

**THE EFFECTIVENESS OF COMIC STRIPS TO FACILITATE STUDENTS'
READING COMPREHENSION ON NARRATIVE TEXT AT THE
FIRST SEMESTER OF THE NINTH GRADE OF SMP MMT
BANGUN JAYA MESUJI LAMPUNG IN THE ACADEMIC
YEAR 2019/2020**

An Undergraduate Thesis

Submitted as Partial Fulfillment of the Requirements for S1 – Degree

By:

DIANA MAYASARI

NPM: 1511040226

Study Program : English Education

Advisor : Syofnidah Ifrianti, M.Pd

Co-Advisor : Dian Reftya Wati, M.Pd



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2020**

ABSTRACT

Reading is one of language skills that should be mastered by students. In reading process the readers will find the knowledge and get information from printed text. The students' reading comprehension in SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung have a problem in reading, especially in reading comprehension narrative text. Furthermore, the researcher applied Comic Strips Media in learning reading in SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung. This research was aimed finding out whether there was a significant effectiveness of Comic Strips to Facilitate Students' Reading Comprehension on Narrative Text of the First Semester of the Ninth Grade of SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung in the Academic Year 2019/2020.

In this research, the research methodology was quasi experimental design with pre-test, treatments and post-test after treatments. The population of this research was the ninth grade students of SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung. The samples of this research were two classes consisting of 27 students for experimental class and 24 students for control class. In the experimental class, the researcher used comic strips media and in the control class used pictorial stories. The treatments were held in 3 meetings for each class. In collecting the data, used instruments in the form of multiple choice questions which had been tried out before the treatments. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS (*Statistical Package for Social Science*) version 20 to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that Sig = 0.043 and $\alpha = 0.05$. It means that H_a was accepted because Sig. < $\alpha = 0.043 < 0.05$. Therefore, there was a significant effectiveness of comic strips to facilitate students' reading comprehension on narrative text at the first semester of the ninth grade at SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung.

Keywords : *Narrative Text, Comic Strips, Reading Comprehension, Quasi Experimental Design, Experimental Design, Quantitative Research.*



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIIYAH DAN KEGURUAN**

Jl. Let. Kol. H. Endro Suratmin, Bandar Lampung Telp. 0721.703260

APPROVAL

Title : THE EFFECTIVENESS OF COMIC STRIPS TO FACILITATE STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT AT THE FIRST SEMESTER OF THE NINTH GRADE OF SMP MMT BANGUN JAYA MESUJI LAMPUNG IN THE ACADEMIC YEAR 2019/2020

Student's name : Diana Mayasari

Student's number : 1511040226

Study program : English Education

Faculty : Tarbiyah

APPROVED

To be tested and defended in the examination session at Tarbiyah and Teacher Training Faculty, the State Islamic University of Raden Intan Lampung

Advisor,

Syofnidah Ifrianti, M.Pd
NIP. 196910031997022002

Co-Advisor,

Dian Reftyawati, M.Pd
NIP.

The Chairperson of
English Education Study Program

Meisuri, M.Pd
NIP. 198005152003122004



KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Let. Kol. H. Endro Suratmin, Bandar Lampung Telp. 0721 703260

ADMISSION

A research proposal entitled: **“THE EFFECTIVENESS OF COMIC STRIPS TO FACILITATE STUDENTS’ READING COMPREHENSION ON NARRATIVE TEXT AT THE FIRST SEMESTER OF THE NINTH GRADE OF SMP MAKARTI MUKTI TAMA BANGUN JAYA, MESUJI LAMPUNG IN THE ACADEMIC YEAR 2019/2020**, by: **DIANA MAYASARI, NPM: 1511040226**, Study Program: **English Education**, was tested and defended in the examination session held on: **Thursday, February 06th 2020.**

Board of Examiners:

Chairperson : Dr. M. Muhassin, M. Hum

The Secretary : Septa Aryanika, M.Pd

The First Examiner : M. Sayid Wijaya, M.Pd

The Second Examiner : Syofnidah Ifrianti, M.Pd

Advisor : Dian Reftyawati, M.Pd

Dean of
Tarbiyah and Teacher Training Faculty



Prof. Dr. H. Nurva Diana, M.Pd
NIP: 196408281988032002

DECLARATION

Hereby, I stated this thesis entitled “The Effectiveness of Comic Strips to Facilitate Students’ Reading Comprehension on Narrative Text at the First Semester of Ninth Grade of SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung in the Academic Year 2019/2020” is completely my own work. I am fully aware that I have quote some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung,
Declared by,

2020



DIANA MAYASARI
NPM.1511040226

MOTTO

فَإِذَا قَرَأْتَ الْقُرْآنَ فَاسْتَعِذْ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ ﴿٩٨﴾

“When you recite the Qur’an, you should ask Allah for protection from cursed syaitan”.¹ (Q.S. An-Nahl: 98)

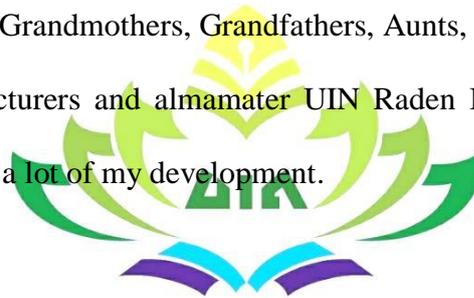


¹ Abdullah Yusuf Ali, The Holy Qur’an Arabic Text Writing Offset Printers, India, 2006, p.278

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Praise to be Allah SWT, thanks for everything.
2. My beloved Parents, Alm. Mr.Masruri and Mrs.Siti Kholisoh who always pray for all the best to me and give me motivation to study hard until now.
3. My beloved brother, sister and my beloved Nephew; Darmadi, Yuliana Wati, Daffa Naizar Julianda, Daniar Pradipta Arrayan.
4. My big family: Grandmothers, Grandfathers, Aunts, Uncles, and Cousins.
5. My beloved lecturers and almamater UIN Raden Intan Lampung which has contributed a lot of my development.



CURICULUM VITAE

The name of the researcher is Diana Mayasari. She is called by Maya. She was born in on June, 15th 1997 in Bangun Jaya. She lives on Bangun Jaya, Tanjung Raya, Mesuji Provinsi Lampung. She is the second child of two children of Alm. Mr.Masruri and Mrs.Siti Kholisoh. She has one sister, her name is Yuliana Wati.

She accomplished her formal education at Kindergarten at TK Kartini, and finished in 2004. Then, the researcher entered Elementary School at SD N 14 Bangun Jaya in 2004 and she graduated in 2009. After that, she continued her study at Junior high school at SMP N 02 Mesuji Lampung and graduated in 2012. After that, she attended again at SMA N 02 Tanjung Raya, and graduated in 2015. Then, she registered her study in State Islamic University of English study Program of Tarbiyah and Teacher Training Faculty.

ACKNOWLEDGEMENT

Frist of all, praise to be Allah, the Almighty God, the most merciful and the most beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation is upon our prophet Muhammad SAW, with his family and followers.

This the entitled “The Effectiveness of Comic Strips to Facilitate Students’ Reading Comprehension on Narrative Text at the First Semester of Ninth Grade of Smp Makarti Mukti Tama Bangun Jaya Mesuji Lampung in the Academic Year 2019/2020” is submitted as a compulsory fulfilment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University. When finishing this thesis, the writer has obtained so much helps, assistances, supports, loves and many valuable things from various sides. Therefore, the researcher sincerely thanks to:

1. Prof. Dr.Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung with her personel, who have given an opportunity and the help for the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Syofnidah Ifrianti, M.Pd as the advisor who has patiently guided and directed the researcher until the accomplishment of this thesis.

4. Dian Reftyawati, M.Pd, the great Co-advisor, who always patiently guided and spent countless time that has given to the researcher to finish this thesis.
5. All excellent lecturers of English Education Study Program of UIN Raden Intan Lampung.
6. Fendi Arif Hermawan, S.Pd, the headmaster of SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung for allowing her to conduct the research.
7. Yetiana, A.Md, the English Teacher of SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung who has helped and given suggestion during the research process; and the students of the Ninth Grade of SMP Makarti Mukti Tama Bangun Jaya for being cooperative during the research.
8. Her beloved family who always give motivations, prays and supports on completing this thesis.
9. My beloved friends in Kukuruyuk Boarding House, Destia Wulandari, Dessy Mualifah, Eka Nurhayati, Erlina Juwita, Puspita Sari.
10. Her beloved friends, Devita Virdani, Dessy Mualifah, Dewi Rahayu, Inggrit Urbaning Pangestu, Devie Afiah Ningrum and all friends in English Education Departement 2015, especially Class D who always give motivation on completing this thesis.
11. Her big family in KKN 57 (Rima Hidayanti, Eli Endarwati, Yeni Mahdalena, Hafiz Muarif) and all member of KKN.
12. Her big family in PPL 079 (Devilia Imelda, Diah Mega Pratiwi, Siti Jubaidah) and all member PPL 079.

Finally, the researcher is fully aware that there are still a lot of weakness in this thesis. For this, the researcher truthfully expects criticisms and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.



Bandar Lampung,
The Researcher,

DIANA MAYASARI
NPM.1511040226

2020

TABLE OF CONTENTS

	Pages
COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
DECLARATION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xii
LIST OF TABLES	xv
LIST OF FIGURES	xvi
LIST OF APPENDICES	xvii



CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	10
C. Limitation of the Problem	10
D. Formulation of the Problem	11
E. Objective of the Research	11
F. Significance of Research	11
G. Research Scope	12

CHAPTER II REVIEW OF LITERATURE

A. Concept of Reading	13
B. Concept of Teaching Reading	15
C. Concept of Reading Comprehension	17
D. Concept of Genre Text	19

E. Concept of Narrative Text	21
1. Definition of Narrative Text	21
2. Types of Narrative Text	22
3. Social Function of Narrative text	25
4. Language Features of Narrative text	26
5. Generic Structure of Narrative Text	27
F. Students' Reading Comprehension in Narrative Text	30
G. Comic Strips	
1. Definition of Comic Strips	31
2. Teaching Reading Using Comic Strips	33
3. The Procedure of Teaching Reading by Using Comic Strips	35
4. The Advantages and Disadvantages of Comic Strips	36
H. Picture Stories Media	
1. Definition of Picture Stories	38
2. Procedure teaching reading by using Picture Stories	39
3. The Advantages and Disadvantages of Using Picture stories	40
I. Frame of Thinking	41
J. Theoretical Hypothesis	43

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	44
B. Variable of the Research	46
C. Operational Definition of the Variable	47
D. Population, Sample and Sampling Technique	
1. Population	48
2. The Sample of the Research	49
3. The Sampling Technique of the Research	49
E. Data Collecting Technique	50
F. Research Instrument	51
G. Research Procedure	55
H. Scoring Procedure	58

I. Try-out	59
1. Validity Test	59
a. Content Validity	59
b. Construct Validity	60
c. Item Validity	62
2. Reliability of the Test	63
J. Data Analysis	64
1. Fulfillment of the assumption	65
a. Normality Test	65
b. Homogeneity Test	65
2. Hypothetical Test	66
 CHAPTER IV RESULT AND DISCUSSION	
A. Result of the Research	68
1. Result of the Pre-test in Experimental Class	69
2. Result of the Pre-test in Control Class	70
3. Result of the Post-test in experimental Class	72
4. Result of the Post-test in Control Class	73
B. Result of Data Analysis	75
1. Fulfillment of Assumption	75
2. The Result of Normality Test	75
3. The Result of Homogeneity Test	76
4. Result of Hypothetical Test	77
C. Discussion	79
 CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	81
B. Suggestion	82
REFERENCES	83
APPENDICES	87

LIST OF TABLES

Table	Pages
Table 1 The Score Students' Reading of Ninth Grade of Smp MMT Bangun Jaya Mesuji Lampung	5
Table 2 Example of Narrative Text	29
Table 3 Pre-Test and Post-Test	45
Table 4 The Population of the Ninth Grade Students' of Smp MMT Bangun Jaya Mesuji Lampung	48
Table 5 Table Specification of Reading Ability for Pre-Test After Validity	52
Table 6 Table Specification of Reading Ability for Post-Test After Validity	54
Table 7 The Result of Pre-Test in Experimental Class	70
Table 8 The Result of Post-Test in Experimental Class	71
Table 9 The Result of Pre-Test in Control Class	73
Table 10 The Result of Post-Test in Control Class	74
Table 11 The Result Normality Test of the Experimental Class and Control Class	76
Table 12 The Result Homogeneity Test of the Experimental Class and Control Class	77
Table 13 The Result of Hypothetical Test	78

LIST OF FIGURE

	Pages
Figure 1 Graphs of the Result of Pre-Test in Experimental Class	69
Figure 2 Graphs of the Result of Post-Test in Experimental Class	71
Figure 3 Graphs of the Result of Pre-Test in Control Class	72
Figure 4 Graphs of the Result of Post-Test in Control Class	74



LIST OF APPENDICES

	Pages
Appendix 1 The interview guideline for the teacher	85
Appendix 2 The result of interview the teacher	86
Appendix 3 The interview for the students	88
Appendix 4 The result of interview for students	89
Appendix 5 Students' reading score at the ninth grade of Smp Mmt Bangun Jaya Mesuji Lampung	92
Appendix 6 Syllabus	95
Appendix 7 Lesson Plan for Experimental Class	
a. First Meeting	101
b. Second Meeting	110
c. Third Meeting	119
Appendix 8 Lesson Plan for Control Class	
a. First Meeting	129
b. Second Meeting	142
c. Third Meeting	151
Appendix 9 The Validation of the Instrument	159
Appendix 10 Students' Name of Try-Out Class	161
Appendix 11 Students' Name of Experimental Class	162
Appendix 12 Students' Name of Control Class	153
Appendix 13 The Instrument for Pre-Test After Validity	164
Appendix 14 The Instrument for Post-Test After Validity	173
Appendix 15 Answer Key's the Instrument for Pretest & Postest After Validity ..	184
Appendix 16 Analysis Validity of Pre-Test Using SPSS	185
Appendix 17 Result Validity of Pre-Test	191
Appendix 18 Analysis Validity of Post-Test	193
Appendix 19 Result Validity of Post-Test	202
Appendix 20 Students' Score of Pre-Test and Post-Test in Experimental Class ...	204
Appendix 21 Students' Score of Pre-Test and Post-Test in Control Class	205
Appendix 22 Result of the Pre-Test in Control Class	206

Appendix 23 Result of the Pre-Test in Experimental Class	207
Appendix 24 Result of the Post-test in Control Class	208
Appendix 25 Result of the Post-Test in Experimental Class	209
Appendix 26 The Result Reliability of Pre-Test	210
Appendix 27 The Result Reliability of Post-Test	211
Appendix 28 The Result Normality Test in Experimental Class & Control Class.	212
Appendix 29 The Result of Homogeneity Test	213
Appendix 30 The Result of hypothetical Test	214
Appendix 31 Students Answer Sheet of Pre-Test in Experimental Class	215
Appendix 32 Students Answer Sheet of Pre-Test in Control Class	218
Appendix 34 Students Answer Sheet of Post-Test in Experimental Class	220
Appendix 35 Students Answer Sheet of Post-Test in Control Class	222
Appendix 36 Documentation of the Research	223



CHAPTER 1 INTRODUCTION

A. Background of the Problem

Reading is an activity to get knowledge and information in a reading. Reading is one of the skills that exist in language, language skills include reading, listening, speaking and writing. Reading as one of the four main skills that need to be taught. Among the four skills learned by students, reading is one of the language skills that must be acquired by students. Reading, as one of language skills, has a very important role. Students must understand reading for specific purposes but need practical and suitable methods. The idea is supported by the fact that reading now has a part of everyday life. Reading cannot be separated from daily activities. Students read many written materials such as newspaper, magazine, novel, comic, short stories, textbook and etc.

Through reading students can get a lot of information, knowledge, enjoyment and even solutions to problems. Speaking and writing involves the production of language, so they are considered productive skills. On the other hand, listening and reading involves receiving messages, so they are considered receptive skills. So, every language skill has a close relationship between language skills with each other, because these four skills are one unit. Reading is one language skill that is very important to learn. Through reading, students can improve their language and experience. Students will receive information and ideas that they have never known before.

According to Scanlon at all, that reading is a complex process that requires analysis, coordination, and interpretation of a variety of sources of information.² So, reading is a process of analyzing interpretations in a reading from various sources of information. Reading is very important to broaden knowledge so that you can discuss other people's ideas and information in the reading. If we can understand the contents of the reading it will be easier for us to know the contents of the reading and more easily respond to the contents of the reading. But, lack of self-awareness and motivation will influence reading interest. Therefore, to increase reading interest, start reading something you like. When reading, you should adjust it to your interests, so that interest in reading does not only come from thoughts but also from the heart. Basically reading is a fairly difficult activity for most people.

Through reading activities, students can improve their language and experience. Students will get information and ideas that they have never known before. According to Lems, reading is the process of receiving and interpreting information encoded in language through print media. Reading is also useful for other purposes; every exposure to English is a good thing for language students. Based on the previous explanation above, reading is the process of receiving meaning by decoding written text.³ In this process, the reader interacts dynamically with the text as he tries to get meaning. Based on the above definition, reading is a process of interaction between the reader and

² Donna M. Scanlon at all., *Early Intervention for Reading Difficulties*, (New York: The Gilford Press, 2010), p.9

³ Kristin Lems, *Teaching Reading English Language Learners*, (New York: London,2010), p.33

the contents of the text to obtain a meaning. The more often reading, the easier it is for students to understand the contents of the reading.

Understanding reading is the process of making meaning from text. Therefore, to obtain a thorough understanding of what is explained in the text rather than to get the meaning of an isolated word or sentence.⁴ It means that reading activities have a specific purpose, but before arriving at that goal there are several steps that are understood in getting the material. Therefore, reading is very important to expand knowledge. Moreover, we can understand ideas of other if we can do reading comprehension well, so that what they think will be similar to what is read from various sources, including text.

Understanding of reading is a reading activity carried out by involving accuracy and focus while reading. Usually reading comprehension activities are carried out with various techniques, depending on the reader. Like, read silently and read aloud. In the learning process of reading comprehension, students and teachers often experience difficulties or obstacles. When students are asked by the teacher to read English texts and then understand the contents of the reading, students feel difficulties, because the students' ability to read English texts is still lacking. Then the difficulty for the teacher is that the teacher is still less able to foster students' interest in reading especially the text narrative because of the limited creativity of the teacher in applying learning strategies that are appropriate and easy reading comprehension for students.

⁴ G. Woolley, *Reading Comprehension: Assisting Children With Learning Difficulties*, (Springer Science+Business Media B.V.2011), p.15

In reading, everyone needs to build meaning after they have finished identifying the words in the print. This states that everyone needs to go through the process of reading and understanding what they have read by identifying meaning in a reading. In addition, this process is also to interpret meaning in learning reading skills. Students must be able to apply this process to understand meaning in reading. Based on this, it can be concluded that reading is the activity of the reader to get information that we can and understand from a printed text using the eyes and brain to understand what the author thinks in his writing.

Although reading comprehension is very important for students in the learning process, in fact there are still many students who are less capable of reading comprehension. This is based on the researcher interview with the English teacher, Ms. Yetiana A, Md. She teaches English for ninth grade students at SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung in the 2019/2020 school year. She said that use media pictorial stories or newspapers to teach reading, especially narrative texts. Furthermore, she said that students' reading ability still low because from some students it difficult to get ideas or main information when reading narrative texts. In addition, the lack of vocabulary possessed by students, so that what is contained in the contents of the reading is not conveyed to students.⁵ So, based on the statement above students are difficult to understand a reading, especially in narrative text.

⁵ Yetiana A, Md, *Interviewed of the English Teacher at SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung, on Januari 20th, 2019, Unpublished.*

After interviewing the teacher, the researcher also interviewed with some of students of SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung. Students says that reading narrative texts is boring because the text is long, so they need a long time to understand the text because they translate text from word to word. The students said that the media by the teacher was not interesting, and the students said they were bored because the teacher always used same media.⁶ Then, condition the atmosphere in the classroom becomes uncontrollable, noisy and looks boring. Based on the pre-research conducted by researchers at SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung, the ability to read narrative text of students is still low. Most students score below the minimum standard criteria (KKM), 70, and this can be seen in the following table.



Table 1
The Score of Students Reading of Ninth Grade of SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung in the Academic Year of 2018/2019

No	Score	Class			Total	Percentage
		IX A	IX B	IX C		
1	≥70	11	9	8	28	35,8 %
2	<70	16	15	19	50	64,2 %
Jumlah		27	24	27	78	100 %

Source :Document of the English teacher of SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung

From the table it can be concluded that from 78 students of ninth of grade SMP Makarti Mukti Tama Bangun Jaya they are 50 student (64,2%) got the score under 70. Because the criteria of minimum mastery (KKM) English

⁶ The students of ninth grade of SMP MMT Bangun Jaya Mesuji Lampung, *Interviewed*, in 20th Januari 2019, Unpublished.

score in this school is 70. That means there are many students from three classes who feel difficulties and have the same problem in reading.

Based on the description above, in understanding a text students must be able to understand the reading to get the main idea, and get specific information from the narrative text. For that reason, the researcher tried to find the best media that was expected to be able to help students easily understand reading especially narrative texts. There is so much media that can be used to teach reading narrative texts. Therefore, researcher focus on teaching reading comics. Because, comics can be an interesting thing to attract students in learning narrative texts because the stories they convey are accompanied by verbal expressions and realistic colored illustrations that can be easily understood by students. Comics are chosen because comics are authentic. Special features found in comics such as short and illustrated narratives make them like to read.

Anuar state in Krisnan and Othman that comic is able to increase the rate of reading as his students understand comics quickly as they learn. This is because the language normally used in the comics is simple and easy to understand.⁷ So this comic strip media is suitable to be used as an effective teaching tool in the classroom. The use of comics can increase interest in learning, reduce passive behaviour and increase active student involvement. Thus, class control becomes easier for the teacher. Comics can help

⁷ Shamini Krisnan and Kamisah Orhman, *The Effectiveness Of Using Comic To Increase Pupils' Achievements And Higher Order Thinking Skills In Science*, International Journal of English and Education ISSN: 2278-4012, Volume:5, Issue:3, July 2016, p. 284

understand the contents of reading easily, not boring and help explain a concept easily.

Liu said, many reading comprehension studies consider the extent to which visuals, that any graphic display that portrays all or some accompanying text's content, helps reader to comprehend factual information.⁸ So, comics are an art form by using a series of immovable images in a fixed sequence. There are two types of comics, comic strips and comic books. Comic strips are defined as a series of images in a box that tells a story. Whereas comic books are collections of stories that have images consisting of one or more titles as themes.

Teachers should be more selective in choosing teaching media / tools. In the opinion of researchers, teaching English about reading comprehension using comic strips is one of the teaching aids in which students are given the opportunity to learn English more pleasantly. The researcher thought that the comic was like an additional gesture that provided a conceptual basis for organizing input, the process of understanding the second language would be facilitated because students would be better able to create an imaging system when meeting words and expressions in a part they were not used to.

Facilities are all things that facilitate and facilitate the implementation of all kinds of businesses. A combination of pictures and sentences, so that it will help students understand the content and context that the teacher has taught

⁸ Jun Liu, "Effects of Comic Strips on L2 Learners' Reading Comprehension", in *Tesol Quarterly*, (vol. 38, no. 2/ June, 2004), p. 226.

easily. By using comics, it is expected to motivate students to read and pay attention to materials. It will create fun learning in English.

Comic strips are effective to be applied in teaching reading comprehension in narrative texts. This is supported by several previous studies conducted “the effectiveness of using comic strips in teaching students’ reading comprehension skill” a thesis made by Armilasari the student of State Islamic Institute of Surakarta.⁹ She states that there are significance difference of students’ achievements in understanding the reading text between those taught using comic strips media with discussion technique and those taught by picture series at the eighth grade students of MTSn Sukoharjo. The measurement showed that the increasing line of the understanding the reading text of the experimental group was higher than the understanding the reading text of the control group.

Furthermore, the second thesis is “the effectiveness of teaching reading using comic strips to improve students’ reading ability” a thesis made by Mustaanisa, English Language Department Faculty of Tarbiyah Walisongo State Institute for Islamic Studies.¹⁰ From this research can be taken a conclusion that using comic strips can improve students’ ability in reading ability. It can be seen from the test result of the students. As the result, the

⁹ Lilis Armilasari, *The Effectiveness of Using Comic Strips in Teaching Students’ Reading Comprehension Skill* at eight grade students of MTSn Sukoharjo in academic year 2016/2017, 2016 p.44 (unpublished thesis student of State Islamic Institute of Surakarta).

¹⁰ Mustaanisa, *The Effectiveness of Teaching Reading Using Comic Strips to Improve Students’ Reading Ability*, 2009, p.30 (unpublished thesis English Language Department Faculty of Tarbiyah Walisongo State Institute for Islamic Studies).

mark of students in experimental class is higher than the mark of students in control class.

In addition, the third thesis is “The Effectiveness of Teaching Reading Using Comic Strip to Facilitate Students’ Reading Comprehension in Narrative Text” a thesis made by Agung Wahyu Nugroho, English language Depatement Faculty of Tarbiyah Surakarta State Institute for Islamic Studies.¹¹ The application of using Comic Strip is effective in teaching reading narrative text at the ninth grade of SMP N 4 Jatiyoso in the Academic Year 2016/2017, because the strategy can make the students to be more motivated and active learner. It can be showed from the result of independent t-test, where the mean score of experimental class which was taught using Comic strips is higher than the mean score of control class which as taught using module media

Based on the research above, the researcher concluded that comic strips media can be used in the teaching and learning process specifically in reading subjects, and could motivate students to facilitate students' reading comprehension, not make students bored in learning, and can stimulate students to be active in the learning process. There were a number of differences between the two researchers above with researchers, including differences in schooling, skills and clearly the object of study by researchers. The researcher use comic strips in the research because, comic strips media is media that has a clear, simple vocabulary students find it clear to understand,

¹¹ Agung Wahyu Nugroho, *The Effectiveness of Teaching Reading Using Comic Strip to Facilitate Students’ Reading Comprehension in Narrative Text An Experimental Research at the Nine Grade Students of SMP N 4 Jatiyoso 2016/2017*, 2016 p.9 (unpublished thesis students of State Islamic Institute of Surakarta).

easy to understand and more personal nature so that it is informative and educative. It means students easily understand the contents of the story.

Given the facts above, the researcher is interested in conducting research using comic strips in teaching language especially narrative texts and investigating whether using media comic strips influenced students' reading skills, especially narrative texts. Therefore, the researcher proposes a study entitled *The Effectiveness of Comic Strips to facilitate Student Reading Comprehension on Narrative Text in the Ninth Second Semester of SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung in the Academic Year 2019/2020.*

B. Identification of Problems

Based on the background above, the researcher concluded that there were several problems as follows:

1. The ability to read narrative texts is still low.
2. Students are still lack in vocabulary mastery.
3. Students get bored, because the teacher always uses the same media.

C. Limitation of Problems

In this quantitative experimental research, the researcher focused on narrative text because it is the kind of the text in ninth grade of Junior High school. The researcher used comic strips to teach the students' reading comprehension skill. Comic strips was put as experimental variable and module media was put as control variable in teaching reading comprehension on narrative text. So, this study is limited to observe study experimental about

using comic strips in teaching reading of ninth grade students of SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung in Academic Year 2019.

D. Formulation of the Problem

Based on the identification and limitations of the problems above. The researcher formulated the problem as follows: is there any significant effectiveness of comic strips to facilitate students' reading comprehension skill on narrative text?

E. Research Objectives

Based on the formulation of the problem above. The purpose of this research was to obtain the empirical evidence of the effectiveness of using comic strips media on narrative texts of students'.

F. Significance of Research

This research hopes that there were several significance of the research and they are as follows:

1. Theoretically

To theoretically this research was expected to support previous theories about the effectiveness of using media comic strips to motivate students' ability to read narrative texts.

2. Practically

- a. For the Researcher, the researcher hope this research can help to be good English teacher especially in teaching reading.
- b. For the Teachers, for practical research it is expected that teachers can use comic strip media in their ability to read teaching narrative texts.

- c. For the Students, for practical research students are expected to be able to improve the ability to read narrative texts.
- d. For the Institution, the result of this study contributed the institution to fulfill the demand of English curriculum.

G. Research Scope

In this study, researchers will determine the scope of the study as follows:

1. Research subject

The research subject of the research was the students at the ninth grade of SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung.

2. Research Object

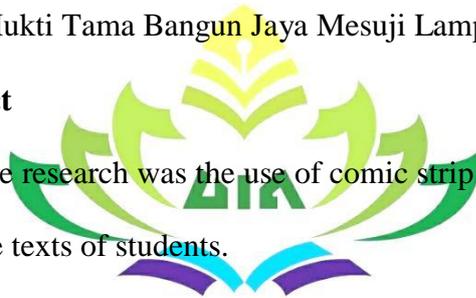
The object of the research was the use of comic strip media and the ability to read narrative texts of students.

3. Research Place

The research was conducted at SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung.

4. Research Time

This research was conducted in first semester in the academic year of 2019/2020.



CHAPTER II REVIEW OF RELATED LITERATURE

This chapter covers some theories as the basis of the discussion. It is aimed at gaining more understandings about the topic of the research study. The discussions in this chapter are some relevant theories of the study, like all about reading, reading comprehension, narrative text, comic strips and also some previous study.

A. Concept of Reading

Reading is one of four language skills. This is the first direct communication of students to obtain their language development. After years of listening and speaking, students went on to school where they first learned to read before writing.

Reading as interpreting means reacting to written text as a place of communication. In other words, the author assumes a number of communication intentions on the part of the writer that aims to be understood by the reader. Seravallo states that reading is something that one gets better at with practice. It is not surprising, then that for children to become better readers, they must read for long stretches of time, with just-right material, joyfully engaged in their reading.¹² There are several aspects that we must concern to become better readers. We should read for several times and find the right material, and joyfully engaged in reading. With this, reading can be a great activity to do.

¹²Jennyfer Seravallo, *Teaching Reading In Small Group* (Porsmouth: Heinemann, 2010), p.20

Furthermore, Seravallo states reading is thinking and understanding and getting the meaning behind a text.¹³ It means reading is process when the readers thinking and understanding the text that they read, thus the reader can get the meaning and information contains behind the text.

Moreover, Lems et. al, states that reading is an interactive process that place between the text and readers' processing strategies and background knowledge.¹⁴ It means that reading is an interactive process which the readers' processing strategies and their own background knowledge have important role when read the text. The readers' processing strategy can determine how the reading process occurs. The readers' background knowledge also gives a big effect when doing reading activity. By combining information from a text with their background knowledge and also using appropriate strategies, it can help the readers' easier to build the meaning.

In summary, reading is an activity when people see text and can interpret meaning and get information that is in accordance with what is intended by the author. We need to read as much as possible. Because of reading can make us know many more information and increase our knowledge.

B. Concept of Teaching Reading

Teaching is the process of learning the teacher while in class, dealing with students, planning learning and evaluating it. According to Biggs and Tang in Klopper and Drew, teaching is not concerned with sending information. Teaching is concerned with engaging students in active learning

¹³*Ibid.*

¹⁴Kristin Lems, Leah D. Miller and Tenena M. Soro, Teaching Reading to English Language Learners (New York: Guilford, 2010), p.33

and scaffolding their knowledge by building on what they already know.¹⁵ It means this means that in the teaching process, teachers are more concerned with involving students to be active in the teaching and learning process and students can improve their knowledge by building information that they already know.

The objective of teaching reading is build students' skill in read English text. In addition, good in comprehend the text is one of the reading goals. According to Ariwiyanti in Muslaini, the specific objective in teaching reading are:

- 
- a. To an able the students to develop basic comprehension skills so that they can read and understand text of a general nature
 - b. To use reading to increase their general knowledge
 - c. To decide about reading purpose
 - d. To adapt their strategies of reading
 - e. To develop their ability to read critically.¹⁶

Based on these explanations, it can be infer that teaching reading is the teacher's way in transfer the knowledge to make the students active in learning process and improve their knowledge by building the information that they already know. Teaching reading is useful activity. So, the students can achieves the objective in teaching reading after participating in learning activities.

¹⁵Christopher Klopper and Steve Drew, *Teaching for Learning and Learning for Teaching*, (Rotterdam: Sense Publisher, 2015), p.86

¹⁶Muslaini, *Strategies for Teaching Reading Comprehension*, English Education Jurnal, Vol.8 No.1 (January 2017), p.70

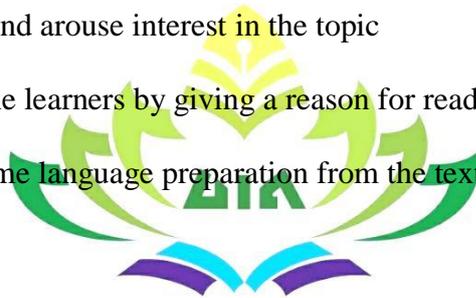
Berardo in Napitupulu says that in teaching reading involve three phase: pre-, while-, and post- reading stages.

1) Pre-reading

Preparing students for what they are going to read can make comprehension much easier. The preparatory activities below aim to help students understand the kind of the text they will read and the overall meaning of the text.

The aims of pre-reading are:

- a. To introduce and arouse interest in the topic
- b. To motivate the learners by giving a reason for reading
- c. To provide some language preparation from the text.



2) While-reading

Not all reading is simply extensive or global reading. They may be certain facts or rhetorical devices that students should take a note of while they read. Give students a sense of purpose for reading rather than just a reading because you order it.

The purpose of this stage is:

- a. To help understanding of the text structure
- b. To help understanding of the teachers' purpose
- c. To clarify text content

3) Post-reading

The main aim of the reading is to give students the opportunity to react the text in a personal way and to go beyond the text itself, but there are other purpose of reading are follows:

- a. To consolidate of reflect what has been read
- b. To relate the text to learners own knowledge, interest or view.¹⁷

Based on thus statement, it can be concluded that teaching reading is process to make the students understand and comprehend the meaning of the text by their own knowledge. Teaching reading divides into three steps, namely pre-reading, while-reading, and post-reading.

C. Concept of Reading Comprehension

Reading comprehension is the interaction between the reader and the text and the reader also relate information from text with previous experience and knowledge. In reading a text, the reader have purpose to get information and understand about the text and the reader can get the message from the text. According to Simarmata, reading comprehension is the reading ability to read the text, process it and understand its meaning.¹⁸ It means that reading comprehension is the reader ability to comprehend text to get meaning from text.

According to Brown in Ifrianti's Journal that there are some aspect that commonly use in student's reading comprehension, they are:

¹⁷Merlin Helentina Napitupulu, *Improving Materials on Reading Comprehension*, Jurnal Mantik Pustaka, Vol.2 No.1 (June. 1 st 2018), p. 102

¹⁸ John Pieter Simarmata, *Reading Comprehension, Skills with Semantic Mapping and K.W.L. Strategies* (Medan:2014), p.1

- 1) Main Idea (topic sentence)
- 2) Expression/Idiom/phrase in context
- 3) Inference (implied detail)
- 4) Grammatical feature
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated details)
- 7) Supporting idea
- 8) Vocabulary in context.¹⁹

In order word, reading comprehension is the ability to understand information from the text. The reader should be careful reading in order to understand total meaning of passage. In this research, the researcher measured student's reading comprehension in main idea, expression/phrase/idiom, inference, grammatical features, detail, excluding facts not written, supporting idea and vocabularies that content in the text.

According to Lems et. al, that reading comprehension is not a static competency. It depends on reader's purpose to read and reader's basic knowledge with the text in used.²⁰ In addition, the role of strategies helps the reading comprehension achieved. It means, reading comprehension is the ability to understand a reading or text that aims to find out more detailed information. So, the researcher concluded that reading comprehension is the

¹⁹Syofnidah Ifrianti, *Increasing Student Reading Comprehension by Using Jigsaw Strategy*, *Journal English Education*, Vol.5 No.1 (July 6th 2017), p.151

²⁰Kristin Lems, et.al., *Teaching Reading to English Language Learners: Insight from Linguistics*, (New York: The Guildford Press, 2010), p.170.

ability of students to understand information specifically to get meaning in the text.

D. Concept of Genre Text

According to Christie and Mission in Emilia, text is an example of any language in any medium, which can be understood by someone who knows the language.²¹It means, text is an example of any language and any media for example such as television advertisements, novels, or films and so on, where readers can understand the language used by the author.

However, type English texts are divided into several types. Emilia classify the genre of the text into several types. They are:

1. Spoof

Spoof is text to retell an event with a humorous twist.

2. Recount

Recount text is a text telling someone what you have done.

3. Report

Report is text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

²¹Emi Emilia, Pendekatan Berbasis Teks: *Dalam Pengajaran Bahasa Inggris*, (Bandung: Kiblat Buku Utama, 2016), p.14

5. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a text to share with others an account of unusual or amusing incident.

7. Narrative

Narrative is a text to entertain the reader.

8. Procedure

Procedure is a text telling someone else how to do something

9. Description

Description text is a text to describe a particular person, place, or thing.

10. Hortatory Exposition

Hortatory exposition is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a fundamental process in the exchange of information and ideas.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews text is to critique an art work or event for public audience.²²

²²*Ibid.* p.86

E. Concept of Narrative Text

The type of learning text in junior and middle school is to display language that is often used to write narrative texts. These language features are generally related to grammar and structure. Recently, studying grammar and structure can not be separated from context. There are many kinds of texts in English. Every text has difference in definition, type, social function, language features, and generic structure. In this case researchers will focus on narrative text.

1. Definition of Narrative Text

Narrative is a story. Narrative text, tells a story, as a whole is constructed in the past. This is logical because every story happens in the past, before it is told as a story. Past forms can be a simple past, past continuous tense and past perfect tense. These three past forms will dominate speaking in narrative texts. Furthermore, narrative text is a text that is made or written by the author in the form of exposure to a story that generally occurs in the past.²³ It means that narrative text is to tell something to make other people enjoy or imagine the things we tell.

According to Emilia, narrative is the type of text that we often find in life. Purpose, telling a story about: a person or group of people, shows how a person or group of people responds or responds to something, explores social and cultural values in a particular community group, entertains the

²³Arief Kurniawan, *Mengeksplorasi Jenis-Jenis Teks Bahasa Inggris*, (Jakarta: Multi Kreasi Satu Delapan, 2010), p.2

reader or listener and makes the reader interested in what is told.²⁴ So, based on the understanding above narrative is a type of text that tells about life and has the purpose of the story.

Based on the description, the researchers concluded narrative text is a text that tells about an interesting past life that must be entertain and narrate real experiences and the plot consists of orientation, complications, evaluation, resolution, and coda. The story consists of fiction and nonfiction.

2. Types of Narrative Texts

a) Legend



Legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conventional mode. Some define legend as folktale. The examples of legend in narrative text are:

- 1) Sangkuriang
- 2) Malin Kundang
- 3) The Legend of Tangkuban Perahu
- 4) The Story of Toba Lake

²⁴Emi Emilia, *Pendekatan Berbasis Teks (Genre-Based Approach)*, (Bandung : Rizqi Press, 2011), p.102

b) Fable

Fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings. The example of fable in narrative text are:

- 1) Mouse Deer and Crocodile
- 2) The Ants and the Grasshopper
- 3) The Smartest Parrot
- 4) The Story of Monkey and Crocodile

c) Fairy tale

A fairy tale is a story which involves folklore features such as fairies, goblins, princes and princesses. They fairy tales are a subclass of the folk tale. The oldest fairy tales were told and retold from generations before they were written down. The examples of fairy tale in in narrative text are:

- 1) Cinderella
- 2) Snow White
- 3) Pinocchio
- 4) Beauty and the Beast
- 5) The Story of Rapunzel

d) Humor

A humorous narrative is one of that aims to make audience laugh as a part of telling story. Here is typical structure:

- 1) Orientation: the narrator tells the funny characters names in unusual setting.
- 2) Complication: in this part, something crazy happen.
- 3) Evaluating: there are many imaginative ideas here funny things said by characters and extraordinary things happening to ordinary people.
- 4) Resolution: all's well that end well.

e) Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the usual features:

- 1) Orientation: it contains hunk male and female who is looking for love, exotics setting, sun set, beaches, and moonlight.
- 2) Complication: boy meets girl.
- 3) Evaluating: it contains the development relationship, jealousy, love, hurt and overcoming problems.
- 4) Resolution: boy gets girl, marry and live happy ever after.²⁵

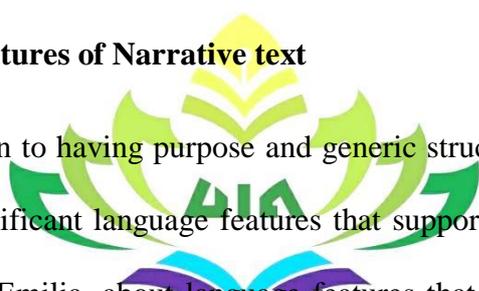
In summary, there are five statements above the types of narrative texts, namely: Legend, fable, fairy tale, humor and romance. From each type has different stories. The researcher only focus on the type of narrative text fairy tale and fable.

²⁵*Ibid*, p.104

3. Social Function of Narrative text

The main purpose of a narrative text is to amuse, entertain and deal with actual and vicarious experience. It means that the purpose of the narrative text of the author is to tell stories or experiences and entertain readers. So, according to the explanation, there are two narrative goals. For the writer, he can tell or make narrative stories and entertain his readers. For readers, after reading the text of the story can entertain them and can provide experience.

4. Language Features of Narrative text



In addition to having purpose and generic structures, narrative texts also have significant language features that support narrative text form. According to Emilia, about language features that are usually found in narrative, there are using past tense, specific characters, time words that connect events to tell when they occur, verb to show the actions that occur in the story, descriptive words to portray the character and setting.²⁶ It means that there are five language features of narrative text, they are:

- 1) Using past tense (S+V2+O), example: Riko went to Paris last year.
- 2) Using specific characters. The character of the story is specific not general, example: the king, the queen, Cinderella, etc.
- 3) Time words that connect events to tell when they occur, example: One upon a time, first, then, before, after, soon.

²⁶Emi Emilia, *Pendekatan Berbasis Teks (Genre-Based Approach)*, p.103

- 4) Verb to show the actions that occur in the story, example: climbed, turned, brought, killed, walked, etc.
- 5) Descriptive words to portray the character and setting, example: long hair/black.

It means there are five language features of the narrative text. First, use of past tense to find events in relation to speakers 'or researchers' time. Second the use of certain characters is general. Third, use of conjunctions and time connectives to sequence of events. Fourth, use verb to show the actions that occur in the story. And the last, use descriptive words to portray the character and setting.

5. Generic Structure of Narrative Text

Emilia said that the generic structure of narrative text is orientation, complication, evaluation, resolution and coda.²⁷ There are five of generic structures in narrative text they are orientation, complication, evaluation, resolution, and coda. The generic structure of narrative text, these are:

- 1) Orientation
 - a) Introduce character and tell the reader about the character
 - b) Tell the reader about when, where, who, what and why
 - c) Give a sign or guide about the problem that will be faced by the character told

²⁷*Ibid*,p.103

2) Complication

Tell the problem and something that happens that is not expected by the characters in the story.

3) Evaluating

- a) Usually giving comments or combined with a complication
- b) The author comments on the event and in this way the author gives significance to the events
- c) Make the reader aware of what happened to the characters in the story
- d) Slow down the action and create "suspense" that makes the reader want to know what happened next.



4) Resolution

Describes the solution to the problem that appears in the story.

5) Coda

End the story with a little comment on what happened or comment on the life of the next character. Many narrative or fairy tales end with statements "and they lived happily ever after". Coda is actually only sometimes in narrative, many writers let the reader complete the story.

Furthermore, the generic structure of narrative text is five steps, namely orientation, complications, evaluation, resolution and code. Based on the description that in making narrative texts, we must know the generic structure of the text. Generic structures are used in making

narrative texts to guide and make good text. There are several generic structures of narrative texts, namely, orientation, complications, evaluation, resolution and coda. The sample of simple narrative below with the generic structure:

Table 2
Example of Narrative Text

Text structure	The Golden Cucumber	Language Features
Orientation	<p><u>Long time ago</u>, there was a farmer couple. Unfortunately they hadn't had any children yet. They always pray to God for a child.</p> <p><u>One day</u>, a Giant passed their home, he heard what they were praying. Then the Giant gave them a cucumber seeds.</p> <p><u>"Plant this seed, and you'll have a daughter. But on her 17th birthday, you must give her to me,"</u> said the giant.</p> <p><u>Months</u> later a golden cucumber <u>grew</u> from the seed and became bigger and <u>bigger</u>. When it was ripe, they cut the cucumber and they found a <u>beautiful</u> baby inside! They were so happy. They named the baby Timun Mas (Golden Cucumber). Timun Mas grew into a beautiful girl. They lived happily.</p>	<ul style="list-style-type: none"> - Past tense - One day (Time words) - Dialogue between characters in the story. - Months (Time words) - Grew (Action verb)
Complication	<p>On her 17th birthday, the giant returned. They were so scared. He wanted to take Timun Mas away. The farmer went into the house and he gave a little pouch to Timun Mas. <u>"This will help you to fight off the giant. Now, run as fast as you can!"</u> The couple <u>were</u> very sad to see their beautiful daughter go. When the giant <u>found</u> out that she wasn't there, he became very angry. He destroyed their house and <u>ran</u> after Timun Mas.</p> <p>The giant <u>chased</u> Timun Mas steadily closing in on her. Timun Mas <u>took</u> a handful of salt and</p>	<ul style="list-style-type: none"> - Dialogue between character in the story. - Were,

	<p>spread it behind her. Suddenly a bamboo forest appeared between the giant and her. The giant tried to reach her.</p> <p>After a while the giant started getting closer again. Timun Mas took some needles and threw it behind her. The needles suddenly became a mud pond. Timun Mas was able to escape again.</p> <p>But the giant could freed himself and chased Timun Mas again. Timun Mas threw fish paste. Suddenly there was a large cucumber field. The tired and hungry giant ate the fresh cucumbers. Soon he became very sleepy and fell asleep.</p> <p>Timun Mas was very tired and couldn't run fast anymore. The giant woke up and chased her again.</p>	<p>found, ran, chased, took (past tense/ most action verbs)</p>
Resolution	<p>Desperately she threw her last magic item, chilies. The chilies grew into trees and surrounded the giant. The trees thorns were as sharp as knife. And the giant died.</p>	
Coda	<p>Timun Mas <i>sank down</i> and <i>walked home</i>. Timun Mas lived happily with her parents. They never had to fear the giant again.²⁸</p>	<p>- Sank down and walked home (verb to show the action)</p>

F. Students' Reading Comprehension in Narrative Text

Reading is very important to be taught to students. Reading is an activity when people see text and can interpret meaning and get information that is in accordance with what is intended by the author. According to, Lems et. al, states that reading is an interactive process that place between the text and readers' processing strategies and background knowledge.²⁹It means that reading is an interactive process which the readers' processing strategies and their own background knowledge have important role when read the text.

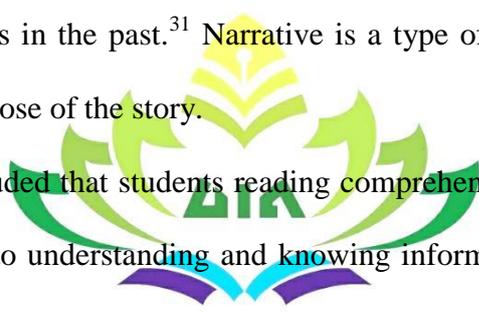
²⁸*Ibid*, p.104

²⁹Kristin Lems, Leah D. Miller and Tenena M. Soro, *Teaching Reading to Reading to English Language Learners*, p.33

Reading comprehension is the ability to understand a reading or text that aims to find out more detailed information. According to Simarmata, reading comprehension is the reading ability to read the text, process it and understand its meaning.³⁰ It means that reading comprehension is the reader ability to comprehend text to get meaning from text.

Narrative text is a text that tells about an interesting past life that must be entertain and narrate real experiences. As mentioned by Emilia, narrative text is a text that is made or written by the author in the form of exposure to a story that generally occurs in the past.³¹ Narrative is a type of text that tells about life and has the purpose of the story.

It can be concluded that students reading comprehension in narrative text it means an ability to understanding and knowing information that contain in the text, which tells a story that generally occurs in the past.



G. Comic Strips

1. Definition of Comic Strips

Comic strip is a printed paper consisting of images and incorporated with text. It is also categorized as one of media of teaching in the classroom. Eisner in McCloud, define Comics simply as “sequential art”.³² Comics are picture stories where images have a function to describe stories to make readers understand stories easily. Comic is a literature of drawing. Comic are a juxtaposed pictorial and other images in deliberate sequence, intended to

³⁰*Ibid.*

³¹Emi Emilia, *Pendekatan Berbasis Teks (Genre-Based Approach)*, p.102

³²McCloud, *Understanding Comics The Invisible Art*, New York: Harper Perennial, 1994,

convey information and/or to produce an aesthetic response in the viewer.³³ But, there is simple definition of comic, it is magazine especially for children with stories told in pictures. A comic strip is some series of drawing that tell a story and are often printed in news papers.

Comic strips is a cartoon or well-arranged picture that tells a story.³⁴ It means that comic strips are the series sequential images that have a connection between one image and other, sometimes assisted with writing that serves to strengthen the ideas to be conveyed. Picture in the text, it makes students interested in reading.

A comic strip is some series of drawing that tell a story and are often printed in newspapers.³⁵ In other definition, it is a sequence of drawings arranged in interrelated panels to display brief humor or form a narrative, often serialized, with text in balloons and captions.

In a comic strip, life-like situations and expressions are used in spoken, colloquial language: for instance, idioms, reduced forms, slang, and expressions that require shared cultural knowledge.³⁶ To make it simple, comic is a unification of serial comic, work of art among fine literary works in which there are usual forms of the verbal explanation in fixed sequence and has cartoon story as theme. Usually it is published in newspaper.

³³*Ibid*, p.20

³⁴Yusda Humola and Rasuna Talib, "Enhancing the Students Writing Ability by Using Comic Strips", *Prosiding ICITE FKIP UNS*, Vol. 1 No. 1 (2016), p. 616

³⁵*Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2003), p. 80.

³⁶Csabay, In Thesis Nurul Fatriyah, *The Use of Comic Strips to Improve Students' Reading Comprehension*, 2018, p.27

Comic strips can be used with narrative or expository text. With narrative text, the students must infer and empathize with the relationship between two objects, people, animals or concepts, and must generate a possible dialogue that shows that the students understand the key ideas in the text.³⁷ So, comic strips can be used for narrative text, students can infer ideas that are in the reading of comic strips.

In summary comic strips is short form comics which generally consist of panels that tells a story, text in balloons and captions. To make it simple, comic is a unification of serial comic, work of art among fine literary work in which there are usual forms of the verbal explanation in fixed sequence and has cartoon story as theme usually it is published in newspaper.



2. Teaching Reading Using Comic Strips

Comics are additional cues that provide conceptual the basis for regulating input, the process of understanding the second language will facilitated because students would be better off making predictions when meeting words and expressions in a part they did not know. As stated from Omaggio, Goodman and Smith suggest "reading is indeed the process of testing hypotheses in which students choose cues and make predictions about the ongoing discourse based on this choice".³⁸ Based on the statement above, comics can be considered as potential material in the teaching and learning process to motivate student interest. Among visuals genre, comic

³⁷Jeff Zwiers, *Building Reading Comprehension Habits in Grades 6-12: A Toolkit of Classroom Activities*, (Newark, DE: IRA, 2010), p. 106

³⁸ Jun Liu, *Effect of Comic Strips on L2 Learners' Reading Comprehension*", *Tesol Quertely*, Vol.38 No.2, 2014, p.99

strips is more communicative, popular, accessible and readable. In short, comic as media in teaching and learning process will be more effective.

Basically, interest on reading is one of the internal factors that has influence in reading comprehension. By the interesting material, interest in reading could be increased. It can be assumed that the role of text including their elements in reading comprehension is very important. One of interesting material is by using comic strips that students have already known.

The choice and use of images is a matter of personal taste, but we must remember the three qualities that they must have if they want to involve students and be useful in language. First they must be right not only for the purpose at hand but also for the class they use. Second, according to the age of the students being taught, if too childish students may not like it. Third, if they are culturally incapacitated, they can offend people. The most important thing for images in the end is that they must be seen.

Considering competency standards in reading in accordance with the curriculum that students must be able to understand the meaning in simple recounts and narrative texts to interact with their surroundings, comics can become methods and media of teaching. In the field of basic competence in reading, the task for students is to respond to rhetorical meanings and steps in simple reading and functional written texts accurately, fluently and acceptable that are related to the surrounding.

3. The Procedure of Teaching Reading by Using Comic Strips

The following steps are teaching procedures for reading comprehension using comics. The procedure can be applied as follows:

I. Pre-Activity

- a. The students are given stimulation by the teacher asking them about the material e.g. “Do you ever hear about legend?”, “Do you know about the story about Snow White?”, “Have you ever read the story in a comic strips?”. The questions are aimed to activate their background knowledge about comic strips.
- b. The students listen to the explanation about the purpose of learning reading with comic strips.
- c. The teacher is intended to introduce comic strip as the media that is applied in the treatments.
- d. Students are given a short introduction about narrative text that in the form of comic strips to be learned.

II. While-Activity

- a. Teacher ask students about the story in comic strips whether some of them have already known this story or not.
- b. Teacher ask students to discuss a comic strips that has been given
- c. Students are guided to comprehend the text in comic strips.
- d. Students are allowed to ask about the difficult words in the comic strips.
- e. Students tell orally the story.

III. Post-Activity

- a. Teacher evaluates the activity and gives feedback to the students
- b. Students are ask to review the story that has been read
- c. Teacher summarize the activity.³⁹

In summary, the procedure of teaching reading by using comic strips has three steps. First, the pre-activity provides a stimulus about the material that aims to introduce the material being taught. Second, while-activity which contains student activities in explaining media in learning. Finally, this post-activity is an evaluation of the activities that have been given by the teacher.

4. The Advantages and Disadvantages of Comic Strips

The advantages and the disadvantages using comic are:

1. The Advantages of Comic Strips

Some advantages of using comics as a medium in learning to read. Comics can play a strong and challenging role in the classroom, and have a positive influence on many students' learning abilities. Comics can provide a powerful medium between literature and visual entertainment.⁴⁰ The use of comics in language classes helps build skills

³⁹Ahmad Kurniadi, Teaching Reading Comprehension Narrative Text Through Comic Book at Second Grade of Smpn 8 Bandar Lampung, 2016, p.20 (Unpublished s script English Language Department Faculty of Teacher Training and Education University of Lampung Bandar Lampung).

⁴⁰Drolet, C. A., In Thesis Nurul Fajriyah, *The Use of Comic Strips to Improve Students' Reading Comprehension*, English Education Departement Teacher Training And Education Faculty State Institute For Islamic Studies (Iain) Of Salatiga, 2018 , p.27

in vocabulary, reading, critical thinking, problem solving, listening, speaking and writing.⁴¹ This is intended to use comics in class that can solve students' problems such as completing vocabulary, with pictures in conversations or text descriptions can help readers to guess the meaning of vocabulary difficulties. The use of comics in education for the purpose of motivating young readers to become recreational readers is permitted to reveal their knowledge, to encourage them, to inspire the love of reading.

The images are used not only to aid comprehension to facilitate vocabulary teaching. But they help students to memorize and remember words a lot. If a word, expression, or concept is accompanied by a picture, the learner will memorize and recall words.⁴² So, the pictures in the comic are used by students to memorize and remember words in the text easily.

By using comics as a medium in teaching English, students do not realize that they are learning English. They learn English in a more fun and interesting way. Besides emphasizing that color illustrations, themes and grooves are simple, and characterization will attract people who read it, furthermore, comics are usually funny so applying them to methodological goals will have the same effect as using games in teaching English. This brings a cheerful atmosphere to the class.

⁴¹ *Ibid.*

⁴² Csabay, N., *using comic strips in language classes*, the internet ETF Journal No.1 <http://americaenglish.stage.gov/files/ae/resourcefiles/06-44-1.pdf>, accessed on 4 April 2019.

2. The Disadvantages of Comic Strips

If there are students who do not enjoy or are not able to follow the learning styles or visual media. Then the teacher must adjust to the level of willingness and ability of students.⁴³ So, comic as a teaching media also has disadvantages or limitations. The disadvantages of using comic is because comic is not easy to find, especially the story about legend in Indonesia. So, the teacher should try to find out the material or comic that is appropriate in teaching learning process; if we want use it in teaching learning process, we must prepare it well.

H. Picture Stories media

1. Definition of Picture Stories

Story is a description of events and people that the writer or speaker has invented in order to entertain people. Story is a description of events the pass time or legend in narrative text.

According to Symonds, picture stories is made of comprehensive study imaginative processes in children.⁴⁴ Based on the definition above, it can be concluded that combination of picture and story is interesting to improve the students' motivation and comprehension in children because by using picture-stories the students can reflect what they are thinking about the

⁴³Atik Rokhayani and Aisyah Ririn Perwikasih Utari, "The Use Comic Strips As An English Teaching Media for Junior High School Students", Language Circle Journal of Language and Literature vol.8 No.2 (April 2014), p.148

⁴⁴Symond M, In Thesis Siti Masithoh, *Improving Student's Reading Comprehension in Narrative Text Through Picture-Stories*, English Education Department Islamic Education And Teacher Training Faculty the State Islamic Institute Of Surakarta 2017, p.10

story in the text. They not only read the text but also see the actions of the story in picture. It makes the students interested in reading the text.

Furthermore, picture stories is pictures which show some action or events in chronological order. Picture stories is sequence pictures which talk about the events of pass time or legend in narrative text.⁴⁵ From the explanation above, it can be concluded that picture stories is one of media in study which can be used to help the teacher in delivering a material which is given to the student.

2. Procedure teaching reading by using Picture Stories

The picture-stories helpful in reading the type of media which is helpful in reading. Below is the procedure teaching reading by using picture stories:

1. First, the teacher introduces the topic by posting the cover of the story image or background
2. Then, the teacher asks students to guess the contents of the picture
3. Students are asked to match images and text
4. After that, the teacher asks students to arrange the picture to be the correct story
5. Then, the teacher asks students to identify the structure of the text sentence and write simple sentences based on the structure

⁴⁵Wright, et.al, *Games for Language Learning (3rdEd)*, Cambridge University Press, 2006, p.2

6. Finally, the teacher asks students to retell stories based on their own words.⁴⁶

3. Advantages and Disadvantages of Picture Stories

a. Advantages of Picture Stories

According to Shores, the benefits of images can stimulate expression, develop understanding, add flavor, and variation in verbal lessons, and provide opportunities, for individual or group learning.⁴⁷ In addition to being easy to find and cheap, storytelling media stories are also very useful for developing students' understanding in reading because pictorial media gives a variety of impressions for students.

According to Wright, images are not only aspects of methods but through their representation of places, objects, and their people is very important from the whole experience.⁴⁸ In particular, images contribute to interest and motivation, a sense of long context, specific stimulus reference points. It Mean that by using media images students are more interested in reading and can motivate students to read more. Specifically, pictures contribute to interest and motivation, a sense of the context long, a specific reference point of stimulus.

b. Disadvantages of Picture Stories

According to Johnson in Trianto disadvantages using picture stories, there are:

⁴⁶Roslina, *The Effect of Picture Story Books on Students' Reading Comprehension*, Australian International Academic Centre, Australia Vol. 8 No. 2 (April 2017), p.218

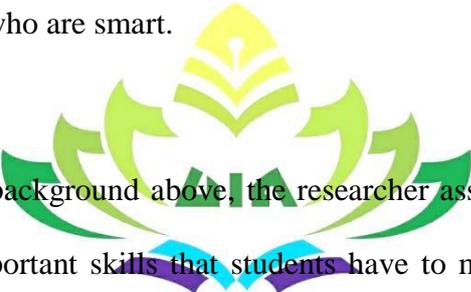
⁴⁷Shores, In Thesis Siti Masithoh, *Improving Student's Reading Comprehension in Narrative Text Through Picture-Story*, p.36

⁴⁸*Ibid.*

1. Spending a lot of time
2. Many students are passive
3. The teacher is worried that there will be chaos in the classroom
4. Many students are not happy when told to work together, and
5. Needed support facilities, tools and a large cost.⁴⁹

To overcome the above deficiencies, group formation is carried out heterogeneously so that children who are less active interact with children who are active, as well as children who are not smart mixed with children who are smart.

I. Frame of Thinking



Based on the background above, the researcher assumes that reading is one of the most important skills that students have to master. With reading, student will be understand the information and knowledge. Reading also helps us to know a lot of things that we never know before. There are many aspects that we can know through reading, such as knowledge, social, cultural, life style and much more. To get the information while reading, we should be able to know how to comprehend the text well. Therefore, we should have the reading ability to be able to know the information from the text, because reading is a tool of communication between readers and write.

There are many problem that student face in the reading material, the most of them has difficulties in understanding the meaning of word and they cannot get the point of the text which they read, and also students have less

⁴⁹Trianto, *Model Pembelajaran Terpadu Dalam Teori dan Praktek*, Jakarta: Prestasi Pustaka Publisher, 2007, p.281

motivation to read the ordinary text. So, if the students are taught using comic strip, they can solve their problem in reading and have more motivation to face the reading material.

Comic strip is very helpful for a student which has low intelligent, because they will be helped by the picture on the comic strip to understand what the text tell them about. Since the students get a comic strip on the reading material, they will understand the meaning of difficult vocabulary and understand the text while they are reading.

In teaching narrative text, many technique can be used by the teacher this way will increase the students English Mastery. Using comic strip is the one of the way that can be used to guide the students in reading ability narrative text. A good way of teaching reading can help the students improve their English and the students might feel enjoy, so they can learn better by comic strip.

Based on statement above, it can be conclude that comic strip can be used as a tool in teaching reading comprehension and also increase the students' motivation in learning English. Then by seeing advantage it offers in which students will be encourage to be more active and enjoy in teaching learning process. Comic strips are usually funny, and using them in language learning using will have some effect in teaching English because it can bring good atmosphere in the classroom.

J. Hypothesis

Based on the theories, thoughts and explanation above, the writer formulated the hypothesis as follow:

Ha : There is a significant effectiveness of comic strips to facilitate students' reading comprehension on narrative text at the first semester of the ninth grade at SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung in the academic year of 2019/2020

Ho : There is no significant effectiveness of comic strips to facilitate students' reading comprehension on narrative text at the first semester of the ninth grade at SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung in the academic year of 2019/2020



REFERENCES

- Arikunto, Suharsimi. 2015. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Ary, Donald, Lucy Cheser Jacobs and Chris Sorensen. 2010. *Introduction to Research in education* 8th Edition. New York: Wadsworth Cengage Learning.
- Creswell, John W. 2012. *Educational Research: Planning Conducting and Evaluating Quantitative and Qualitative Research*. New York: Pearson Education.
- Emilia, Emi. 2011. *Pendekatan Berbasis Teks: Dalam Pengajaran Bahasa Inggris*. Bandung :Kiblat BukuUtama.
- Fraenkel, R. Jack, Norman E. Wallen and Hyun H. Helen. 2012. *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
- Klopper, Christopher and Drew Steve. 2015. *Teaching for Learning and Learning for Teaching*. Rotterdam: Sense Publisher.
- Kurniawan, Arief. 2010. *Mengeksplorasi Jenis-Jenis Teks Bahasa Inggris*. Jakarta: Multi Kreasi Satu Delapan.
- Lems, Kristin, Leah D, Miller and Tenena M. Soro. 2010. *Teaching Reading to English Language Learners: Insight from Linguistics*. New York: The Guildford Press.
- McCloud, Scoot. 1994 *Understanding Comics The Invisible Art*. New York: Harper Perennial.
- Oakhill, Jane, Cain, Kate, Elbro, arsten. 2015. *Understanding and teaching Reading Comprehension (A Handbook)*, (New York: Routledge).
- Oxford Learner's Pocket Dictionary*. 2003. (New York: Oxford University Press).
- Scanlon, M Donna, Kimberly R Anderson and Joan M Sweeny. 2010. *Early Intervention for Reading Difficulties*. London: The Gilford Press.

Seravallo, Jennyfer. 2010. *Teaching Reading In Small Group*. Porsmouth:
Longman.

Simarmata, John Pieter. 2014. *Reading Comprehension, Skills with Semantic
Mapping and K.W.L. Strategies*. Medan.

Sugiyono. 2016. *Method Research Education Approach Qualitative, Quantitative
and R & D*. Bandung.

Woolley, G. 2011. *Reading Comprehension: Assisting Children With Learning
Difficulties*. Springer Science+Business Media B.V.

Zwiers, Jeff. 2010. *Building Reading Comprehension Habits in Grades 6-12: A
Toolkit of Classroom Activities*. Newark. DE: IRA.



Journals Source:

- Armilasari, Lilis.2016. *The Effectiveness of Using Comic Strips in Teaching Students' Reading Comprehension Skill* at eight grade students of MTSn Sukoharjo.(unpublished thesis student of State Islamic Institute of Surakarta).
- Drolet, C. A. 2018. In Thesis Nurul Fatriyah, *The Use of Comic Strips to Improve Students' Reading Comprehension*. English Education Departement Teacher Training And Education Faculty State Institute For Islamic Studies (Iain) of Salatiga.
- Humola, Yusda. Talib, Rasuna. 2016. "Enhacing the Students Writing Ability by Using Comic Strips", *Prosiding ICITE FKIP UNS*.
- Ifrianti, Syofnidah. *Increasing Student Reading Comprehension by Using Jigsaw Strategy*. Journal English Education. Vol.5 No.1 (July 6th 2017).
- Khoii,Roya and Forouzesh Zahra. "Using Comic Strips with Reading Texts: Are We Making a Mistake". Literacy Information and Computer Education Journal (LICEJ). Vol. 1 No. 3 (September 2010).
- Krisnan, Shamini and Othman Khamisah. 2016.*The Effectiveness Of Using Comic To Increase Pupils' Achievements And Higher Order Thinking Skills In Science*. International Journal of English and Education ISSN: 2278-4012. Volume:5. Issue:3. July.
- Liu, Jun. 2014. *Effect of Comic Strips on L2 Learners' Reading Comprehension*". Tesol Quertely. Vol.38 No.2.
- M. Symond. 2017. In Thesis Siti Masithoh, *Improving Student's Reading Comprehension in Narrative Text Through Picture-Stories*. English Education Department Islamic Education And Teacher Training Faculty the State Islamic Institute Of Surakarta.
- Mustaanisa. 2009. *The Effectiveness of Teaching Reading Using Comic Strips to Improve Students' Reading Ability*. (unpublished thesis English Language Department Faculty of Tarbiyah Walisongo State Institute for Islamic Studies).

Muslaini. 2017. *Strategies for Teaching Reading Comprehension*. English Education Jurnal. Vol.8 No.1 January.

Napitupulu, Merlin Helentina. 2018. *Improving Materials on Reading Comprehension*. Jurnal Mantik Pustaka. Vol.2 No.1 June. 1 st.

Rokhayani,Atik. Utari Aisyah Ririn Perwikasih. 2014. "The Use Comic Strips As an English Teaching Media for Junior High School Students". Language Circle Journal of Language and Literature vol.8 No.2 April.

Roslina. 2017. *The Effect of Picture Story Books on Students' Reading Comprehension*. Australian International Academic Centre. Australia Vol. 8 No. 2 April.

Shores, Lois. 2017. In Thesis Siti Masithoh, *Improving Student's reading comprehension in Narrative Text Through Picture-Stories*.

