**CHAPTER IV**

**RESULT AND DISCUSSION**

1. **School Description**

MTs Sriwijaya East Lampung was established in 1987. It is location on Jl. W.R Supratmant, Sadar Sriwijaya, Bandar Sribhawono, East Lampung. The headmaster is Moh Syafaat, S.Pd.I. The activities of teaching learning process are done in the morning for class VII to IX. The clasess begin at 07.30 A.M in the morning and finish at 13.30 P.M, and the day of is on Friday.

MTs Sriwijaya East Lampung has 18 teachers and 2 Office administrations. The condition of the teachers of MTs Sriwijaya East Lampung in the academic year of 2015/2016 can be seen in this following table:

**Table 6**

**List Name of Teachers and Staff in MTs Sriwijaya East Lampung**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Name** | **Subject** | **Position** |
| 1 | Moh Syafaat S.Pd.I | Fiqih | Headmaster |
| 2 | Suminto S.Pd.I | SKI | Vice-chairman of Curriculum |
| 3 | Suja’I S.Pd | Akidah Akhlaq/ Al Qur’an Hadits | Vice-chairman of studentship |
| 4 | Sutatik S.Pd | Bahasa Indonesia, | Teacher |
| 5 | Kurnia Hidayat S.Kom | Teknologi Informasi dan Komunikasi (TIK), | Teacher |
| 6 | Husna LutfiahS.Pd. | Bahasa Inggris, | Teacher |
| 7 | Abdul Aziz | Bahasa Arab | Teacher |
| 8 | PerawatiS.Pd | PPKn | Teacher |
| 9 | Imam Mahfud | Fiqih | Teacher |
| 10 | Jumari | Matematika | Teacher |
| 11 | Srianah S.Pd.I | SBK/ Bahasa Lampung | Teacher |
| 12 | Iin Fitriani S.Ag. | Bahasa Indonesia | Teacher |
| 13 | Bibit Sutrisno S.Pd. | IPA | Teacher |
| 14 | JuminahS.Pd | IPS | Teacher |
| 15 | Ali MansurS.Pd | Matematika, | Teacher |
| 16 | Sumardi S.Pd.I | IPA | Teacher |
| 17 | Mujayad Faqihuddin | - | Office administration |
| 18 | Nur Baiti Khotib S.Pd | Bahasa Arab/IPS | Teacher |
| 19 | Siska Ambarwati | Aswaja | Office administration |
| 20 | Imam Basudi S.Pd.I | Penjaskes | Teacher |

*Source: MTs Sriwijaya, Bandar sribhawono, East Lampung in the academic years of 2015/2016*

Moreover, in the academic year of 2015/2016, MTs Sriwijaya East Lampung has eight groups of classroom from class X to XII with 253 students. The detail following table:

**Tabel 7**

**Total Number of Students MTs Sriwijaya East Lampung in the Academic Year of 2015/2016**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Nama Kelas** | **Total of Students** | | |  |
| **Male** | **Female** | **Total** |
| 1 | VII A | 17 | 16 | 34 | Siska Ambarwati |
| 2 | VII B | 16 | 18 | 34 | Srianah S.Pd.I |
| 3 | VII C | 16 | 16 | 34 | Iin Fitriani S.Ag |
| 4 | VIII A | 13 | 17 | 30 | Perawati S.Pd.I |
| 5 | VIII B | 14 | 16 | 30 | Husna Lutfiah S.Pd |
| 6 | VIII C | 15 | 14 | 29 | Jumari S.Pd. |
| 7 | IX A | 15 | 17 | 32 | Nur Baiti K. S.Pd |
| 8 | IX B | 15 | 18 | 33 | Sutatik S.Pd |
| **Total** | | **121** | **132** | **253** |  | |  |

*Source: MTs Sriwijaya East Lampung in the academic years of 2015/2016*

MTs Sriwijaya East Lampung has a lot of infrastructural building that support students and teachers in teaching learning activity. The detail following table:

**Tabel 8**

**Infrastructural of MTs Sriwijaya East Lampung**

|  |  |  |  |
| --- | --- | --- | --- |
| No | Nama Ruang/Lokal | Jumlah | Keterangan |
| 1 | Office | 2 Rooms | Good |
| 2 | Class Room | 11 Rooms | Good |
| 3 | Head Master Room | 1 Room | Good |
| 4 | Teachers Room | 1 Room | Good |
| 5 | Admin Staff Room | 1 Room | Good |
| 6 | Counselor Room | 1 Room | Good |
| 7 | Library | 1 Room | Good |
| 8 | Laboratory | - | Good |
|  | * 1. language Laboratory | 1 Room | Good |
| 9 | Hall | 1 Room | Good |
| 10 | Bathroom | 4 Rooms | Good |
| 11 | Mosque | 1 Room | Good |
| 12 | OSIS Room | - | - |
| 13 | UKS Room | 1 Room | Good |
| 16 | Warehouse | 1 Room | Good |
| **Jumlah** | | **27 Room** |  |

*Source :MTs Sriwijaya East Lampung in the academic years of 2015/2016*

1. **Process of Treatments**
2. **Description of the First Treatment**

The first treatment was administrated on Wednesday 16th March 2016. The researcher found out the students looked nervous. The class begun by checking the attendance list. The students were not interested when the researcher said about Reading. They assumed that it would be very difficult and boring activity. In this situation was completely the same as the data that the researcher got from the teacher in the preliminary reseach that students were not interested in reading because Reading is a boring activity. In addition the students have dificulties in reading. (See Chapter 1, Page 5)

From the situation above, the researcher gave motivation first to increase student’s proclivity in reading. And then, the researcher introduced the reading criteria then explained the material and indicator of reading measuring. The researcher gave warm up, opened the class, motivated, and gave some questions to the students about their knowledge of graphic novel. E.g. (*what is your hobby, do you like reading book, do you like reading Novel, what kind of book do you like, anyone knows about Graphic Novel*). While asking and answering activity, the researcher responded some students’ answer and wrote it in the white board.

After the students look familiar with the definition of graphic novel, the researcher showed the cover of Jane Eyre to the students as one example of graphic novel. The researcher previewed the prologue and explained the setting, main character of Jane Eyre graphic novel to make students easily understand the graphic novel. Then the researcher spread the copy of Jane Eyre graphic novel, in a text without image, and then asked the student to read aloud the material (word window).

Then after some students have read the text, the researcher asked them to guess word meaning of the text. When the students look confuse about the meaning of the text, the researcher previewed the image of graphic novel without a text inside. There are only a blank of bubble or circle that should be filled a text (image window). Then the researcher asked the student to guess which word that appropriate with the blank bubble or circle form.

Next step, the researcher gave the student full format of Jane Eyre graphic novel (word and image window). There was text and image in the graphic novel that made student easy understanding and analyzing the main idea (topic), inference (implied detail). Then the researcher asked the students some questions related to the material without looking at the text to check the result of the student in understanding the materials. After that, the researcher and student reviewed the story, determine the generic structure, main idea, implied detailof the text and mention the moral value of the text.

Finally, the researcher and students together concluded the material that were already faced by the students then close the meeting. For this case, the students looked interested in the teaching learning process. In the end of classroom activity, the researcher gave homework to the students for analyzing chapter IV-VII.

1. **Description of the Second Treatment**

The second treatment was administrated on Wednesday 23rd March 2016. The second treatment was better than the first treatment because the students did not look nervous and felt affraid anymore. They felt enjoyable with the material. The researcher explained the material. After the researcher explained the material and reading measurement. The researcher gave sample to the students. The theme in the second treatment was Jane Eyre graphic Novel Chapter IV-VI.

For opening the class, the researcher gave warm up, brainstorming and the researcher opened the class, motivated, and gave some questions to the students about their knowledge of the material. The researcher asked the student’s homework. The researcher asked their idea about their comprehension of the story. While asking and answering activity, the researcher responded some students’ answer and wrote it in the white board. The researcher previewed the prologue and explains the setting and main character of Jane Eyre graphic novel to make students easy understanding the graphic novel.

Next, the researcher asked the students some questions related to the material without looked at the text to check the result of the student in understanding the materials. After that, the researcher and student reviewed the story, determined the generic structure, main idea, implied detailof the text then mention the moral value of the text. The researcher and students together concluded the material that already faced by the student. For this case, the students looked interested in the teaching learning process.

1. **Description of the Third Treatment**

The third treatment was administrated on Wednesday 30 March 2016. In the last meeting, there were many improvements in students’ reading comprehension. They looked enthusiastic in doing English lesson in the class. The researcher started the teaching learning process by reviewing the material before, and reading measurement. Then, the researcher previewed the prologue and explains the setting and main character of Jane Eye graphic novel chapter VII-IX to make students easy understanding the graphic novel.

Next, the researcher asked the students some questions related to the material without looked at the text to check the result of the student in understanding the materials. After that, the researcher and student reviewed the story, determined the generic structure, main idea, implied detailof the text then mention the moral value of the text. The researcher and students together concluded the material that already faced by the student. For this case, the students looked interested in the teaching learning process. For this case, the students looked more interested in the third treatment than the first and the second treatment.

Based on the three meetings, the researcher found all activities could run well. All students were paying attention to the researcher enthusiastically while presenting the material. The students did not seem to be nervous anymore. The treatments were very interesting to the students. They felt very interested and enjoyable of the activities.

1. **Data Description**

The researcher got the data from the score of reading test. There were two tests in this research, they were pre-test and post-test. The pre-test was held on March (Wednesday) 9th and (Sunday) 13rd 2016. Before doing post-test the researcher did the treatments for experimental class, the treatments were held on March (Wednesday) 16th, 2016 until (Wednesday) 30th, 2016 and the post-test which has held on April (Wednesday) 6th, 2016 and April (Sunday) 10th, 2016. (See Chapter III, Page 39)

1. **Result of the Research**
2. **Result of the Try Out**

Before doing the pre-test, the researcher did the try out first. The function of try out was to know the students’ reading comprehension before doing Pre-test and posttest. It was to measure the validity and reliability of the test. The score were analyzed based on the formula validity and reliability. (See Chapter III, page 45-47).

1. **Result of the Pre-test**

At the first meeting the researcher conducted pre-test in order to find out the previous students’ reading comprehension and the researcher used the score as the students’ before treatments. The score were analyzed based on reading measurement. (See Chapter III, page 43). The pre-test of control class (VIII A) was administered on March (Sunday) 13rd, 2016 and the pre-test experimental class (VIII B) was administered on March (Wednesday) 9th, 2016.

The analysis showed that the mean score of pre-test in the control class was 65.5. The highest score was 80 and the lowest score was 55 (see Appendix 21). While in the experimental class, the mean was 64.33. The highest score was 80 and the lowest score was 55 (see Appendix 21).

From the data above, the researcher concluded that students’ reading comprehension was low. There were only some students, who passed on KKM and many students who failed passed the KKM. It was because the students’ score of KKM in MTs Sriwijaya East Lampung was 70 and there were many students, who got the score under 70. (See Appendix 21). It means that many students still got difficulty in reading. In this situation was completely the same as the data preliminary research of the eight grade of MTs Sriwijaya East Lampung. (See Chapter I)

1. **Result of Post-Test**

After conducting three meeting of treatments, the researcher gave the post-test to the sample. The post-test was conducted on April (Wednesday) 6th, 2016 at 08.35 AM for class (VIII B) as experimental class and (VIII A) as the control class on April (Sunday) 10th, 2016 at 10.20 AM. The researcher conducted post-test to see whether the students’ score increase or not after they were given treatments.

The analysis showed that the mean score of post-test in the control class was 69. The highest score was 85 and the lowest score was 60 (see Appendix 21). While in the experimental class, the mean score was 72. The highest score was 80 and the lowest score was 60 (see Appendix 21).

From the score of the test after the students gave the treatments, it could be seen that there was significant difference of the students’ reading comprehension between the students taught with lecturing technique and the students taught with Graphic Novel.

For this case, the students’ score were taught by using Graphic Novel is higher than the students’ score were taught by using Text Media. This situation was related to the frame of thinking in chapter II, page 30). Using Graphic Novel in teaching reading could help the students to avoid serious errors as long they follow the direction with generating their ideas.

1. **Result of Data Analysis**
2. **Result of Normality Test**

The normality test is used to measure whether the data in both control class and experimental class are normally distributed or not. In this case, the researcher used Liliefors formula to test the normality of the data.

The hypotheses for normality test formulated as follows:

H0= the data have normal distribution

Ha= the data do not have normal distribution

The test criteria:

H0 is accepted if Lobserved is lower than Lcritical,it means that the distribution of the data is normal.

Ha is refused if Lobserved is higher than Lcritical, it means that the distribution of the data is not normal.

**Table 9**

**Normality of the Control and Experimental class**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Class** | **Pre-Test** | | **Post-Test** | | **Conclusion** |
| **Observed** | **Critical** | **Observed** | **Critical** |  |
| Control | 0.148 | 0.161 | 0.146 | 0.161 | Normal |
| Experimental | 0.153 | 0.161 | 0.132 | 0.161 | Normal |

Based on the table above, it can be seen that in control and experimental class showed Lobserved < Lcritical. The researcher concluded that the data in both classes were normal distributed (see appendix 15-18).

1. **Result of Homogeneity Test**

From the data gained, the homogeneity test for pre-test was 1.333 while the do (29,29) so F-value distribution was 1.850. It can be seen that Fobserved was lower than Fcritical (Fobserved ≤ Fcritical ). It means that the variance of the data of pre-test of both control class and experimental class was homogenous (see Appendix 19).

The homogeneity test for post-test as 1.065 while the do (29, 29) so F-value distribution was 1.850. It can be seen that Fobserved was lower than Fcritical (Fobserved ≤ Fcritical ). It means that the variance of the data of post-test of both control class and experimental class was homogenous (see Appendix 20).

1. **Result of Hypothetical Test**

The hypotheses were:

H0: µ1 ≠ µ2 (there is no significant influence of using graphic novel, towards students’ reading comprehension).

Ha: µ1 = µ2 (there is significant influence of using graphic novel, towards students’ reading comprehension).

The criteria of the test as follows:

Ha is accepted if tobserved is higher than tcritical, or (tobserved > tcritical)

H0 is refused if tobserved is lower than tcritical, or (tobserved < tcritical)

In this case, the researcher used the level of significant α= 0.05

The result of T-test was 2.342 while the df (number of sample from both control and experimental classes subtracted by 2) was 58. So that the result of level of significant 0.05 was 2.00. From this it can be seen that the result of T-test is significant range of 0.05 if Tobserved > Tcritical Ha is accepted because 2.342 > 2.00. Then it can be assumed that there is significant influence of using significant influence of using graphic novel towards students’ Reading comprehension (see Appendix 21).

1. **Discussion**

The research result had shown that there is significant influence using graphic novel towards students’ reading comprehension. From the result above, it can be seen that the average score of students’ reading comprehension who were taught by graphic novel was higher than those who were taught using text media.

At the beginning, the pre-test was administered to know the students’ reading comprehension before they were given treatments by the researcher. The result showed that the average score of control class was 65.5 and the average score of experimental class was 64.5. The normality and homogeneity test were show that the data were normal and homogenous. Therefore, it can be concluded that the two groups, experimental class and control class had the same ability at the beginning of the research. Afterward, the students were taught by graphic novel in the experimental class and using text media in control class. The material was three topics about descriptive text.

At the end of the research, post-test was given to measure the improvement of students’ reading comprehension in both classes after treatment done. The result of post-test showed that two classes got improvement. It was proved by increasing average both classes. The average score of control class was 69 and the average score in the experimental class was 72.

The way to encourage the students to be more active in teaching and learning process, the teacher should apply a method, a strategy or a technique. Therefore, the teaching reading would be more effective and it would make the students be more active in the class if the teacher used helpful and interesting media. Due to graphic novel can make the students active and interesting in learning reading.

It was also supported by the result of the data analysis. It showed that using significant influence of using graphic novel towards students’ reading comprehension at the first semester of theeigthgrade of MTs Sriwijaya, Sadar Sriwijaya, Bandar Sribhawono, East Lampung. Graphic Novel encourages the students to be more active and can develop their motivation in learning English especially in reading.

In conclusion, the researcher concluded that using Graphic Novel encourages the students to be more active and can develop their motivation in learning English especially in reading. Based on the data analysis of the data and testing of hypothesis, the result of the calculation found that the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. From analysis above, we knew that using graphic novel towards students’ reading comprehension could help students improved their reading.

So in this case, the researcher would like to say that Graphic Novel is one of good media that can be used in motivating students in learning English, especially in reading. Using graphic novel encourages the students to be more active and can develop their motivation in learning English especially in reading. It was supported by Scolatic who states that, using graphic novel can dramatically help improve reading development for students struggling with language acquisition, including special-needs students, as the illustrations provide contextual clues to the meaning of the written narrative.[[1]](#footnote-1) Based on this research, it can be the choices as a media that can be used by english teacher in teaching reading.

1. Scolastic, *Lock, Cit,* p. 04. [↑](#footnote-ref-1)