use of English comics, students may will be active as participants and they have more a chance to express their opinion, minds, feelings, emotions, and attitudes. This study is uses descriptive qualitative research and the subject was IX-G class students in SMPN 1 Tulangan. To finding the data, this study were obtained through observation, student tasks, and interview. Then the finding of this study is implementation of using Webtoon Comic in teaching and learning narrative text is helped students to read it easily.¹²

3. A thesis entitled “The Effectiveness Of Using Online Comic Strips On Students’ Reading Comprehension Of Narrative Text” by Sri Ulfa Gusmeri. This thesis is about the experiment of students’ reading comprehension of narrative text by using online comic strips. The purpose of this study is to know the influence of using online comic strips on Students’ Reading Comprehension of narrative text, with the subject the Tenth-Grade of SMAN 10 Tangerang Selatan. This research is use a quantitative method by using a quasi-experimental design. Then analyzing the data with used t-test. The sample of this research was 62 students which are 31 for experimental class and 31 for controlled class and selected by purposive sampling technique. Then the finding result of this study is there is an influence or positive effect by using online comic strips to improving students’ reading comprehension of narrative text, so it can be said that it is effective way.¹³
4. Journal entitled “Improving Vocabulary Ability By Using Comic” by Erwin Hari Kurniawan. This study is want to know about implementation of comic to improving

¹² Bagus Wahyu Juniarto, *Op. Cit.*

¹³ Sri Ulfa Gusmeri, *The Effectiveness of Using Online Comic Strips on Students’ Reading Comprehension Faculty of Educational Sciences*, (Jakarta: uinjkt.ac.id, 2020).

students' vocabulary motivation in their daily activity. The subject in this research was consisted of 26 students of the first semester of English teaching and training faculty of UNISKA class I-A in academic years 2008-2009. The research of data were collected by using test and observation. The data on vocabulary mastery by using comic were analyzed using the descriptive and statistic analysis. Then the result of this study is teaching vocabulary by using comic can be used as media to improve students' vocabulary ability.¹⁴

5. A thesis entitled "The Correlation Between Students' Translation Ability And Reading Comprehension At The Sixth Semester Of English Education Department In Muhammadiyah University Of Makassar" by Syalwah. This research is have objective to find out the significant correlation between students' translation ability and reading comprehension, with the subject the Sixth Semester of English Education Department in Muhammadiyah University of Makassar which consist of 25 samples. Then the design of this study is use Correlational Research. The technique was Random Sampling and to get the data were collected by the test of students' reading comprehension and translation. The researcher used SPSS 25.0 to analyze the data. Then the finding of this research is that there was significant correlation between students' translation ability and their reading comprehension.¹⁵

The differences of this study from the first research is if at first it want to know the correlation between reading habit, vocabulary mastery, and translation ability without

¹⁴Cendekia Edisi, "By : Erwin Hari Kurniawan," 2009.

¹⁵ Syalwah, *The Correlation between Students' Translation Ability and Reading Comprehension at the Sixth Semester of English Education Department in Muhammadiyah University of Makassar*. (Makasar: unismuh.ac.id. 2021)

using any media, but in this study the researcher more focus on the influence of implementation of using web-comic as media to improving students' translation ability without compare the correlation between it. Then from the second and third study, the differences from this research is in the object of the research. If in the second research is to know the influence by using Webtoon comic (the one of application of Web-Comic) as media in teaching reading narrative text, but in this study is in the students' translation ability, and also this research is have subject senior high school but in the second research is in the junior high school.

Then from the forth study the differences from this research is also in the object of the study. In this research is to know the influence of students' translation ability but in the forth study is to improving vocabulary mastery. Last, the difference between this study and the fifth study is if this study focus on the influence of implementation of web-comic on students' translation ability but in the fifth research is to know the correlation between students' translation ability, while this study is not research the correlation between them.

H. Systematic and Discussion

The systematic of the discussion in this research is consists below:

1. Chapter 1 Introduction

This chapter which is consists of the title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, and systematic and discussion.

2. Chapter II Literature Review

This chapter which is consists of the theories of translation, media, and web comics.

3. Chapter III Research Methodology

This chapter which is consists of time and place of the research, research design, population, samples, and data collecting technique, operational definition of variables, research instrument, validity and reliability of the instrument and data analysis.

4. Chapter IV Result and Discussion

This chapter consists of description treatment of experimental class and control class. Then, result of pre test and post test, result of readability test, normality test, homogeneity test and hypothetical test.

5. Chapter V Conclusion and Suggestion

This chapter consists of conclusion of the research and suggestion for students, teacher, school, and readers.





CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Concept of Translation

a. Definition of Translation

Munday argues that translation as a phenomenon that has a huge effect on everyday life. In the process of translating a text, one of form certain language was change into another form in different language, for example English into Indonesian. Newmark says that translation is a process of rendering a text of meaning, ideas, or messages from one language (Source Language) to other language (Target Language). Furthermore, Lawrence argues that translation is a process of replacing the strands of functions that make up the original text with the semantic stands of the target language given by translator as the power of interpretation. In this definition they do not explicitly state that what is conveyed is meaning or message. They emphasize translation as a process.

However, Robinson states that although translation is a text seen from the perspective of "external knowledge," it is an activity (something that aims to produce a text) from the perspective of "internal knowledge. Translation the semantic equivalent is the meaning transferred the product from the source language to target language, in this case the translator encounters the text as a unified meaning in the form of a group of words or sentences. In the translating activity, most errors were caused by first language interference.¹⁶

¹⁶ M. Muhassin, Hidayah, R., Hidayati, D. A., & Pradana, S. A. (2020). Investigating Spelling Errors among Indonesian EFL Secondary School

Translating is kind of language skill with complex requirements.¹⁷ From the statements above it can be conclude that there are three main elements which is important in the translating process, they are replacement or reproduction, equivalence, and text or written message. In addition, some other emphasize are termed as style, natural, and exercise.¹⁸

b. Types of Translation

Principally, translation can be classify into two broad types, they are faithful and free translation.¹⁹ However, some expert purpose types of translation by using another name, but the description actually are focused on the two types. According to Larson translation was classified into two main types, namely:

1) Form-based Translation

Form-based Translation attempts to follow the form of the Source Language (SL) and is known as literal translation. In this case, the translator uses source language words with literal meanings as stated in the source language and the source language structures. Sometimes, the original structures are acceptable. If the translator makes an improvement on the target language structures, it can be calls as modified literal translation.

2) Meaning-based Translation

Meaning-based Translation or can be calls as idiomatic translation makes every effort to communicate the meaning of source language text in the natural form of the target language. This

Students. *English Education: Jurnal Tadris Bahasa Inggris*, 13(2), 1-24. P. 3

¹⁷Langgeng Budianto, Aan E. Fardhani, *A Practical Guide for Translation Skill*, (Malang: UIN-Maliki Press, 2010), P. 4

¹⁸ *Ibid*, P. 6

¹⁹ *Ibid*, P. 7

types is produce natural forms of the target language both in grammatical constructions and in the choice of lexical items.

c. Process of Translation

According to Nida and Taber, there are three steps in process of translation.

1) Analysis

The first step of translation process is analysis, its mean that the translator analyses structurally clearest the text of the source language. To done this activity the translator should have enough knowledge the linguistics and the grammatical structure of the source language itself to prepare if do not know of difficult vocabulary meaning, strange words also to pay attention on the title, paragraph used, clause, idioms, collocations, and other from the source language.

2) Transfer

After process of analysis has been done, translator should be transferring the material from the source language into the mind of the translator and replacing the meaning into target language without have any changes the main point. In the replacing the message, the translator should be carefully because it is sometimes difficult to build and arrange the sentences which are receive easily in the target language.

3) Restructuring

The objectiveness of this step is to get the final acceptable message fully in the receptor or TL.²⁰

²⁰ Eugene A. Nida, and Charles Taber, *The Theory and Practice of Translation*, (Leiden: E.J. Brill, 1982)

d. Translation Evaluation

According to Nababan argues that a good translation product has to fulfil the criteria such as accuracy and acceptability. This case is to avoid an ambiguity of the translation product. It also has purposes to measure a standard assessment of the translation result quality.²¹

1) Accuracy

Accuracy is the first important aspect in translation context. Accuracy refer to an equivalence of the level of meaning between source text and target text. A translation product is said as categorized accurate if meaning in target language is equivalence with the source text from the SL, there is no additional or deleting information from ST into Target Language.

Table 2.1. Accuracy Rating Instrument

Accuracy Rating Instrument		
Translation Category	Score	Qualitative Parameters
Accurate	3	Word meaning, technical terms, phrases, clauses, sentences or language texts of source language are transferred into the target language; there was no meaning distortion at all.
Less Accurate	2	Most of the meaning of words, technical terms, phrases, clauses, sentences or source language texts have been transferred accurately into the target language.
Inaccurate	1	Word meaning, technical terms, phrases, clauses,

²¹Farida Repelita Waty Kembaren. *Translation Theory and Practice*, (Sumatera Utara: repository.uinsu.ac.id. 2018). P. 119-121

		sentences or language texts of source language are transferred inaccurately into the target language or removed (deleted).
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2) Acceptability

Other criteria to convey a translation product in translation quality assessment is acceptability. Acceptability is a target-reader approach where a translation follows the norms of the target language (TL) and culture.²²

Table 2.2. Acceptability Rating Instrument

Acceptability Rating Instrument		
Translation Category	Score	Qualitative Parameters
Acceptable	3	Translation feels normal; the technical term used is used and familiar to the reader; phrases, clauses and sentences used are in accordance with Indonesian rules.
Less Acceptable	2	In general the translation has been felt naturally; but there is little problem on the use of technical terms or a little grammatical error occurs.
Unacceptable	1	Translation is not natural or feels like a translation work; the technical term used is not commonly used and is not familiar to the reader; phrases, clauses and sentences used are not in

²² Syalwah. *Op. Cit.* Page 15-20

		accordance with Indonesian rules.
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3) Readability

The readability consists of diction, sentence construction, paragraph organization, and grammatical elements, size of type, punctuation, spelling, spaces between lines, and size of margin.²³

Following is the readability rating instrument:

Table 2.3. Readability Rating Instrument

Readability Rating Instrument		
Translation Category	Score	Qualitative Parameters
High Readability	3	Words, technical terms, phrases, clauses, translation sentences or texts can be easily understood by the reader.
Medium Readability	2	In general translations can be understood by readers; but there are certain parts that must be read more than once to understand the translation.
Low Readability	1	Translations are difficult to understand by readers.

Above it has been explained that a quality translation must be accurate, acceptable, and readability or easy to understand by target readers. Each of the three aspects has a rating instrument, and each of them also has a different weight value. Below is the weighting of the quality aspects that are assessed in the translation quality assessment.

²³ Mangatur Nababan, Ardiana Nuraeni & Sumardiono, *Pengembangan Model Penilaian Kualitas Terjemahan*, (Surakarta: Publikasiilmiah, 2012) P. 50-51

Table 2.4. Weighting of the Quality Aspects that are Assessed

No.	Quality Aspects are Assessed	Weighting of the Quality
1.	Accuracy	3
2.	Acceptability	2
3.	Readability	1

Aspects of the accuracy have the highest weight of 3. It is adjusted to the basic concept of the translation process as the process of transferring the message or accuracy of the source language text to the target language. The aspect of acceptance of the translation ranks second, which is 2. the placement is based on the idea that an acclaiming aspect is directly related to the suitability of the translation with the norm and cultural rules that apply to the target language. The readability aspect has the lowest weight, namely 1. The low weight given in the aspects of limitations related to the thought that translation problems are not directly related to the problem whether the translation is easy to understand or not. But because the target readers generally don't have access to source language texts, they really hope that the translation they read can be easily understandable.

2. Concept of Media

Teaching and learning process of foreign language especially English language in Indonesia can be success when determined by a number of both linguistic and non-linguistic factors, such as the students, the teacher, the method, the materials, and the media used.²⁴ One of the

²⁴ Septiliana Ayu Lestari, *The Influence of using 3D Pop-Up Book Media Towards Students' Reading Comprehension*, (Lampung: repositoryuinril. 2022) P. 22

components that should be fulfilled to get an achievement in teaching and learning process is media. By using media, the source information can get help when teacher transfers it to the students.

a. Definition of Media

Literally media means intermediary or introduction. Sadiman suggests that the media is an intermediary or messenger from the sender to the recipient of the message. In other words, the media is a container of messages that the source wants to forward to the target or recipient of the message, the material received is an instructional message, and the goal achieved is the achievement of the learning process.²⁵

b. Types of Media

1) Human-based media

Human-based media is media which is human or teacher and the students use the design centered learning is built on problems that must be solved by students.

2) Mold-based media

The most commonly known mold-based learning material is a textbook, guide book, journal, magazine, and loose sheets. Mold-based text requires 6 elements that need to be considered when designing, namely; consistency, format, organization, appeal, letters, and empty spaces.

3) Visual-based media

Visual media can facilitate understanding and strengthen memory. The visual form can be:

- a) Pictures of representation such as images, painting or photos that show how it seems something objects.

²⁵ Kustandi, Cecep. Daddy Darmawan. *Op. Cit.* P. 4-5

- b) Diagram which describes conceptual relations, organizations and material content structures.
 - c) Map that shows space relations between elements in the content of matter.
 - d) Graphics such as tables, graphics, and chart that presents images or data tendencies or between relationships of images or numbers.
- 4) Audiovisual-based media
- At the beginning of media lessons must show something that can attract the attention of all students. In audiovisual media, it combines the use of sound and it requires addition work to produce it.
- 5) Computer-based media
- Computers have different functions in the fields of education and training. The computer acts as a manager in the learning process known as Computer Managed Instruction (CMI). There is also a role of computers as additional helpers in learning their utilization included the presentation of information on the content of learning, training, or both. The use of computers as learning media in general follows the following learning process:
- a) Planning to manage and organize and scheduling learning.
 - b) Evaluate students (tests).
 - c) Collect data on students.
 - d) Conduct statistical analysis regarding learning data.
 - e) Making records of learning development (group or individual)²⁶

c. The Advantages of Media

²⁶*Ibid*, 34-39

Sudjaja and Rivai suggest the benefits of media in the students' learning process, namely:

- 1) Media will attract students more attention to the learning process, so they can get motivation to learn.
- 2) Learning materials will be clearer, so it can be more understood by students and allows them to control and achieve learning goals.
- 3) The teaching method will be variety, so the students were not bored.
- 4) Students can do more learning activities because it's doesn't just listen to the teacher's description, but also other activities like observe, do, demonstrate, and play.²⁷

3. Web Comics

a. Definition of Web-comics

The most people know that comic as some series of story which is show in pictorial concept and also often printed in book, newspaper or so on. But in this research, as the name of web-comics, the comic is not printed in book or newspaper, but people can read the comic from their smart phone by using some mobile application or website. Comics are good media or materials to teach reading also can improving their translation because comics can motivate students' interest. This statement was supported by Csabay, comic can be used as a media in education not only amusing and entertaining the student's interest. According to McCloud, Comic is juxtaposed pictorial and other images in deliberate sequence. In another word, comic was contains images, pictures, and text that aim to convey information and visual response. According to Kim Tae-mi, say that web comics was distributed via internet. From this statement, we can focused on the English words 'web' and 'cartoon', which

²⁷ *Ibid.* P. 6

are meant that web-comics is a story which is shown in a pictorial concept and it is published on an online platform.

b. Kind of Web-comics

Some kinds of online comics can be found in Webtoon App, MangaToon App, Comica App, Komiku App, and others for legal use. Not only in the application but web-comics are also provided on online websites in several platforms which are free access for every user. There are many genres in web-comics that readers can enjoy such as; romance, drama, slice of life, comedy, horror, thriller, fantasy, fiction and many more. Readers can download chapters to read offline in other times, which is free or only using internet quota. Readers can get some update notification when their favourite comic is published. Readers also can add comments in every chapter if they want.

1) Davinchibi

Davinchibi is a web comic that was uploaded on one of the online comics platforms, namely Webtoon, by Camilla D'Errico. She is a pop surrealist artist and author. She exhibits with galleries worldwide and is published globally. Camilla d'Errico has been drawing comic books since 2001, while attaining her Illustration and Design diploma at Capilano College in North Vancouver.

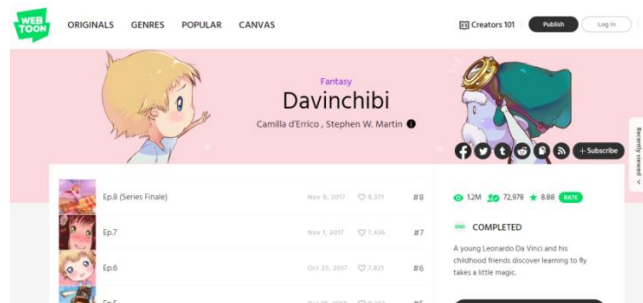


Figure 2.1 Davinchibi (the kind of web comics)

Davinchibi was published since 4 October 2017, contained 8 episodes and had status completed. This web comic tells about a young Leonardo Da Vinci and his childhood friends discover learning to fly takes a little magic. To access or read this web comic, the readers can open Webtoon application which is can find on the Playstore or sharing website on

https://www.webtoons.com/en/fantasy/davinchibi/list?title_no=1190, for free and legally.

2) Roger and the Dragon

Roger and the Dragon is a web comic which was created by Ebi D. Sky, published and completed on November 14th 2022 with total 3 episodes. The author of this web comic is an Indonesian artist. To access or read this web comic, the readers can open Webtoon application which is can find on the Playstore or sharing website on

https://www.webtoons.com/en/challenge/roger-and-the-dragon/list?title_no=822427, for free and legally.

This web comic tells about Roger was an underrated young man. But he was never discouraged, until one day have to face a dragon that attacks villages and kingdoms.

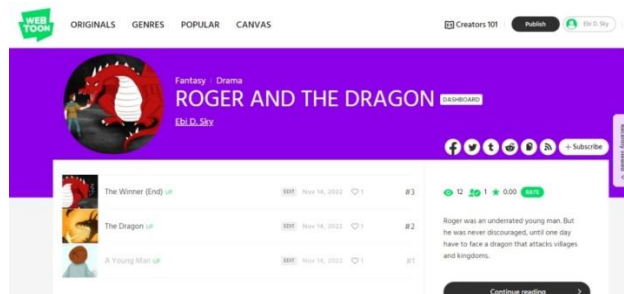


Figure 2.2 Roger and the Last Dragon (kind of web comics)

c. Strength and Weakness

1) Strength

Based on Yang, the one of advantage by reading comics is comic can give motivation to students in learn English with enjoyable and interesting ways. Since comic contains picture, the students will understand easily. The pictures can tell any story more effectively than words.

Jon state that there are the advantages of using comic such as:

- a) Students can learn a lot of new vocabulary. Because comics is connected to the picture and written text, it can help students in comprehending.
- b) Students can improve their analytical thinking.
- c) The visualization of the comics can help students understand complex vocabulary that the reader might not understand.
- d) Because the text and the picture interact with each other, the students can fully understand the story and create meaning.
- e) Comic can make students increase their interest in reading and create interest learning.²⁸

From the statements above it can concluded that by reading web-comics the readers can guess the meaning of the story because it contains pictures that help them. So it can be says that have a reading web-comics habit can improve readers translation ability.

2) Weakness

- a) If a service closes down or the readers locked out of their account then they have lost all of their purchases.
- b) Reader needs a device in order to read them.
- c) Requires an internet connection to access.

²⁸ Sri Ulfa Gusmeri, *Op.Cit*, P. 5-16”

- d) Reader can't sell or trade-in digital comics.
- e) Not everything is available digitally.

d. Procedure

In the teaching and learning process, teachers must have procedures so that the teaching and learning activity occurs properly and effectively. In this research, the researcher provides treatment to students in the experimental class by studying use web comics as media. The procedures are as follows:

1) Pre activity

- a) Warm up, brainstorming, the researcher opens the class, motivate, and gives some question related to the web comics to the students. E.g. (*what is your hobby, do you like a short story, do you like reading comics, anyone knows web comics, do you ever read web comics*). While asking and answering activity, the researcher gives responses.
- b) After students seem similar with the web comics, the researcher shows start from how to access English web comics and reach the story to students.

2) While activity

- a) In this activity, the researcher shares a website of web comics to the students.
- b) The researcher asks the students to read the story on the web comics.
- c) Next, the researcher asks the students to write or note the difficult conservation or one of word on the story.

- d) Then, the researcher asks students to guess the meaning of that difficult words by see the picture of the web comics.
- e) The researcher and the students discussing about the meaning of the difficult words.
- f) After that, the researcher asks students to translate the story in the web comics into Indonesian language.

3) Post activity

- a) The researcher gives feedback to the students about their translation and the part that is not understood.
- b) Closing the activity by providing motivation.
- c) Finally, the researcher closes the class by greeting.

4. The Concept of Textbook

a. Definition of Textbook

The textbook is one of important elements of the teaching learning process. Textbook is the main carrier of the curriculum and represents the dominant role in school subject teaching and learning. In other definition, textbook is the basic teaching material to achieve the educational objectives and standards of knowledge defined in the curriculum and the catalogue of knowledge. School reader books are also classified as textbooks, as they are a collection of texts selected in accordance with the curriculum goals. Textbooks can either be printed or electronic.²⁹ A textbook can be approved if the following standards are met:

²⁹ Monika Mithans, Milena Ivanus Grmek, *The Use of Textbooks in the Teaching-Learning Process*, (Slovenia: researchgate.net, 2020), P. 202

- 1) The textbook is consistent with the statutory goals of the educational system in the country;
- 2) If the goals, knowledge standards, and contents are in line with the current curriculum and the catalogue of knowledge;
- 3) If it is in line with the contemporary findings of the subject;
- 4) If it is appropriate from a methodological didactic point of view;
- 5) If it adheres to the norms and criteria for school bag weight reduction, adopted by the country;
- 6) If it is suitable for the developmental stage and age of participants in the educational process;
- 7) If it is linguistically correct and appropriate, designed aesthetically, and visually and technically appropriate.³⁰

b. Strength and Weakness

1) Strength

Richards states that the advantages of textbook used in teaching and learning activities:

- a) Textbooks are helpful for beginning teacher, because the materials was covered and designed carefully spelled out in detail.
- b) Textbooks provide organized units of work. Textbook usually contain lessons plans in details and covered several topics.
- c) Textbook provides structure and a syllabus for a program and textbook helps standardize instruction.
- d) A textbook summarizes a great deal of pertinent information.

³⁰ Pravilnik O Potrjevanju Učbenikov, *Rules on the Approval of Textbooks*, (Uradni list RS, 2015)

- e) A textbook enables the students to take home in convenient form most of the materials they need to learn for the course.
- f) A textbook includes other teaching aids, such as summaries and review questions.

2) Weakness

- a) Textbooks lack authentic texts since they depict preferences and biases of their authors and therefore may generate misjudgement, misconceptions, prejudices and stereotypical representations of people from other countries. In their view, such teaching materials are not suitable and convenient for classroom usage.
- b) Textbooks are too rigid and they mirror the pedagogic, psychological and linguistic predilections and biases of their authors.
- c) Textbooks impose, determine and control language learning and teaching methods, techniques, approaches, procedures and processes.³¹

c. Procedure

Procedures of teaching and learning process are one of the important things in the class, so that the teaching and learning activity occurs properly and effectively. In this research, the researcher did not provide any treatment to students in the control class and studying use textbook. The procedures are as follows:

³¹ Biljana B. Radić-Bojanić , Jagoda P. Topalov, *Textbooks in the EFL Classroom: Defining, Assessing and Analyzing*, (University Of Novi Sad, 2016), P. 142

1) Pre activity

- a) Warm up, brainstorming, the researcher opens the class, motivate, and gives some question related to the material to the students. E.g. (*what is your hobby, do you like a short story, have you learn this material in junior high school, anyone remember anything about it*). While asking and answering activity, the researcher gives responses.
- b) After students seem similar with the materials, the researcher starts give the materials based on the textbook.

2) While activity

- a) In this activity, the researcher provides a textbook to the students.
- b) The researcher asks the students to read the story on the textbook.
- c) Next, the researcher asks the students to write or note the difficult of word or text on the story.
- d) Then, the researcher asks students to guess the meaning of that difficult words by see the text before and after of the story.
- e) The researcher and the students discussing about the meaning of the difficult words.
- f) After that, the researcher asks students to translate the story in the textbook into Indonesian language.

3) Post activity

- a) The researcher gives feedback to the students about their translation and the part that is not understood.
- b) Closing the activity by providing motivation.
- c) Finally, the researcher closes the class by greeting.

B. Theoretical Hypothesis

According to the explanation above, the researcher formed a theoretical hypothesis as follows:

1. Ha (Alternative Hypothesis): There is a significant effect of web comics on students' translation ability at eleventh grade of SMK PGRI 4 Bandar Lampung in academic year of 2023/2024.
2. Ho (Null Hypothesis): There is not any positive and significant effect of web comics on students' translation ability at eleventh grade of SMK PGRI 4 Bandar Lampung in academic year of 2023/2024.



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