



**THE IMPLEMENTATION OF COMIC BOOK AS MEDIA TO  
INCREASE STUDENTS' READING ABILITY AT NARRATIVE TEXT  
AT THE EIGHTH GRADE OF SMP NEGERI 1 SEI BINGAI**

*THESIS*

*Summited the Faculty of Tarbiyah and Teachers Training State Islamic  
University of North Sumatera as a Partial Fulfilment of the Requirements for  
the Degree of Sarjana Pendidikan*

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

**2019**



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Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalamualaikum, Wr, Wb.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Saya berani menerima segala konsekuensi bila pernyataan saya ini tidak benar.

Demikian surat pernyataan keaslian skripsi ini saya buat dengan sebenarnya.

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## ABSTRACT

**Yuli Esti Wiyanda. 34144014. The Implementation of Comic Book as Media to Increase Students' Reading Ability at Narrative Text at the Eighth Grade of SMP Negeri 1 Sei Bingai. Skripsi. Faculty of Tarbiyah Science and Teachers Training. State Islamic University of North Sumatera Medan. 2019.**

This research was conducted to find out the implementation of Comic Book as Media to Increase students' Reading ability at Narrative text. The sample of this research was the eight grade of SMP Negeri 1 Sei Bingai which consisted of 26 students. This research was applied by classroom action research.

The qualitative data were taken from observation sheet, interview sheet, and diary notes. The quantitative data were taken from tests, which was carried out in the end of every cycle. The test was given to the students in form of pre-test in the first cycle and the post test 1 and post test 2 in the second cycle.

The result of the data analysis showed that the score of students increased from the first post-test I to post-test II. It was showed from the mean of pre-test was 55,4 there was 31% (8 students) who got point 75 or more. In the post test I, the mean was 71,9, it was higher than pre-test. There was 46% (12 students) who got point 75 or more. The percentage of the students' score in the orientation test to post-test I was improvement 15%. In the post test II, the mean was 80, and the percentage of students who got point 75 or more was 81%. There was improvement 15% from pre test to post test 1, and there was improvement 35% from post test 1 to post test 2.

**It indicated that was improvement of students' ability in reading narrative text using comic book as media.**

**Keywords: Reading Ability, Narrative Text, Comic Book, Implementation.**

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Finally, the writer realized that this thesis is not perfect. There are also some mistakes in content, grammar and punctuation. Therefore, the writer hopes suggestions and critics from the reader to make this thesis better. The writer hopes this thesis can be practicable to all of people.

## TABLE OF CONTENTS

	<b>Page</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>i</b>
<b>TABLE OF CONTENTS.....</b>	<b>iii</b>
<b>LIST OF TABLES .....</b>	<b>vi</b>
<b>LIST OF FIGURES .....</b>	<b>vii</b>
<b>LIST OF APPENDICES .....</b>	<b>viii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of the Study.....	1
B. Identification of the Study.....	4
C. Limitation of the Study .....	4
D. Problem of the Study.....	4
E. Aims of the Study .....	5
F. Significance of the Study .....	5
<b>CHAPTER II THEORITICAL REVIEW.....</b>	<b>6</b>
A. Theoretical Frame work .....	6
1. Review on Comic Book Media.....	6
a. Media.....	6
b. Comic Book .....	12
2. Review on Reading Ability.....	15
a. Definition of Reading.....	15
b. Definition of Ability.....	16
3. Review on Narrative Text.....	17
a. The Understanding of Narrative Text .....	17



b. The Purpose of Narrative Text .....	19
c. The Generic Structures of Narrative Text .....	19
d. The Element of Narrative Text .....	21
e. The Feature of Narrative Text .....	21
B. Related Study .....	22
C. Conceptual Framework .....	23
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>25</b>
A. Research Design .....	25
B. Subject of Research.....	26
C. Place and Time of the Study .....	26
D. Prosedure of Observation .....	26
E. Technique of Collecting the Data .....	27
F. Technique of Analyzing Data .....	30
<b>CHAPTER IV : FINDING AND DISCUSSION.....</b>	<b>32</b>
A. Findings.....	32
1. The Quantitative Data .....	32
a. Pre-Test .....	32
b. Post-Test I .....	36
c. Post-Test II .....	39
2. The Qualitative Data .....	43
a. Cycle I .....	43
b. Cycle II.....	45
B. Discussion .....	47
<b>CHAPTER V : CONCLUSION AND SUGGESTION.....</b>	<b>49</b>

A. Conclusion .....	49
B. Suggestion.....	50
<b>REFERENCES</b> .....	<b>52</b>

## LIST OF TABLES

<b>Table</b>	<b>Title</b>	<b>Page</b>
1.1.	The Students' Score of Pre-Test .....	33
1.2.	Percentage of Students Score in Pre-Test .....	35
1.3.	The Students' Score of Post-Test I .....	36
1.4.	Percentage of Students Score in Post-Test I .....	38
1.5.	The Students' Score of Post-Test II .....	39
1.6.	Percentage of Students Score in Post-Test II .....	42
2.1.	The Percentage of Students who get point up to 75 .....	42

## LIST OF APPENDICES

<b>Appendix</b>	<b>Title</b>	<b>Page</b>
I	Lesson Plan Cycle I.....	55
II	Lesson Plan Cycle II.....	63
III	Pre-Test and Key Answer .....	75
IV	Post-Test I and Key Answer.....	79
V	Post-Test II and Key Answer.....	84
VI	Observation Sheet.....	89
VII	Interview Sheet.....	91
VIII	Diary Notes.....	96
IX	The name and The Initial of Students.....	99
X	The Students' Attendance List During the Research...	101
XI	Documentation.....	103
XII	Sample of Students' Answer Sheet .....	105

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In learning English surely have many problem, like when we want to talk or appear some ideas that available in our mind, for other people know it an surely can get new informations from the ideas. It is same with when we reading, when someone can reading correctly, clearly and appropriate intonation, so the listener also can take or get information clearly, and can get new knowledge. Reading is one of the four language skills that very important to learn and for all human because with reading we can know much information from that we read. Reading is a complex process that involves not only the reader's ability to read text but also their experience to comprehend it. According to Tarigan reading is a process that is performed and used by readers to get the message, which would be submitted by the author through the medium of words/written language.<sup>1</sup> From the definition of Tarigan, the writer can define reading as a process that is performed by reader to get information.

As we know that each student is required to have an interest and have good reading ability because reading has many benefits for someone. But, it is not appropriate with the phenomena that occur at this time, students less interest to reading also affect the reading ability. Therefore, urgently needed a way or method that can enchance and improve students' reading ability to be more fluent and easily understood by the listener. In addition, reading is one of difficult skill

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<sup>1</sup> Henry Guntur Tarigan. 1986. *Mebaca: Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa. p. 7  
(<http://uwaypgrilsbj.blogspot.com/2012/11/pengertian-tujuan-dan-jenis-membaca.html>)

for students, because they have to know rules in reading as the pronunciation clearly and correctly that can make listener can get new informations that has read.

The writer wants to use a Comic Book as a media. Context clues are information in the text, which can be used to help deduce the meaning of an unknown vocabulary word within the text. This media is appropriate to make the students understand about the words, paragraph or text because they know about the situation, explanation, or example about the words or text. The student will get more detail information about the text and can understand it easily. It will help student to study to become an expert of reading text. The advantage for teachers is they will get a new knowledge about the teaching media/strategy to improve the teaching learning process and make the study more attractive. Consequently it will improve the student motivation in reading.

Ideally, if the students know rules in reading as the pronunciation clearly and correctly and also rich vocabulary. So, they will not confused with how to read correctly, clearly, and can be understood by the listener. It requires precise ways in order to improve students' ability in read.

The reality, many students have problems in reading like in pronunciation an lack of vocabulary that make the students not be able to read correctly, clear and can be understood by the listener. For the example, the students can be able to read fluently, and the students can be able to pronounce word by word clearly until other students can hearing clearly and can understood what the reader talking about. They are confused with how to pronounce vowels or sound the correct and can be understood by the listener. So, the teacher might be unable to guide the

learning process because the goal of teaching English at junior high school is to develop students' ability in reading, listening, writing and speaking. The ability to read English text as well as a rich vocabulary is essential. Besides that, they also confused in pronunciation when read a text.

In reference to the interview, the researcher found that the teacher rarely applied interesting media in the teaching learning activity. The teacher did not give example of how to reading well and she only asked them to do the task without giving some explanation of the text. The students will be more interested in applies attractive media by the teacher and it will affect their English mastery especially in reading.

The writer will focus on reading skill, because in SMP NEGERI 1 SEI BINGAI many students have problems in understanding this subject and they are always confused to master the reading text. From that many problems, they will have an opinion that English learning is a difficult in particular the reading skill. The students know from their test result that they always failed in the reading text. This matter will out from the goal of teaching learning. The solution of thus problems is that the teacher should know more about strategy or media in learning English, as the media will support the teacher way to make his teaching learning more effective.

The media used by the teacher also gives a great effect in improving students' reading skill. Various interesting media must be applied to encourage students because one of the greatest enemies of successful learning is student's boredom. To avoid being the boredom, the teacher should uses interesting media such as using comic book, reading based on pictures. Teaching reading through comic

book is considered as an interesting teaching media. Comics are usually funny; therefore, applying them to methodological purpose will have the same effect as using games in teaching English-it brings a cheerful atmosphere into the class.

### **B. Identification of the Study**

According to the background of the study above, the problems that can be identified as follow :

1. The students are lacking of vocabulary
2. The students think English is difficult subject to learn
3. The students have low ability in reading skill
4. The students have less motivation from the teacher

### **C. Limitation of the Study**

Based on background study above, the statement of problem of this research is “the process of the implementation of comic book as a media to increase students’ reading ability in narrative text”.

### **D. Problems of the Study**

Based on the background of the study, the researcher formulated the research as follow:

1. How is the implementation of comic book as a media to increase students’ reading ability in narrative text?
2. How is the increase of students’ in reading ability by using comic book as media?



### **E. Aims of the Study**

In relation to the problems above, the aims of the study are:

1. To describe the process of the implementation of comic book as a media to increase students' reading ability in narrative text.
2. To find out the increase of students' in reading ability by using comic book as media.

### **F. Significance of the Study**

The result of the study will be expected to be useful for :

- The Students

To motivate the students in the learning process especially in reading teaching and helpful for students will be able to create more enjoyable and meaningful learning.

- The Teacher

This media makes the teacher easy in teaching reading and this expect to give useful contribution in teaching reading and give another way for the teacher develop student's reading.

- The School

This research useful to improve the quality of education and develop English language teaching of the school.

- The Researcher

The researcher will improve his knowledge in teaching reading and have experience in observation and apply with classroom action research at school.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Theoretical Framework

##### 1. Review on Comic Book Media

###### a. Media

###### 1) Definition of Media

Media adalah sarana komunikasi dan sumber informasi. Berasal dari kata Latin yang berarti “antara”, istilah ini merujuk pada apapun yang membawa informasi antara sumber dan penerima. Beberapa contoh dari media adalah video, televisi, diagram, materi cetak, program komputer, dan instruktur. Alat-alat tersebut dianggap sebagai media pembelajaran ketika mampu memberikan pesan dengan tujuan intruksional. Tujuan media adalah memfasilitasi kegiatan komunikasi dan pembelajaran.<sup>2</sup> (Media is a means of communication and source of information. Derived from the Latin word meaning “between”, the term refers to anything that carries information between a source and a receiver. Some examples of the media are video, television, diagrams,, printed materials, computer programs, and instructors. Those are considered as an instructional purpose. The purpose of media is to facilitate communication and learning activeities).

Media as the plural from of medium, which (broadly speaking) describes any channel of communication. This can include anything from printed paper

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<sup>2</sup> Arsyad, Azhar. 2003. *Media Pembelajaran*. Jakarta: RajaGrafindo Persada. p. 8

to digital data, and encompasses art, news, educational content and numerous other forms of information.<sup>3</sup>

As teachers, they have a wealth of information from which to choose for the classroom. The teachers can now bring history into the classroom through pictures, music and other visuals to a degree never before possible. The teachers also can communicate with students and they can take classes from teachers that they have never met in places they have never been. The teachers can apply the physics from the classroom to simulation available to us through the internet, and they can develop projects across grade levels and campuses.

The teachers can bring the media into the classroom through visuals, sounds, smells, and tastes. Because our brains rely heavily on stimulus from the outside for learning, this is just one of the reasons that teaching with media is brain friendly.<sup>4</sup>

From the definition above, the researcher can conclude that media are tools which are used by teachers during teaching and learning process to help teachers in presenting the materials. Media can facilitate teaching process. Thus, media has an important role in teaching and learning process to build students' interest to the material. Beside that, media can help students acquire lessons that was being taught by teachers. So that, the students can understand more the materials that are presented.

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<sup>3</sup> [www.businessdictionary.com](http://www.businessdictionary.com)

<sup>4</sup> [https://us.corwin.com/sites/default/files/upm-binaries/6635\\_tileston\\_9\\_ch\\_1.pdf](https://us.corwin.com/sites/default/files/upm-binaries/6635_tileston_9_ch_1.pdf)

## 2) Types of Media

Media in different ways on the basis of those classification a common grouping/types may be made as:

- Print Media: News paper, Megazines, Comic Book, Journals, Poster, etc.
- Graphic Media: Graphs Models, Maps, Globes, etc.
- Audio Media: Records, Radio, Tape, Telecommunication, etc.
- Television/video: Broadcast Television, Cable Television, (Videotape, Videodiscs, Videotext),etc.
- Computers: Minicomputer, Microcomputer.
- Simulation and Games: Boards, Human, Interaction, Machine, etc.<sup>5</sup>

## 3) Advantages of Media

Menurut Azhar Arsyad bahwa bahwa ada beberapa keuntungan dari media dalam mengajar dan belajar, yaitu:

- a. Media pembelajaran dapat memperjelas penyajian pesan dan informasi yang dapat memfasilitasi dan meningkatkan proses kegiatan belajar mengajar.
- b. Media dapat meningkatkan perhatian siswa sehingga media dapat mengarahkan motivasi belajar. Semakin banyak interaksi langsung antara siswa dan lingkungannya, semakin mungkin siswa belajar dengan mandiri sesuai dengan kemampuan dan minatnya. Media pengajaran dapat mengatasi keterbatasan indra, ruang dan waktu.

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<sup>5</sup> Dewdney, A and Ride. 2006. *The New Media Handbook*. London and New York. p. 36

- c. Media pengajaran dapat memberikan pengalaman umum dalam mengajar siswa tentang peristiwa lingkungan mereka, dan memungkinkan interaksi langsung dengan guru, komunitas dan lingkungan misalnya melalui kunjungan belajar, kunjungan ke museum atau kebun binatang.<sup>6</sup>

(According to Azhar Arsyad that there were many advantages of media in teaching and learning, namely:

- a. Learning media can clarify the presentation of messages and information that can facilitate and improve the process of teaching learning activities.
- b. The media can enhance students' attention so that media can lead some motivation of learning. The more direct interactions between students and their environment, the more possible students learn independently in accordance with the abilities and interests. Teaching media can overcome the limitations of the senses, space and time
- c. The teaching media can provide a common experience of teaching the students about the events of their environment, and allow direct interaction with teachers, community, and environment for example through study tours, visits to museums or zoos).

From the explanation above, the researcher concludes that media are very important in teaching and learning process. Media can make students easy to understand the material because they are interested in teaching learning process.

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<sup>6</sup> Arsyad, Azhar. 2003. *Media Pembelajaran*. Jakarta: RajaGrafindo Persada. p. 23

Menurut Nana Sudjana, ada beberapa keuntungan yang dapat diperoleh dengan menggunakan media dalam proses belajar mengajar. Mereka dapat dilihat sebagai berikut:

- a. Dengan menggunakan media, dapat membuat siswa belajar berpikir secara konkret dan menghindari guru mengajar secara verbal.
- b. Untuk meningkatkan motivasi, minat, dan perhatian siswa untuk belajar sesuatu.
- c. Untuk mendorong perkembangan belajar siswa untuk mendapat hasil yang baik.
- d. Untuk merangsang cara berpikir siswa dalam mempelajari sesuatu dari pengalaman nyata mereka sendiri terhadap objek media.
- e. Untuk membuat siswa belajar berpikir secara teratur dan terus menerus.
- f. Untuk meningkatkan siswa berpikir kritis dan membantu mereka mengembangkan kemampuan mereka dalam menggunakan bahasa.
- g. Untuk membantu siswa mendapatkan pengalaman belajar yang lebih baik.
- h. Melalui media, materi pembelajaran akan lebih mudah dipahami oleh siswa dan memungkinkan mereka untuk mencapai tujuan pembelajaran.
- i. Guru akan memiliki berbagai metode pengajaran, tidak hanya fokus pada pengajaran dalam komunikasi verbal. Sehingga, para siswa tidak akan merasa bosan dan mengurangi kelelahan guru dalam mengajar sepanjang waktu di kelas.

- j. Penggunaan media di kelas dapat mendorong siswa untuk melakukan banyak kegiatan, seperti mengamati, menerapkan, dan mendemonstrasikan.<sup>7</sup>

(According to Nana Sudjana, there are some benefits that can be obtained by using media in teaching-learning process. They can be seen as follows:

- a. By using media, it can make the students learn to think concretely and avoid the teacher teach verbally.
- b. To increase students' motivation, interest, and attention to learn about something.
- c. To foster students' learning development in order to get good outcome.
- d. To stimulate the students' way of thinking in learning something from their own real experience towards the objects of media.
- e. To make the students learn to think regularly and continuously.
- f. To increase students' critical thinking and help them to develop their ability in using language.
- g. To help the students getting a better learning experience.
- h. Through media, the learning material will be easier to understand by the students and enable them to achieve the learning goals.
- i. The teacher will have various teaching methods, not only focus on teaching in verbal communication. So that, the students will not feel bored and reducing teacher's tiredness in teaching along time in the classroom.
- j. The use of media in the classroom can encourage the students to do many activities, such as observing, applying, and demonstrating).

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<sup>7</sup> Djamarah, Syaiful Bahri., and Zain, Aswan. 2002. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta. p. 155

## **b. Comic Book**

### **1) Definition of Comic Book**

A comic book is a magazine that contains stories told in pictures.<sup>8</sup> A comic book also called comic magazine or simply comic, is a publication that consists of comic art in the form of sequential juxtaposed panels that represent individual scenes. Panels are often accompanied by brief descriptive prose and written narrative, usually dialog contained in word balloons emblematic of the comics art form. Although comics has some origin in 18<sup>th</sup> century japan, comic book were first popularized in the United States and the United Kingdom during the 1930s. The first modern comic book, Famous Funnies, was released in the U. S. in 1933 and was reprinting of earlier newspaper humor comic strips, which had established many of the story-telling devices used in comics.<sup>9</sup>

### **2) The Use of Comic book in Teaching:**

Comic is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process would be facilitated since learners would be better to make prediction when encountering words and expressions in a passage with which they are unfamiliar. Comic can be regarded as a potential material in teaching and learning process to motivate students' interest. Among visuals genre, comic

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<sup>8</sup> [www.collinsdictionary.com](http://www.collinsdictionary.com)

<sup>9</sup> Wikipedia. 2018. ([https://en.wikipedia.org/wiki/comic\\_book#cite\\_note-1](https://en.wikipedia.org/wiki/comic_book#cite_note-1))



strips is more communicative, popular, accessible and readable. In short, the comic as media in teaching and learning process will be more effective.<sup>10</sup>

A Teacher has always used pictures or graphics, whether drawn, taken from books, newspaper and magazines, or photographs to facilitates learning. Pictures can be in the form of flashcards, large wall pictures (big enough for everyone to see details), cue cards (small cards which students use in pair or groupwork), photograph, illustration (typically in a text book). Some teachers also use projected slides, images from an overhead projector, or projected computer images. Teacher also draws pictures on the board to help with explanation and language work.

Considering the standard of competence in reading according to curriculum that students are to be able to understand meaning in the short simple recount and narrative text to interact with their surrounding, a comic book can be a media of instruction. And in the area of basic competence in reading, the task for students is responding meaning and rhetorical steps in the short simple passage and functional written text accurately, fluently and acceptable which is related to the surrounding. Think of that, the use of comic strips in presumably, sort of inevitable state.<sup>11</sup>

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<sup>10</sup> Baker, A. 2011. *Using Comics to Improve Literacy in English Language Learners*. A Research Paper of Master. U.S.A :University of Central Missouri. Available at [http://centralspace.ucmo.edu/xmlui/bitstream/handle/10768/20/ABaker\\_LibraryScience.pdf?sequence=1](http://centralspace.ucmo.edu/xmlui/bitstream/handle/10768/20/ABaker_LibraryScience.pdf?sequence=1). Retrieved on November 19, 2012. p.42

<sup>11</sup> Morrison, Timothy G., Bryan, Gregory., and Chilcoat, George W. 2002. Using Student generated Comic Books in the Classroom, *Journal of Adolescent and Adult Literacy*. p. 26

### **3) The Advantages and Disadvantages of Using Comic Book**

#### a) The Advantages of using comic are:

- Help the students to understand content and context that teacher have teach easily.
- By using comic, it is hope that it can motivate students to read and pay attention to the material. It will create fun learning in English.
- Comic can help the readers to get the right visualizations. Comic is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process will be facilitated since learners will be better to make imagery system when encountering words and expressions in a passage with which they are un familiar.
- It motivates students.
- It improves children's creative working skills.
- Children are encouraged to express their creativity
- It grabs the attention of reluctant readers.

#### b) Disadvantages of comic:

- Students need computer access.
- Limited range of facial expressions.
- Need more time to search or to make it.

## 2. Review on Reading Ability

### a. Definition of Reading

According to Oxford Dictionary, reading: act of reading something, book, articles, etc that are intended to be read.<sup>12</sup> Anderson et al defined reading as the process of making meaning from written text.<sup>13</sup> Reading here is an action when we need things as media such as book or article to be read.

Reading is very important for us, because by reading we can enlarge and improve our knowledge. Allah SWT suggested on the holy Al-Qur'an in surah Al-Albaqarah 121:

الَّذِينَ اتَّيَهُمُ الْكِتَابَ يَتْلُونَهُ حَقَّ تِلَاوَتِهِ ۗ  
أُولَٰئِكَ يُؤْمِنُونَ بِهِ ۗ وَمَنْ يَكْفُرْ بِهِ فَأُولَٰئِكَ هُمُ الْخٰسِرُونَ ۗ 121.

(Allaziina aatainaahumul-kitaaba yatluunahuu haqqo tilaawatih, ulaaa`ika yu`minuuna bih, wa may yakfur bihii fa ulaaa`ika humul-khoosiruun)

*Meaning: "Those to whom We have given the book recite it with its true recital. They are the one who believe in it. And whoever disbelieves in it, it is they who are the losers". (Al-Albaqarah 121)<sup>14</sup>*

The verse above invite the people to read means that to get more expressions or getting more information they have to read expect that students can be more active and creative for development their knowledge, because reading the various

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<sup>12</sup> Victoria Bull. 2012. *Oxford: Learner's Pocked Dictionary*. New York: oxford university pres. p. 366

<sup>13</sup> Abbas PourhoseinGilakjani and NarjesBanouSabori. 2016. How can students improve their reading comprehension skill?. *Journal of studies in education*. Vol 6. No 2. ISSN 2162-6952. p.230

<sup>14</sup> Al-qur'an dan Terjemahannya. 2002. Jakarta: Mekar Surabaya. p. 793

kinds of information with various filed of knowledge to give a change to students in learning.

Reading is an active process that depends on both an author ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the information to the words the author has written.<sup>15</sup>

### **b. Definition of Ability**

Ability is defined in terms of performance on a particular task or class of tasks. According to Widgor and Gamer define ability as “systematic observation of performance on a task”. In an earlier draft the authors were even more focused: Ability is “how well a person performs a defined task if he does his best”.<sup>16</sup>

Taken from Oxford Advanced Learner’s Dictionary of Current English, Ability is: (a) Potencial capacity of power to do something physical or mental, (b) Clevemess intelligence, (c) special natural power to do something well.<sup>17</sup>

Abilities are innate profiles of biopsychological potential representing coordinated profiles of individual intelligences. In framework, these potential (or unrealized) abilities define a space of possible competencies (which are realized abilities).<sup>18</sup>

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<sup>15</sup> Deborah Daiek. 2004. *Critical Reading for College and Beyond*. New York: McGraw Hill. p. 5

<sup>16</sup> David F. Lohman. 1997. *Issues in the definition and measurement of abilitie*. Paper presented at the Second Spearman Seminar. University of Plymouth. p. 8

<sup>17</sup> A. S Hornby. 1974. *Oxford Advance Learner’s Dictionary of Current English Oxford* : University Press. p. 2

<sup>18</sup> Robert J. Sternberg and Elena L. Grigorenko. 2003. *The Psychology of Abilities, Competencies and Expertise*. United Stated of America: Cambridge University Press. p. 142

Based on the explanation above, we can say that ability concern with that someone performs and do best. Learning ability of the students is realized in the form of score. In the other words, the student's ability is done by students especially to increase their skill.

### **3. Review on Narrative Text**

#### **a. The Understanding of Narrative Text**

There are two main categories of texts literary and factual. Within these, there are various text types. Each type has a common and usual way of using language . in this paper, the writer will only discuss one of the texts that is being used for his research, that is narrative text.

A narrative is a text that tells a story and, in doing so, entertains the audience.<sup>19</sup> Also, its narrative purpose is mainly to inform often contains large passage arranging the events in a story strictly in chronological order. Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, mythos and legends). Anderson and Kathy describe many different types of narrative, namely humour, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure.<sup>20</sup>

From the explanation above, the narrative text is a story occurred in past time whose social function is to emuse or entertain the readers. It is written with certain characteristics and its language features.

Chatman classified narrative text into four basic elements as follows:

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<sup>19</sup> Mark Anderson and Kathy Anderson. 1998. *Text Types in English 3*. South Yarra: McMillan. p. 3

<sup>20</sup> Mark Anderson and Kathy Anderson. 2003. *Text Types in English 2*. South Yarra: McMillan. p. 18

### 1) Characters

In every story, there must be characters that play in it. There are two characters take place within a story. They are main characters and secondary characters. The character is the single most important element in the narrative text. It describes physical of the character such as age, weight, height, even personality traits including the strength and weaknesses. A character is the important part in the story which will be more focus in it. He or she plays the role of the story.

### 2) Settings

Settings are what author writes to describe the reader where and when the story take place. The setting addresses the location (where) and period of the story whether the story tells a reader among realistic, historical fiction or fantasy.

### 3) Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot contains an initiating event, starting the main character of the series of events toward problem solving.<sup>21</sup> A good writer will make the reader drown to the plot of the story that he writes. The writer will be as an actor of the story itself.

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<sup>21</sup> *Ibid.*, p. 23

#### 4) Conclusion

The writer ends up the story by summarizing and telling the solution of the problems in the story. This last part is called by conclusion.<sup>22</sup>

#### **b. The Purpose of Narrative Text**

People write narrative text might be basically for pleasure, to gain and hold the readers' interest in a story it means that they like to write any kinds of stories to entertain or even to teach the readers about the writer's reflection on experience.

This is one idea to Anderson's explanation that narrative is used to present a view of the world that entertains or informs the reader or listener.<sup>23</sup> It is also to entertain the readers or listeners by presenting a story.

From the explanation above, it means that the social function of narrative text is to amuse the reader or listener, other than providing entertainment, can be to make the audience thinks about an issue, teach them a lesson, or excite their emotions.

#### **c. The Generic Structures of Narrative Text**

The generic structures of narrative texts are orientation, complication, sequence of events, resolution, and Code.<sup>24</sup> A more detailed generic structure of

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<sup>22</sup> Chatman, S., and B., Attebery. 1993. *Reading Narrative Fiction*. New York: McMillan. p. 23

<sup>23</sup> Mark Anderson and Kathy Anderson. 2003. *Text Types in English 2*. South Yarra: McMillan. p. 6

<sup>24</sup> Mark Anderson and Kathy Anderson. 1998. *Text Types in English 3*. South Yarra: McMillan. p. 4

narrative text has been proposed by Anderson and Anderson who argue that a narrative text include:

1) Orientation

This is the introductory part of the stories where the author tells the reader who is in the story, when the story take place, and where the story is happening. Throughout this part, the reader can get the insight of what probably happens next in the story.

2) Complication

The part the author tells the chain of events in the story that influences what will happen in it. This is where the characters play their role. Many characters will be affected by some of the events happen in this part.

3) Sequence of Event

A narrative may present a series of events as the form of response from the characters to the complication of the story. It involves the characters feelings and what they do. Those event are usually told in chronological order or with flashback. The point of view appears in this part.

4) Resolution

In this part, the story reaches its end. This is where the problem is solved.

5) Coda

Usually coda is present at the last paragraph. Coda includes a moral or message to be learn from the story.<sup>25</sup>

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<sup>25</sup> Mark Anderson and Kathy Anderson, *op., cit.* p. 4.



#### **d. The Element of Narrative Text**

Narrative consisted of some basic elements: where, when, who, what, how, why and point of view:

- 1) Where and when: early in narrative the writer sets the scene of the action, even or conflict that will take a place.
- 2) Who: a narrative usually revolved around people, although an animal may take the central role. Dialogue can reveal a person's inner life, values, and insight personality and character are revealed by the way the person respond to challenges and interacts with others.
- 3) What: whether one event or sunrise occur, action, conflict, and a change are essential to the story. Sometimes the conflict is internal. The individual must take decision or solve a problem when information is incomplete or there is no ideal solution.
- 4) How: the 'how' of narrative often involved cause and effect.
- 5) Why: the 'why' of narrative is the reasoning or motivation, usually of the central character, that propels the action.<sup>26</sup>
- 6) Point of view: point of view is the vantage point from which an author tells a story, there are two main points of view: first person (I) and third person (he, she, they).<sup>27</sup>

#### **e. The Feature of Narrative Text**

- 1) The use of past tense

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<sup>26</sup> Betty Mattix Dietsch. 2006. *Reasoning and Writing Well*. New York: McGraw-Hill. p. 125-126

<sup>27</sup> Jane Bachman Gordon and Karen Kuehner. 2012. *FICTION: The Elements of the short story*. USA: National Textbook Company. p. 151

- 2) The use of action verb
- 3) Organized by chronological arranged<sup>28</sup>

## **B. Related Study**

Review of the previous study is made in order to avoid replication. This study is intended to improve the students' reading ability by using comic book as a media. Another study has been conducted to find the use of comic book as a media to improve students' reading ability.

1. The first is a study conducted by Hening Yusrika Dewi (2012). Her study entitled "The Use of Comic Strips As Media To Improve Reading Comprehension Of Narrative Text" had shown that the application of comic strips as a media in teaching learning process could improve students' reading skills. They can understand the text better so that they can get the message of the text and more interest to reading. The objective of this research was to investigate the implementation of comic strips as media in teaching reading through a collaborative classroom action research at SMP N 1 Karangrayung.
2. The second is "Comic Strips: A Study on the Teaching of Reading Narrative Texts to Indonesia EFL Students", written by Fika Megawati and Mirjam Anugerahwati. In this research, the researchers stated that comic strips are appealing forms for children in the teaching of reading, and also as media which have content, organization and grammatical aspects of narrative texts. The objective of this research was to investigate the implementation of comic as media through a collaborative classroom action research at MAN Bangil.

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<sup>28</sup> Ibid. p. 55

The procedure in conducting the research are planning, implementing, observing, and reflecting. The use of comic could help and gave them confident in reading narrative text. It also could give benefit for the teacher as guidance in teaching writing or reading to the students.

Based on the related study above, it can be inferred that in the process of developing reading material, especially narrative, the instructional media have an important role. The material can be delivered effectively to the students if the teacher uses suitable media and so does the teaching reading. The media depend on how the teacher designs enjoyable and meaningful instruction. The media usage does not only help teacher create a meaningful instruction but also motivate students to improve their reading skill.

### **C. Conceptual Framework**

The concept of using comic book as a media to improve the students' reading ability have been explored in the previous discussion. A conceptual framework derived from those concepts above will be presented as follows.

Reading is one of the important things to get any information. In a school case, reading is an essential skill because the students face written text in their textbooks almost every day. In fact, the students' faces difficulties in learning process, especially in learning English. The difficulties caused by a monotonously technique and nothing media which is used in the learning process. It is a serious problem because the difficulties influence other teaching and learning components. The students are not able to comprehend a passage well so that they

cannot grab information of the passage comprehensively. There should be a solution to solve this problem.

From the previous theoretical review, the researcher had discussed a term of comic book as a media. There were several advantages of the use of comic book as a media in the learning process. Comic book as a media helps the students to easy understand about they read. They can seen the picture from the text, and they can imagination how the accident from the text. So, students' can more interest to reading a text. And this way can improve they skill in reading ability. Maybe the way that the researcher says is: the frist, students read a text, and the second students will see the pictures accident of the text, and they can understand with the main ideas of text because any pictures that help students to understand the text, and otomatically the mastering of vocabulary students' will be improve.

Therefore, the comic book is a good media to solve the problems identified by the researcher in the class VIII at SMP N 1 Sei Bingai. This media is considered appropriate with the condition of the students there. It can make the students feel comfortable with the learning activities and achieve the aims of the reading abilities. The following is a schema of the conceptual framework of this research.

## CHAPTER III

### RESEARCH METHODOLOGY

#### **A. Research Design**

The study is designed according to the action research. According to Isac in Halim, action research is a name given to a flow in the education research. To distinguish with research action outside of education, the educational researches use the term classroom action research.<sup>29</sup>

From the explanation above, the action research is not only limited to education course but other areas that goal to solve the problems. Through this research, the researcher focus to the implementation of comic book as media to increase students' reading ability in narrative text.

The model of this research using Stephen Kemmis and Taggart model. This model consists of cycles where each cycle consist of planning, action, observation and reflection, and also the next cycle till the problems of the study can solve by the implementation of comic book as a media.<sup>30</sup>

#### **B. Subject of Research**

The subject of this research covers students of grade 8<sup>th</sup> at SMP N 1 Sei Bingai. The researcher just took a class an object of this research. The selected of this research was students of VIII-7. In determined the class, the researcher had

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<sup>29</sup> Halim, dkk. 2015. *Penelitian Tindakan Kelas*. Medan: Perdana Publishing. p. 17

<sup>30</sup> David Nunan. 1992. *Research Methods in Language Learning*. Cambridge: Cambridge University Press. p. 40

discussion with the English teacher to considers the problems by the media to be used.

### **C. Place and Time of the Study**

The research was conducted in SMP N 1 Sei Bingai at Jl. Namu Ukur Selatan Kab. Langkat in the academic year of 2019/2020 at the second semester of the year.

### **D.Procedure of Observation**

In this research, the researcher carry out some steps in the application of the cycle, those steps are described are follow:

#### 1. Planning

The researcher did observation and interview to English teacher and the students to get information. At this step, to obtain the required information related to the problems existing in English learning process, and also to determine which class is fit in the implementation the media that will be examined.

#### 2. Action

At this step, the researcher determine and designing action that contains the step of activity to overcome the constraints of the problems that have been identified. The set of actions based on **the implementation comic book as media to increase students' reading ability in narrative text.**

### 3. Observation

Observation serves to document the influence of related action, and also done for the implementation of action media. At this step, the teacher uses observation sheets to observe the researcher in the process of learning.

### 4. Reflection

Observations were performed on the stage of previous that will be used as a basic guide to reflect the influence of the action was conducted. The reflection in cycle 1 considering the implementation of cycle 2.

Reflection would be done to see the whole first cycle action process. Reflection would be meant as analyzing, understanding, and making conclusion activity, the researcher analyzed first action cycle as consideration matter whether cycle had been reached success criteria based on test result of first action.

After finishing the cycle I and the result of learning process was not significant to what the researcher expect so the next cycle can be taken again for improvement of the next cycle achievement.

## **E. Technique of Collecting the Data**

The kinds of the data that will be used in this research are quantitative and qualitative data. In quantitative data, the researcher uses oral test as instrument to measure the students' achievement in vocabulary. The students are tested by asking them to guess the teacher's blindfold. In scoring the students' test, the writer uses some point. To get the point the researcher gives vocabulary test on the

first meeting, test on cycle one and test on cycle two for the students. The test usually is called pre-test and post-test.

So, the technique of collecting data of this research are : (1) Observation (2) Interview, (3) Test, (4) Diary notes, (5) Photography evidence.

#### 1. Observation

The researcher will observe and investigate the students, the situation and the problems will find during teaching and their ability. Their observation is done in the classroom while the teaching learning process done. It is about the attitude and all of the activities while giving the action. The result of observation will be put on observation sheet.

#### 2. Interview

Interview sheet consists of some questions that is asked to the students, the English teacher and the headmaster before doing research and after doing research in the school. Through interview, the researcher will know the problem their weakness and problem in vocabulary achievement. The researcher also will interview the teacher to know his ways in teaching English especially in vocabulary achievement.

#### 3. Test

Test is a short examination of knowledge or ability. Consisting of question that must be answered. It is given to know students ability in vocabulary. There are pre-test and post-test.



a. Pre-test

As a preliminary test which is administered to determine the students' baseline knowledge about their vocabulary mastery. In pre-test is intended to know how well the students had mastered vocabulary before taught by blindfold game. The researcher gives the test for the students before taught by using the technique so that the researcher will know the students' achievement in vocabulary.

b. Post-test

In post-test, the researcher will give the material for the students. The researcher will explain about blindfold game. And the test that will be given by the researcher is similar in pre-test. The researcher will use it to know the students' achievement in vocabulary after using blindfold game.

4. Diary Notes

The researcher will note the activities that have done in the class when learning teaching process in the class. How the researcher felt and how the students did. The researcher would know the improvement of the students' responses and the students' score every meeting through diary note.

5. Photography Evidence

The picture that has been taken during the research is purposed for providing reference points. The function of photography is a way of reporting, observation, reflections, and reaction of students in teaching and learning process.

## F. Technique of Analyzing the Data

According to Miles and Huberman, qualitative analysis defined as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification.<sup>31</sup>

First, data reduction means reducing the data, summarizing, and choosing the essentials, focusing on what matters. Second, data display can be done in the form of brief descriptions, charts, and flowcharts. The most frequent form of display data for qualitative research data in the past has been narrative text.<sup>32</sup> The last is conclusion. The first conclusion proposed is still temporary, and it will change if there is strong evidences support the next stage of data collection.

The technique of analyzing data of this research will be applied by using quantitative data and qualitative data. The quantitative data is used to analyze the score of the students; the research observes their activities by using Comic Book as Media that will given to the students.

To know the mean of the students' score for each cycle, the researcher applied the below formula:

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

Where:

$\bar{X}$  : The mean of the students

$\sum x$  : The total of score

$N$  : The number of students

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<sup>31</sup> Matthew B. Miles and A. Michael Huberman. 1994. *Qualitative Data Analysis*. USA. p.219

<sup>32</sup> Ibid. p. 220

To categorize the students who got up to 75 is calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\%$$

Where :

- P : The percentage of students who get  $\geq 75$
- R : The number of students who get  $\geq 75$
- T : The total of students

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter explains the research data analysis and finding which explore about the result from the data which have been analyzed.

#### **A. Findings**

The data were analyzed qualitatively and quantitatively. The qualitative data were taken from interview, observation sheet and diary notes. The quantitative data were taken from the mean of the students' score in taking test. The research was conducted in one class with 26 students. It was accomplished in two cycles. Each cycle consisted of four steps, they are planning, action, observation and reflection. Each cycle was conducted for two meetings.

#### **1. The Quantitative Data**

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle.

##### **a. Pre-Test**

The researcher gave a test. The test was given for the students before treatment of using comic book as media. The researcher noted that the score which passed of 75 was success depending on KKM in the school. It was found that the mean of students' score was kept improving from pre-test until post-test of the second cycle.

Below the students' score of Pre-test as follow:

**Table 1.1. The Students' Score of Pre-Test**

No.	Initial of Students	Pre-Test Score	
		Post-Test	Criteria of Success $\geq 75$
1	APS	40	Unsuccessful
2	ABS	40	Unsuccessful
3	AS	40	Unsuccessful
4	APS	55	Unsuccessful
5	APS	55	Unsuccessful
6	BS	60	Unsuccessful
7	BM	55	Unsuccessful
8	CTG	35	Unsuccessful
9	DAG	60	Unsuccessful
10	DNBT	60	Unsuccessful
11	EP	45	Unsuccessful
12	IAAB	45	Unsuccessful
13	JAPG	50	Unsuccessful
14	KBP	75	<b>Successful</b>
15	MBS	60	Unsuccessful

16	MAK	40	Unsuccessful
17	NAH	80	<b>Successful</b>
18	NS	65	Unsuccessful
19	RKT	75	<b>Successful</b>
20	RI	80	<b>Successful</b>
21	RBS	75	<b>Successful</b>
22	RG	75	<b>Successful</b>
23	RBS	75	<b>Successful</b>
24	ST	80	<b>Successful</b>
25	SUBT	35	Unsuccessful
26	WTS	45	Unsuccessful
	<b>Total</b>	$\Sigma X = 1440$	
	<b>Mean</b>	$\bar{X} = 55,4$	

From the table of pre-test, the students that got success the test was 8 students and the students did not get success was 18 students. In addition, the total score of the students was 1440 and the number of the students who took the test was 26 students. So, the mean of the students was:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{1440}{26}$$

$$\bar{X} = 55,4$$

From the analysis above, the students ability in reading narrative text was low. The mean of the students' score was 55,4. The percentage of the students who got success in reading test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{8}{26} \times 100\%$$

$$= 31\%$$

And,

$$P = \frac{R}{T} \times 100\%$$

$$P2 = \frac{18}{26} \times 100\%$$

$$= 69\%$$

**Table 1.2. Table the Percentage of Students Score in Pre-Test**

	Criteria	Total Students	Percentage
P1	Successful	8	31%
P2	Unsuccessful	18	69%
Total		26	100%

From the table above, the students' ability in reading narrative text was low. It could be seen from the mean of the students' score was 55. The percentage of the students score was 8 students got success or it was 31%. In the other hand, 18 students got unsuccess score or it was 69%. It can be concluded that the students' reading ability in pre-test was low. Therefore, the researcher would do post-test in the next cycle.

### b. Post-Test I

The researcher gave the test in post-test I, the test was given after applied the comic book as media. The researcher found improvement of the students' score in post-test of the second cycle. Here The students' score of post-test in the second cycle.

**Table 1.3. The Students' Score of Post -Test I**

No.	Initial of Students	Post Test of The first Cycle	
		Post-Test	Criteria of Success $\geq 75$
1	APS	65	Unsuccessful
2	ABS	70	Unsuccessful
3	AS	65	Unsuccessful
4	APS	70	Unsuccessful
5	APS	70	Unsuccessful
6	BS	80	<b>Successful</b>
7	BM	70	Unsuccessful
8	CTG	55	Unsuccessful
9	DAG	70	Unsuccessful
10	DNBT	65	Unsuccessful
11	EP	65	Unsuccessful
12	IAAB	70	Unsuccessful



13	JAPG	70	Unsuccessful
14	KBP	80	<b>Successful</b>
15	MBS	80	<b>Successful</b>
16	MAK	75	<b>Successful</b>
17	NAH	80	<b>Successful</b>
18	NS	75	<b>Successful</b>
19	RKT	80	<b>Successful</b>
20	RI	85	<b>Successful</b>
21	RBS	80	<b>Successful</b>
22	RG	80	<b>Successful</b>
23	RBS	80	<b>Successful</b>
24	ST	85	<b>Successful</b>
25	SUBT	55	Unsuccessful
26	WTS	50	Unsuccessful
	<b>Total</b>	$\Sigma X = 1870$	
	<b>Mean</b>	$\bar{X} = 71,9$	

From the table of post-test in the second cycle, the students who were successful in the test were 12 students, and the students were not successful were

14 students. Total score of the students was 1870 and the number of students who took the test was 26 students, so the mean of the students was:

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

$$\bar{X} = \frac{1870}{26}$$

$$\bar{X} = 71,9$$

From the data analysis above, the students' reading narrative text in the post test I was still low. It could be seen of the mean score of the students was 71,9. It means that the score did not get success categorize. The percentage of students who got success in reading narrative text was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{12}{26} \times 100\%$$

$$= 46\%$$

And,

$$P = \frac{R}{T} \times 100\%$$

$$P2 = \frac{14}{26} \times 100\%$$

$$= 54\%$$

**Table 1.4. of the Percentage of Students Score in Post-Test I**

	Criteria	Total Students	Percentage
P1	Successful	12	46%
P2	Unsuccessful	14	54%
Total		26	100%

From the table above showed that the students' score was low. It could be seen from the mean of the students' score was 71,9. There were 12 students passed the test and 14 students are failed in the test. Because the students' ability in writing descriptive text post-test I in the second cycle was categorized unsuccessful, the researcher would continue in the second cycle.

### c. Post-Test II

The researcher was continued the research in cycle two. The aim was to improve the students' score in reading narrative text by using comic book as media after doing post-test 1. Here the students' score of post-test 2 in the second cycle.

**Table 1.5. The Students' Score of Post -Test II**

No.	Initial of Students	Post Test of The second Cycle	
		Post-Test	Criteria of Success $\geq 75$
1	APS	75	Successful
2	ABS	80	Successful
3	AS	75	Successful
4	APS	80	Successful
5	APS	80	Successful
6	BS	85	Successful
7	BM	80	Successful

8	CTG	70	Unsuccessful
9	DAG	75	<b>Successful</b>
10	DNBT	70	Unsuccessful
11	EP	70	Unsuccessful
12	IAAB	80	<b>Successful</b>
13	JAPG	80	<b>Successful</b>
14	KBP	80	<b>Successful</b>
15	MBS	85	<b>Successful</b>
16	MAK	80	<b>Successful</b>
17	NAH	85	<b>Successful</b>
18	NS	85	<b>Successful</b>
19	RKT	85	<b>Successful</b>
20	RI	85	<b>Successful</b>
21	RBS	85	<b>Successful</b>
22	RG	85	<b>Successful</b>
23	RBS	85	<b>Successful</b>
24	ST	90	<b>Successful</b>
25	SUBT	70	Unsuccessful
26	WTS	70	Unsuccessful

	<b>Total</b>	$\Sigma X = 2070$
	<b>Mean</b>	$\bar{X} = 80$

From the data above, the students that got success the test were 21 students, and the students did not get success were 5 students. The total score of the students was 2070 and the number of students who took the test was 26 students, so the mean of the students was:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{2070}{26}$$

$$\bar{X} = 80$$

From the analysis data above, the students' ability in reading narrative text in post-test II was improved. It could be seen of the mean score of the students was 80. It means that the score was categorized success. The percentage of students who were success in reading text was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{21}{26} \times 100\%$$

$$= 81\%$$

And,

$$P = \frac{R}{T} \times 100\%$$

$$P2 = \frac{5}{26} \times 100\%$$

$$= 19\%$$

**Table 1.6. of the Percentage of Students Score in Post-Test II**

	Criteria	Total Students	Percentage
P1	Successful	21	81%
P2	Unsuccessful	5	19%
Total		26	100%

From the table above, the researcher concluded that the students' ability in reading narrative text was improved. It could be seen from the mean of the students' score was 80. The percentage of the students' score was 21 students got success or it was 81%. In the other hand, 5 students got unsuccessful score in the post test 2 or it was 19%. It can be concluded that the students' ability in reading narrative text post-test 2 in the second cycle was categorized success and improved. So the researcher stopped the research in this cycle.

**Table 2.1. The Percentage of Students who got point up to 75**

Competence test	Percentage
Pre –test	31%
Post –test I	46%
Post- test II	81%

Based on the table above, the result of analysis data showed that there was an improvement on the students' ability in reading narrative text by using comic book as media. It was showed from the mean of pre-test was 55,4 the mean of

post-test I in the first cycle was 71,9 and the mean of post-test II in the second cycle was 80. The percentage of the students' score in pre-test who got point up to 75 was 8 students. It means that there was improvement about 31%. The percentage of the students' score in post-test 1 of the first cycle who got point up to 75 was 12 students. It means that there was improvement about 46% . Then, the percentage of the students' score in post-test 2 of the second cycle who got point up to 75 here were 21 from 26 students. It means that improvement was about 81%.

From the data, it indicated that by using comic book as media in learning narrative text in reading was effective. In addition, by using comic book as media also can make the students' more enjoyable and excited in reading narrative text and the data above can be concluded that the student's ability in reading narrative text have been increased by using comic book as media.

## **2. The Qualitative Data**

The qualitative data was analyzed from observation sheet and interview sheet. The research was done in to cycles, and each cycle consists of two meetings and one test.

### **a. Cycle I**

The researcher also have done some steps in the first cycle, they were planning, action, observation and reflection. Here the activities that have done in every steps:

- **Planning**

The plan was arranged before researcher conducting the research. First, the researcher prepared lesson plan for two meetings, material which was took from the internet and some books that suitable with topic discussion that is about narrative text, and applying comic book as media in teaching reading narrative text. All of the material is used by researcher in teaching reading narrative text in the classroom.

- **Action**

All plan that had arranged were conducted in teaching learning process in reading narrative text by using comic book as media. (1) Explained the narrative text. (2) Gave the example of narrative text by using English in the classroom. (3) Applied comic book as media in reading narrative text. Before the teacher gave them a test in cycle I, Teacher review the topic of the study which had been discussed in the classroom in order to make them easier to answer the test.

- **Observation**

The observation was done to observe how the students' behavior and what the students' problem during the teaching and learning process in the classroom. Most of the students had participated effectively during teaching and learning process. They were enthusiastic and enjoyable about the topic which discussed by teacher in classroom. They also seriously to shared each other about their idea that related to the topic. The activity of students could be seen in the observation sheet and also documentation was took by researcher during the teaching and learning process in classroom.



- **Reflection**

The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning reading by using comic book as media, the students' difficulties and got some problems while learning process. It would be asked by the teacher in the end of the meeting. Through the reflection, the researcher knew the problems and the result of the students when did test. The researcher continued in the cycle two in hoping it could be better than before. Second cycle was held to improve score of the students' ability in reading narrative text.

- b. Cycle II**

The researcher also had done some steps in the second cycle, they were planning, action, observation and reflection. Here the activities that have been done in every steps:

- **Planning**

In this step, there were some activities had been done by the teacher they are: making the lesson plan consist of the action, preparing the teaching material which related to use comic book as media that was needed in action, preparing the test to know the result of the test, observation sheet, interview sheet and diary notes.

- **Action**

In this step, there were some activities that had been done by the researcher. First, the researcher explained about narrative text, and give some example to make the student more understood about narrative text. After they were know the

generic structure of narrative text, the teacher was applied the comic book as media to increase the students' reading ability at narrative text. And then, the researcher ask to the students to answer the questions after read narrative text by using comic book as media then collect has finished.

- **Observation**

The observation was done for the last time in cycle 2. The activity of students was observed and it showed that most of the students did not have problems anymore in reading narrative text. The students were enjoyable in learning the topic discussion and they were active during teaching learning process and more pay attention than before.

- **Reflection**

Based on the observation and test done by the students, it can be concluded that:

1. The researcher can make the improvement of the students' reading ability at narrative text through comic book as media.
2. The students' score in the second cycle had improved then in the first cycle. In Post-Test I, the improvement of the result of students' percentage was 46%. Then in the Post-Tes II, it increase become 81%.

Based on the observation and the result of the students' test, researcher concluded that the students had improved in reading narrative text using comic book as media. The students' score in the second cycle had improved then in the first cycle.

## **B. Discussion**

This research was conducted to find out the improvement of the students' reading ability at narrative text using comic book as media. It is one of the media that could be used by the teacher in teaching English to increase the students' reading ability at narrative text. The research that had been done by the researcher indicated that the using comic book as media was effective and could be used in teaching reading. It could be seen from the tables that showed us the improvement of the students' score from pre-test of cycle I and post-test 1, post-test 2 of cycle II. The improvement because of the teacher knew how to control the class and created the active class. Besides that, using comic book as media can helped the students to understand the subject easily.

Based on quantitative data could be seen the students' reading ability at narrative text improved and became well in the first meeting to the next meeting. The mean of the students' score in the pre- test was 55,4, the mean of the students' score in post-test I was 71,9, and the mean of the students' score in post-test II was 80.

Based on the result of the qualitative data which was taken from the observation sheet, interview and diary note, it was found that the class ran effectively. In cycle, the researcher was arranged planning before conducting the research, the researcher had been prepared : lesson plan, material about narrative text, Exercise as the instrument of collecting data by applied comic book as media.

Furthermore, the action of researcher explained the material that is narrative text, gave the example of narrative text by using comic book as media. The

students paid attention to the researcher during teaching learning process in the classroom. The students' also feel happy and keep spirit in doing the task by using comic book as media. It showed that using comic book as media could be motivated the students became more enthusiastic in learning English especially in English reading.

It could be concluded that the result of the research showed that using comic book as media could improve the students' reading ability at narrative text. It can make the students more excited in learning reading narrative text. It could be proven by the quantitative data which showed the students' score get more better from the pre-test of cycle I and from pre-test to the post-test I and to the post-test II in cycle II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and pay attention in learning reading narrative text.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of the research, the researcher finds that the implementation of comic book as media to increase students' reading ability at narrative text is improve step by step, from the preliminary study of the first cycle, and from the first cycle to the second cycle. It means that there is an improvement toward the students reading ability at narrative text by using comic book as media.

It can be concluded by the following points, they are:

1. The students' ability of the Eighth Grade of SMP Negeri 1 Sei Bingai before implementing comic book as media, the students' ability in reading narrative text was low. It could be seen that 8 students who passed the test and 18 students failed in the test. The lower score of reading test was 35 and there were 1 student who got the lower score. And it could be observed with the mean score of the students' in pre-test was 55,4. The percentage of the students' score in pre-test was 31%.
2. The implementation of comic book as media, the teacher was explained about the procedure of using comic book as media in the learning process in the classroom. The students' was enthusiastic and pay attention to the teacher explanation. In the cycle one, the students still got difficulties in reading narrative text by using comic book as media because the students lack of vocabulary and confused with the text. And in the cycle two, there was improvement by implementing comic book as media, the students

more confidence and did not confused anymore in reading narrative by using comic book as media.

3. The students' ability of the Eight Grade of SMP Negeri 1 Sei Bingai after implementing comic book as media, the students' ability in reading narrative text was increased. It could be seen that 21 students who passed the test and 5 students who failed in the test. The higher score of reading test was 90 and there were 1 student who got the higher score. It could be observed with the mean score of the students' in post-test 2 was 80. The percentage of the students' score in post-test 2 was 81%.

## **B. Suggestion**

This research showed comic book as media could improve the students' reading ability at narrative text especially at SMP Negeri 1 Sei Bingai. There were following suggestions:

1. For the Principal, to encourage the teacher to apply comic book in teaching English reading.
2. For the English teacher, it is useful to apply comic book as media as one of alternative teaching and do the variation of teaching-learning process especially in teaching reading narrative text so the students' will feel enjoyable and more active.
3. For the students should more paid attention when learning English reading also practice and increase anymore the students' reading ability at narrative text.

4. For the readers who are interested for further related study to this research show explore the knowledge to enlarge the understanding about how to improve the students' reading ability at narrative text and search another references.
5. For other researcher, it can be compared for other researcher who want to do further research on the same subject.

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## APPENDICES

### APPENDIX I

#### LESSON PLAN

School : SMP N 1 SEI BINGAI  
Subject : English  
Class/ Sem : VIII / Genap  
Aspect/ Skill : Reading  
Time Allocation : 4 X 40 Minutes (2 Meeting)  
Cycle : I

#### I. Standard Competency

To respond the meaning of monologue in the of narrative text in the daily life context.

#### II. Basic Competency

To respond the meaning of simple of monologue using oral language accurately, fluency, and acceptably in daily life context in the form of narrative text

#### III. Indicators

<b>Indicator of Achieving Competence</b>	<b>Culture Value and Nation Character</b>
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- Identifying word meaning of the narrative text	Religious, tolerance, creative, curious, self-supporting, communicative, responsibility.
- Identifying the certain information of the narrative text	
- Identifying rhetoric steps of the narrative text	

#### IV. Teaching Method

Method that is used:

- a. Explanation
- b. Teacher Reading Guide
- c. Discuss in pair work

#### V. Learning Material

Topic: Narrative Text

1. Definition of Narrative Text: Definition of narrative text: A narrative text is a text that tells a story and its goal is to entertain the reader.
2. Kinds of Narrative:
  - Fiction
  - Romance
  - Adventure
  - Folklore : Fable, myth, story
  - Fairy tale
  - Science fiction

- Fantasy
  - Mystery
3. Social function : To amuse or entertain, to deal with actual/imaginative experiences in different ways
4. Generic structure :
- Orientation
 

Sets the scene: Where and when the story happened and introduces the participants of the story, who and what is involved in the story.
  - Complication
 

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.
  - Resolution
 

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.
  - Re-Orientation
 

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.
5. Language features :
- A narrative focuses on specific participants.
  - There are many action verbs, verbal and mental processes
  - It usually uses Past Tense
  - The use of direct and indirect speech in form of dialogues
  - Descriptive language is used to create listener's or reader's imagination

- Use temporal conjunction and temporal circumstances

## 6. Example of Narrative Text

### Cinderella

Once upon a time, there was a little girl named Cinderella. She lived with her stepsisters. They were very bossy. She had to do all the housework. **(Orientation)**

One day, there was a night party at the palace. All people were invited. Her stepsisters would not let her go with them. **(Complication)**

Cinderella was sad. the fairy Godmother came and helped her go to the ball. Cinderella danced with the prince. The prince fell in love with her. They got married and lived happily ever after. **(Resolution)**

## VI. Learning Activity

Learning activity	Activities	Character Building (Values)
<p><b>Pre-activity (10 minutes)</b></p>	<ul style="list-style-type: none"> <li>- The teacher greets the students</li> <li>- The teacher checks attendance list</li> <li>- The teacher asks the previous materials and check students homework</li> <li>- The teacher prepares the students' physically and psychology to follow the teaching learning process</li> <li>- The teacher gives motivation to students.</li> </ul>	<p>Religious, honest, discipline, communicative, creative, and independent.</p>

<p><b>Main activity</b> <b>( 60 minutes)</b></p> <p>- Exploration steps :</p>	<ul style="list-style-type: none"> <li>- The students study and read the narrative text</li> <li>- The teacher asks the students about the text</li> <li>- The teacher responds to the students' answer</li> </ul>	<p>Communicative, independent, discipline, creative, hard work, curious, honesty, friendship.</p>
<p>- Elaboration steps :</p>	<ul style="list-style-type: none"> <li>- The teacher explains about narrative text</li> <li>- The students do the tasks from the teacher</li> <li>- The teacher asks the students to collect the task</li> </ul>	
<p>- Confirmation steps :</p>	<ul style="list-style-type: none"> <li>- The teacher gives the confirmation about the result of exploration and elaboration of the students</li> </ul>	
<p><b>Post-activity</b> <b>(10 minutes)</b></p>	<ul style="list-style-type: none"> <li>- The teacher together with students make a conclusion about the material.</li> <li>- The teacher makes a reflection about the teaching learning process consistently.</li> <li>- The teacher gives homework.</li> <li>- The teacher informs about the material in the next meeting.</li> </ul>	<p>Communicative, honesty, responsible.</p>

## VII. Sources and Media

- Sources : Internet and Dictionary
- Media : Comic Book, Whiteboard, Marker

## VIII. Assessment

### a. Instrument

## TASK 1:

### Cinderella

Cinderella's father marries a new wife after her mother has died, the new wife has two spoiled daughters. Eventually Cinderella's father dies and the step mother and step sisters enslave Cinderella as their scullery maid. Over the years she makes friends with mice. There is a big ball coming up for the **prince** to find a wife, and Cinderella wants to go, the step mother only allows her to go if she finishes all of her chores.

The whole time since she has known about the ball the mice and her have been working on a dress for the ball. So she finishes her chores and goes to meet her step sisters and step mother at the door and when she gets there they are **jealous** and rip up her dress. She runs outside and cries. All of a sudden her godmother shows up and turns her ragged dress into a beautiful one, she turns her **shoes** into glass slippers and a pumpkin into a carriage, and the mice are the coachmen. She tells her all of this will change back at midnight, so she goes to the ball and dances with the prince.

She runs out at midnight and loses a shoe on the way out. After they get out of eye **distance** the carriage and coachmen turn back into a pumpkin and mice and the dress turns back into the ragged one. The prince finds the shoe and goes to every **house** to find the girl who wore that shoe, when the step mother learns of this she locks Cinderella in her room, so when the prince comes she will not be able to try the shoe on.

The mice get the key while the sisters are trying the shoe on and unlock her door, and she comes down and puts the shoe on and it fits her perfectly. The prince and Cinderella get married and they **live** happily ever after.



### Question :

1. In groups, read the text below then identify the generic structure of the text!
2. In pairs, read the narrative text in task 1 again and identify the bold word and then change them into Indonesian meaning!
3. Please identify the character of each player from the story!
4. Where did the story take place?
5. When did the story happen?
6. What do you learn from the tale?

### Key answer :

1. - Paragraph 1 : Orientation  
- Paragraph 2 : Complication  
- Paragraph 3 : Complication  
- Paragraph 4 : Resolution
2. - **Prince** : Pangeran                      - **Distance** : Jarak  
- **Jealous** : Cemburu                      - **House** : Rumah  
- **Shoes** : Sepatu                              - **Live** : Tinggal
3. - The Prince : Gentle                      - The Mother : Evil  
- Cinderella : Kind-hearted              - The Sisters : Selfish
4. Cinderella's Home and the Castle
5. In the night & the morning
6. Don't be selfish and evil to your own sisters

**b. Scoring Guidance :**

1. Reading test: *Essay Test*

2. Pedoman Penilaian

- Nilai Maksimal = 100

$$\text{- Nilai Perolehan} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

**Mengetahui**

**Medan, March 2019**

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## APPENDIX II

### LESSON PLAN

School : SMP N 1 SEI BINGAI  
Subject : English  
Class : VIII / Genap  
Aspect/ Skill : Reading  
Time Allocation : 4 X 40 Minutes (2 Meeting)  
Cycle : II

#### IX. Standard Competency

Reading: Understanding the meaning of short functional text and simple essay in reports, **narrative**, and analytical exposition in daily life context and to get an access of knowledge.

#### X. Basic Competency

Responding the meaning and rhetoric steps in essay using various of written languages accurately, fluently and accepted in daily life context and to get access the knowledge in the form of *report*, **narrative** and *analytical exposition*.

#### XI. Indicators

<b>Indicator of Achieving Competence</b>	<b>Culture Value and Nation Character</b>
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- Identifying word meaning of the narrative text	Religious, tolerance, creative,
- Identifying the certain information of the narrative text	curious, self-supporting,
- Identifying rhetoric steps of the narrative text	communicative, responsibility.

## **XII. Teaching Method**

Method that is used:

- a. Explanation
- b. Teacher Reading Guide
- c. Discuss in pair work

## **XIII. Learning Material**

Topic: Narrative Text

1. Definition of Narrative Text: Definition of narrative text: A narrative text is a text that tells a story and its goal is to entertain the reader.
2. Kinds of Narrative:
  - Fiction
  - Romance
  - Adventure
  - Folklore : Fable, myth, story
  - Fairy tale
  - Science fiction
  - Fantasy

- Mystery
3. Social function : To amuse or entertain, to deal with actual/imaginative experiences in different ways
  4. Generic structure :
    - Orientation
 

Sets the scene: Where and when the story happened and introduces the participants of the story, who and what is involved in the story.
    - Complication
 

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.
    - Resolution
 

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.
    - Re-Orientation
 

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.
  5. Language features :
    - A narrative focuses on specific participants.
    - There are many action verbs, verbal and mental processes
    - It usually uses Past Tense
    - The use of direct and indirect speech in form of dialogues
    - Descriptive language is used to create listener's or reader's imagination
    - Use temporal conjunction and temporal circumstances

7. Example of Narrative Text

**Cinderella**

Once upon a time, there was a little girl named Cinderella. She lived with her stepsisters. They were very bossy. She had to do all the housework. **(Orientation)**

One day, there was a night party at the palace. All people were invited. Her stepsisters would not let her go with them. **(Complication)**

Cinderella was sad.the fairy Godmother came and helped her go to the ball. Cinderella danced with the prince. The prince fell in love with her. They got married and lived happily ever after. **(Resolution)**

**6. Learning Activity**

<b>Learning activity</b>	<b>Activities</b>	<b>Character Building (Values)</b>
<b>Pre-activity (10 minutes)</b>	<ul style="list-style-type: none"> <li>- The teacher greets the students</li> <li>- The teacher checks attendance list</li> <li>- The teacher asks the previous materials and check students homework</li> <li>- The teacher prepares the students' physically and psychology to follow the teaching learning process</li> <li>- The teacher gives motivation to students.</li> </ul>	Religious,honest, discipline, communicative, creative,and independent.

<p><b>Main activity</b> <b>(60 minutes)</b></p> <ul style="list-style-type: none"> <li>- Exploration steps :</li> </ul>	<ul style="list-style-type: none"> <li>- The students study and read the narrative text</li> <li>- The teacher asks the students about the text</li> <li>- The teacher responds to the students' answer</li> </ul>	<p>Communicative, independent, discipline, creative, hard work, curious, honesty, friendship.</p>
<ul style="list-style-type: none"> <li>- Elaboration steps :</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher explains about narrative text</li> <li>- The students do the tasks from the teacher</li> <li>- The teacher asks the students to collect the task</li> </ul>	
<ul style="list-style-type: none"> <li>- Confirmation steps:</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher gives the confirmation about the result of exploration and elaboration of the students</li> </ul>	
<p><b>Post-activity</b> <b>(10 minutes)</b></p>	<ul style="list-style-type: none"> <li>- The teacher together with students make a conclusion about the material.</li> <li>- The teacher makes a reflection about the</li> </ul>	<p>Communicative, honesty, responsible.</p>

	<p>teaching learning process consistently.</p> <ul style="list-style-type: none"> <li>- The teacher gives homework.</li> <li>- The teacher informs about the material in the next meeting.</li> </ul>	
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### **7. Sources and Media**

- Sources: Internet and Dictionary
- Media: Comic Book, Whiteboard, Marker

### **8. Assessment**

#### **a. Instrument**



## Task 1

### The Ugly Duckling



1. It was a warm summer day. A mother duck had her nest hidden in the long grass, safe from weasels and the fox. She sat on her eggs, waiting for the eggs to hatch. Finally, the eggs hatched, with a pop and peep! peep! Bunch of golden ducklings appeared.

2. The mother duck was so happy to see her ducklings. But the largest egg in the nest was still there. The mother duck didn't remember laying such a huge egg. Suddenly the large egg cracked open, the baby bird was big, Grey and ugly. He had huge feet and a broad beak and didn't look like a duckling.



3. Other ducklings don't like him as he was ugly. A few days later the mother duck took her ducklings for a swim. The big Grey duckling also joined other ducklings.

4. After a great swim, the duck family waddled (walked with slow steps) on their into the yard. As the Grey duckling entered the yard, all the birds started talking about him.



5. Every day he was pecked and pushed by ducks and even by the chickens.



6. One day the poor ugly duckling couldn't take it anymore, so he ran far away from his home. At last, he ended up in a swamp where only wild ducks lived. The wild ducks told him "you're an ugly fellow, you cannot stay here, go away".



7. The duckling moved away from those ducks. The poor duckling felt very lonely. He didn't even move from that place. As it was winter, the water was so cold, and he got stuck in the swamp as it froze. In the morning a farmer who came that way rescued the duckling and took him to his house.



8. But the duckling was terrified, he fluttered into the milk vessel and splashed it all over the room.



9. The farmer's wife got furious and chased him out into cold. The duckling went back to the swamp, he spent a long and lonely winter, struggling to survive.



10. At last, the snow melted away. It was spring and the duckling was big and stronger than before. He flew high in the air, and he landed by a lovely lake surrounded by magnificent, white and graceful swans.



11. The ugly duckling thought that if the swans see him they will also make fun of his appearance. He was ashamed of himself and bowed his head low. When he bent his head, he saw his reflection in the water and was astonished.



12. His ugly feathers were now snowy white. His neck was curved and slender. He had grown into a swan. The other swans came towards him and stroked him with their beaks.



13. Nearby children shouted with joy at the sight of him and threw him some bread crumbs. He felt very happy to be with his friends.

**Question :**

1. Identify the generic structure of the story !
2. Who are involved in the story and identify the character of each player from the story?
3. Where did the story take place?
4. When did the story happen?
5. How did the story end?
6. What do you learn from the tale?

**Key Answer :**

1. - Pict 1 : Orientation - Pict 7&8 : Complication  
- Pict 2 : Complication - Pict 9 : Resolution  
- Pict 3 : Resolution - Pict 10&11 : Cmplication  
- Pict 4&5 : Complication - Pict 12&13 : Resolution  
- Pict 6 : Resolution
  
2. - The Ugly Duckling : Patient - Other ducklings : Evil  
- The Mother's Duck : Good  
- A Farmer : Kind hearted
  
3. At the Hidden in the long grass, the river, and at the farmer's House
  
4. In the morning & in the afternoon
  
5. Happy ending
  
6. Don't judge someone just because he is different, cause maybe for us he means nothing but to the other one he means a lot

**b. Scoring Guidance :**

1. Reading test: *Essay Test*
2. Pedoman Penilaian
  - Nilai Maksimal = 100

$$\text{Nilai Perolehan} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

**Mengetahui**  
**The Principle**

**Medan, March 2019**  
**The Teacher**

**Rismawaty, S.Pd**  
**NIP. 19610818 198202 2 001**

**Yuningsih, S.Pd**  
**NIP. 19691014 200604 2 003**

**The Researcher**

**Yuli Esti Wiyanda**  
**NIM. 34144014**

### APPENDIX III

#### PRE-TEST

#### SNOW WHITE

Once upon a time, there was a **beautiful** princess named Snow White. She was kind and gentle and a friend to all animals. One day, Snow White met a charming prince. As they sang a song of love together, Snow White's evil stepmother, the Queen watched them.

The Queen was so **jealous** of Snow White's beauty that she ordered her Huntsman to **kill** the young princess. But the Huntsman couldn't bring himself to hurt Snow White. He told her to run far away, so the Queen would never find her. Snow White ran deep into the woods. She was lost and scared but soon found herself in front of a **cottage**. The princess **knocked**, but no one was home. She slowly stepped inside. The cottage was a mess! With the help of her forest friends, Snow White cleaned every nook and cranny. "Maybe whoever lives here will let me stay," said Snow White.

Upstairs, Snow White found seven little beds. She thought they belonged to children. Tired from cleaning, Snow White yawned as she curled up on the beds and fell asleep. Meanwhile, the Seven Dwarfs were heading home from a long day of working in a jewel mine. They were **anxious** to get home to their cottage in the woods. The Seven **Dwarfs** were surprised when they found a princess inside their home! When Snow White awoke, she was charmed by the Seven Dwarfs: Dopey, Sneezy, Happy, Grumpy, Doc, Bashful, and Sleepy. The Dwarfs wanted to protect the beautiful princess from the evil Queen, so they

invited Snow White to live with them. To **celebrate**, the new friends sang and danced the night away.

Back at the **castle**, the Queen learned Snow White was still alive. Enraged, she made a magic potion to change her appearance. Her plan was to trick the princess. After the Dwarfs had set off for **work** the next day, the Queen, disguised as an old peddler woman, offered Snow White a beautiful red apple. Snow White took one bite of the apple and fell into a deep sleep. The Queen had poisoned her! When the Dwarfs came home, they chased the Queen to the top of a stormy mountain. Suddenly, lightning hit the **mountain**, and the Queen fell, never to be seen again. But Snow White still in a deep sleep. The Seven Dwarfs kept watch over her day and night.

Finally, Snow White's Prince Charming arrived. He had been searching everywhere for the beautiful princess he had sung with so long ago. The Prince awakened Snow White Love's First Kiss. The spell was broken! Snow White and the Prince returned to the **kingdom** and lived happily ever after.

#### **QUESTION :**

1. Identify the generic structure of the story!
2. Identify the bold word and then change them into Indonesian meaning!
3. Who are involved in the story and indentify the character of each player from the story!
4. Why did Snow White run away from the castle ?
5. Mention the names of the Seven Dwarfs in the story !



6. Where did the story take place?
7. What did the old peddler woman give to princess so that the princess fell into a deep sleep?
8. What did the Prince do to wake the Princess from her deep sleep?
9. How did the story end?
10. What the moral message from the tale?

### **THE KEY ANSWER OF PRE-TEST**

1. - Paragraph 1 : Orientation
  - Paragraph 2 : Complication
  - Paragraph 3 : Resolution
  - Paragraph 4 : Complication
  - Paragraph 5 : Resolution
2. - Beautiful : Cantik
  - Jealous : Cemburu
  - Kill : Membunuh
  - Cottage : Pondok
  - Knocked : Mengetuk
  - Anxious : Cemas
  - Dwarfs : Kurcaci
  - Celebrate : Merayakan
  - Castle : Istana
  - Work : Kerja
  - Mountain : Gunung
  - Kingdom : Kerajaan
3. - Queen : Evil & cruel
  - Huntsman : Kind heart

- Snow White : Friendly & Kind heart
  - Prince : gentle, romantic & sweet
  - The Dwarfs : Kind heart
4. Because the queen ordered her Huntsman to kill Snow White
  5. The name of Seven Dwarfs: Dopey, Sneezy, Happy, Grumpy, Doc, Bashful, and Sleepy
  6. In the Castle and the woods
  7. A red apple
  8. The Prince awakened Snow White Love's First Kiss
  9. Happy Ending
  10. When we do something or when we help someone, we have to do it sincerely

**APPENDIX IV**

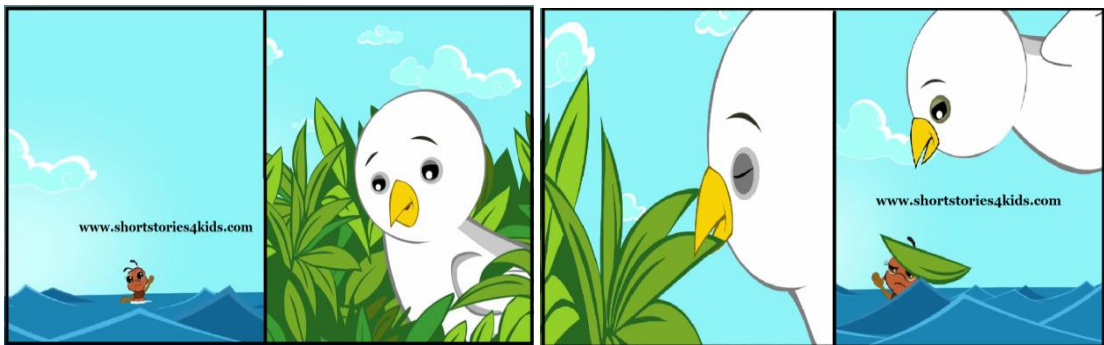
**POST-TEST I (CYCLE I)**

**The Dove and the Ant**



1. An Ant was walking back to her home after a day's work.

2. She walked along the bank of the stream. But suddenly, she slipped and fell into the stream.



3. The ant was petrified and tried to look for something to hold on to. She then realized that she was sailing with the stream, away from her home. The Ant Panicked and started crying out loud, "Help! Help!! Please help me!". The dove was watching all this from a nearby tree.

4. Thinking smartly the dove plucked some leaves from the tree and dropped it into the water near the struggling ant.



5. The ant climbed safely over the leaf and reached the shore safely.



6. The ant was grateful to the dove and thanked him. The Dove replied, "It is my duty to help someone in need. I am glad I could be of help to you." Then the Dove flew into the open sky. A few days later, the Ant was walking through the forest. She noticed a hunter with a gun.



7. He was aiming his gun at a pretty bird sitting on a tree. The Ant immediately recognized the dove and ran towards the hunter.

8. As the hunter was about to pull the trigger of his gun, the Ant climbed up his shoes and bit him on the leg.



9. The hunter shouted in pain and missed his aim. The Dove flew away from the tree. The Dove was saved just in time. The ant walked away happily as she able to help the dove in return.

### **QUESTION :**

1. Identify the generic structure of the story !
2. Who are involved in the story and identify the character of each player from the story?
3. Where did the story take place?
4. When did the story happen?
5. What did the ant happen in the story?
6. What did the dove do to help the ant ?
7. What did the ant do when a hunter shoots the dove ?
8. What did the hunter happen after was foiled by the ant?
9. How did the story end?
10. What do you learn from the tale?

### **THE KEY ANSWER OF POST-TEST I (CYCLE I)**

1. - Picture 1 : Orientation
  - Picture 2&3 : Complication
  - Picture 4&5 : Resolution
  - Picture 6&7 : Complication
  - Picture 8 : Resolution
2. - The Dove : Kind hearted
  - The Ant : Brave
  - The Hunter : Cruel

3. At the jungle&the river
4. In the morning
5. The ant was walking back to her home after a day's work, she walked along the bank of the stream. But suddenly, she slipped and fell into the stream.
6. The dove plucked some leaves from the tree and dropped it into the water near the struggling ant, and then the ant climbed safely over the leaf and reached the shore safely.
7. The Ant climbed up his shoes and bit him on the leg
8. The hunter shouted in pain and missed his aim and then the Dove flew away from the tree
9. Happy ending
10. One Good Turn Deserves Another. Every Good Deed We do For Others Will Surely Come Back to us. We Rise By Lifting Others.

## APPENDIX V

### POST-TEST II (CYCLE II)

#### The Fox and the Goat



1. One day, a fox was roaming in the jungle. It was a hot summer day. The fox was extremely thirsty but could not find any water.

2. He kept on walking and suddenly he saw a well



3. He leaped on the well's wall to check water, he lost his balance and fell right into the well. The well was very deep, the fox doesn't know how to get out of the well.

4. He got really scared and screamed for help. Nearby the goat was passing the well.





5. When she heard the fox she went to peep inside the well. The goat saw the fox and asked, "hi Fox, what are you doing inside the well?". The fox said, Isn't it too hot outside? I just came into this well to cool myself off.

6. Why don't you also hop in and enjoy this cool and refreshing water?". Not even thinking for a second, the goat jumped into the well.



7. She enjoyed the cold water and drank to his heart's content.

8. After some time, the goat stops and asks the fox " How are we going to get out of this well?". The fox replied, "If you stand on your two feet and push me up I can manage to reach to the top of the well and get out, after that, I will get out".



9. The goat once again without thinking twice does as the fox said. The fox got out.



10. The goat asked "Hey Fox! What about me? How would I get out?". The fox said "I guess you have to think about it on your own" and fox left the place.

### **QUESTION :**

1. Identify the generic structure of the story !
2. Who are involved in the story and identify the character of each player from the story?
3. Where did the story take place?
4. When did the story happen?
5. What did the fox happen?
6. What did the fox do when the goat was passing the well?
7. How did the fox come out?
8. How about the goat after the fox managed to get out ?
9. How did the story end?
10. What do you learn from the tale?

### **THE KEY ANSWER OF POST-TEST II (CYCLE II)**

1. - Picture 1&2 : Orientation  
- Picture 3 : Complication  
- Picture 4 : Resolution  
- Picture 5,6&7 : Orientation  
- Picture 8 : Complication  
- Picture 9 : Resolution  
- Picture 10 : Re-Orientation
2. - The Fox : Stupid  
- The Goat : Sly

3. In the well
4. In the morning
5. He leaped on the well's wall to check water, he lost his balance and fell right into the well
6. The fox said to goat, Isn't it too hot outside? I just came into this well to cool myself off, why don't you also hop in and enjoy this cool and refreshing water?
7. The fox lied to goat, the fox said to goat "If you stand on your two feet and push me up I can manage to reach to the top of the well and get out, after that, I will get out". But after the fox get out, the fox said again to goat "I guess you have to think about it on your own" and fox left the place.
8. The goat keep stay in the well because the fox has lied and then the fox left the goat in the well.
9. Sad ending
10. Look before you leap, hasty decisions can lead to wasteful outcomes and can harm yourself

**APPENDIX VI**

**OBSERVATION SHEET**

Focus	Topic	Cycle I		Cycle II	
		Yes	No	Yes	No
The researcher as the teacher	<ul style="list-style-type: none"> <li>• The teacher explains about comic book as media in teaching</li> </ul>	✓		✓	
	<ul style="list-style-type: none"> <li>• The teacher gave chance for students to ask about comic book as media</li> </ul>	✓		✓	
	<ul style="list-style-type: none"> <li>• The teacher observes students' activities and behavior while teaching learning process runs</li> </ul>	✓		✓	
	<ul style="list-style-type: none"> <li>• The teacher motivates students to show their best reading in narrative text</li> </ul>	✓		✓	
Students	<ul style="list-style-type: none"> <li>• Students listen and pay attention to the teacher explaining comic book as media</li> </ul>	✓		✓	
	<ul style="list-style-type: none"> <li>• Students deliver questions when the teacher gives them a chance</li> </ul>		✓	✓	
	<ul style="list-style-type: none"> <li>• Students ask the teacher about comic book as media</li> </ul>	✓		✓	
	<ul style="list-style-type: none"> <li>• Some of students are still</li> </ul>	✓			✓

	<p>confuse and do not know what to do</p> <ul style="list-style-type: none"> <li>• All of students come to follow the test</li> <li>• Students use dictionary to help them find the difficult word</li> <li>• All of students use dictionary when they are studying in the class</li> <li>• Students give good response to the activities in the classroom</li> <li>• Students are interesting to the teacher instruction and explanation</li> <li>• Students always get out and get in during learning and teaching process</li> <li>• Students always play in the classroom.</li> </ul>	✓		✓	
Situation	<ul style="list-style-type: none"> <li>• The classroom is comfortable</li> <li>• The classroom is far from crowd</li> <li>• The classroom is noisy</li> <li>• The classroom has media such as whiteboard, marker, duster.</li> </ul>	✓		✓	
		✓	✓		
			✓		✓
		✓		✓	

## APPENDIX VII

### INTERVIEW SHEET

#### 1. Interview between the researcher and the English teacher before implementing comic book as media of eight grade.

- The researcher : what is the background of your education, Mom ?
- The teacher : my background is English department, I was graduate from UISU.
- The researcher : How long have you been teaching here ?
- The teacher : I have been teaching here for 10 years
- The researcher : How the students responses in study English?
- The teacher : Their response is good. They paid attention when I explain the material. And also they always do the exercise when I give them a question.
- The researcher : What are the problem that you are face in teaching English especially in reading?
- The teacher : The problem that I face when I teaching English is the language itself, because so many students didn't know many vocabulary. but it's be a challenge for me to make the students increase and memories vocabulary.
- The researcher : How do you teach English especially reading narrative text to the students in the classroom?
- The teacher : I teach English reading by using some strategy and media but strategy and media conventional that usually use by the other teacher.
- The researcher : what the media that you have been applied in teaching reading?

The teacher : I just use conventional media.

The researcher : have you ever use comic book as media?

The teacher : not yet.

## **2. Interview between the researcher and the English teacher after implementing comic book as media of eight grade.**

The researcher : Excuse me Miss, I'd like to ask you some question about my research comic book as media to increase students' reading ability at narrative text. So, what do you think about comic book as media, Mom?

The teacher : I think it is a good media. I found that many students active and enthusiastic in studying English especially in reading.

The researcher : Do you think comic book as media can improve the students' reading ability at narrative text?

The teacher : I think yes. This media can improve the students' ability in reading. Because this media can make the students interest to read narrative text. This media also fun because after they read the students have to showing the picture of the text.

The researcher : Do you want to try this media mom ?

The teacher : Yes of course, because this media good and suitable for English reading.

The researcher : Ok Mom, Thank you?

The teacher : You are welcome.



### 3. Interview Sheet with the students After apply comic book as media

- *Fist Student*

The researcher : assalamualaikum Novi.

Novi : Walaikumsalam mis.

The researcher: Mis mau bertanya beberapa pertanyaan nih, boleh kamu jawab ya.

Novi : Iya mis. Tanya aja mis.

The researcher: Apakah kamu sudah pernah belajar bahasa inggris khususnya membaca bahasa Inggris menggunakan buku komik sebagai media?

Novi : Belum Pernah mis.

The researcher: Bagaimana perasaan kamu ketika belajar menulis bahasa Inggris dengan menggunakan buku komik ini?

Novi : Sangat senang mis. Karena model pembelajaran beda, tidak seperti biasanya.

The researcher: Apakah kamu merasa bingung ketika membaca bahasa Inggris dengan menggunakan buku komik sebagai media?

Novi : Iya mis, awalnya bingung tapi setelah mis jelaskan berulang kali saya jadi paham.

The researcher: Apakah dengan menggunakan media ini memudahkan kamu untuk membaca dalam bahasa Inggris?

Novi : Iya mis, memudahkan.

The researcher: Baiklah, Terimakasih.

- *Second Student*

The researcher : Selamat siang Rani.

Rani : Siang mis.

The researcher: mis mau bertanya beberapa pertanyaan nih, boleh kamu jawab ya.

Rani : Iya mis.

The researcher: Apakah kamu sudah pernah belajar bahasa inggris khususnya membaca bahasa Inggris menggunakan buku komik sebagai media?

Rani : Belum Pernah mis.

The researcher: Bagaimana perasaan kamu ketika belajar menulis bahasa Inggris dengan menggunakan buku komik ini?

Rani : Mmm.. perasaannya senang mis, karena belum pernah membaca menggunakan buku komik dikelas ini.

The researcher: Apakah kamu merasa bingung ketika membaca bahasa Inggris dengan menggunakan buku komik sebagai media?

Rani : Tidak mis.

The researcher: Apakah dengan menggunakan media ini memudahkan kamu untuk membaca dalam bahasa Inggris?

Rani : Iya mis, memudahkan.

The researcher: Baiklah, Terimakasih.

- *Third Student*

The researcher : assalamualaikum Aldi.

Aldi : Walaikumsalam mis.

The researcher: Kakak mau bertanya beberapa pertanyaan nih, boleh kamu jawab ya.

Aldi : Iya kak. Tanya aja kak.

The researcher: Apakah kamu sudah pernah belajar bahasa inggris khususnya membaca bahasa Inggris menggunakan buku komik sebagai media?

Aldi : Belum Pernah mis.

The researcher: Bagaimana perasaan kamu ketika belajar menulis bahasa Inggris dengan menggunakan buku komik ini?

Aldi : Sangat senang mis. Karena cara belajarnya beda, selain itu juga kita bisa tau gambar dan kejadian dari teks itu.

The researcher: Apakah kamu merasa bingung ketika membaca bahasa Inggris dengan menggunakan buku komik sebagai media?

Aldi : Iya mis, diawal bingung sedikit, tapi lama-lama ngerti juga.

The researcher: Apakah dengan menggunakan media ini memudahkan kamu untuk membaca dalam bahasa Inggris?

Aldi : Iya mis, memudahkan.

The researcher: Baiklah, Terimakasih.

## **APPENDIX VIII**

### **DIARY NOTES**

#### **First Meeting (Monday, 4 March 2019)**

In the first meeting, the researcher introduced herself and explained the purpose of her coming. The students gave a good response of the researchers coming. The researcher made discussion about reading narrative text with the students. And then, the researcher gave little explanation about reading narrative text. After the students got understand the researcher give the pre-test to the students. The researcher gave 15 minutes to read the text and 25 minutes to the students to answers the test. The students can answer the test but sometimes the students ask some vocabulary to the researcher. The students answer the test in a paper that was be given by the researcher. After finish it, the researcher collected the students' worksheet.

#### **Second Meeting (Tuesday, 5 March 2019)**

In the second meeting, the researcher is only giving a treatment to the students for the next meeting that's post-test 1. The researcher was explained the material about narrative text by using comic book as media. The lesson was focused on understanding of narrative text and the example of narrative text by using comic book as media. After the students read narrative text by using comic book, the students answer the questions on the paper that have been provided. The students

look interesting with the researcher explanation and all the students was pay attention. But need a long time to make the students understand.

### **Third Meeting (Monday, 11 March 2019)**

In the third meeting, the researcher remainder the students knowledge about reading narrative text by using comic book as media. The researcher is giving the post-test 1 to the student. The students look felt so excited to read narrative text by using comic book with title “The Dove and the Ant” and the students was very enthusiastic to read narrative text by using comic book as media. The researcher give thirty minutes to the students to answer the questions after read narrative text. after finish, the researcher collected the students worksheet and after that the researcher read the narrative text in front of class and translate the text into Indonesia language and the students felt happy.

### **Fourth Meeting (Tuesday, 12 March 2019)**

In this meeting was enjoyable. Students felt interested during the learning process because this meeting was to continue the material. The researcher gave post-test II to the students. The researcher explain more deeply again about reading narrative text by using comic book as media. The students also give a good response with the explanation of the researcher. The students more active by asking some question about narrative text to the researcher. The researcher more excited answering the question from the students. After all of the students more understand about the use of comic book in reading narrative text, the researcher directly giving the exercise for post-test 2 to the students with title “The Fox and

the Goat”. The researcher give thirty minutes to the students for answer the questions in their worksheet. After the students finish, the researcher collected the students worksheet.

## APPENDIX IX

### The Name and The Initial of Students

No	Name	Initial
1	Aldi Pranata Sembiring	APS
2	Alpina Br. Sitepu	ABS
3	Andreansa	AS
4	Adrian Perdinanta Sembiring	APS
5	Azzli Purnama Sari	APS
6	Baya Syamrayadi	BS
7	Budiman	BM
8	Cristofer Tuahta Ginting	CTG
9	Delon Albetta Ginting	DAG
10	Desprilla Natalia Br. Tarigan	DNBT
11	Emia Pebrianti	EP
12	Intan Astria Ananda Bangun	IAAB
13	Jeshen Agus Pratama Ginting	JAPG
14	Karinanta Br. PA	KBP
15	Meidita Br. Sembiring	MBS
16	M. Affandi Kaban	MAK
17	Nabila Azara Hasibuan	NAH
18	Novi Syafitri	NS
19	Rafly Kalma Tarigan	RKT
20	Rani Ifanka	RI

21	Ridho Bastanta Sinulingga	RBS
22	Risky Ginting	RG
23	Rita Br. Sembiring	RBS
24	Santi	ST
25	Sri Ulina Br. Tarigan	SUBT
26	Wahyu Triadmaja Sinulingga	WTS



**APPENDIX X****The Students' Attendance List During The Research**

No.	Names of the Students	Meeting			
		1	2	3	4
1.	Aldi Pranata Sembiring	√	√	√	√
2.	Alpina Br. Sitepu	√	√	√	√
3.	Andreansa	√	√	√	√
4.	Adrian Perdinanta Sembiring	√	√	√	√
5.	Azzli Purnama Sari	√	√	√	√
6.	Baya Syamrayadi	√	√	√	√
7.	Budiman	√	√	√	√
8.	Cristofer Tuahta Ginting	√	√	√	√
9.	Delon Albetta Ginting	√	√	√	√
10.	Desprilla Natalia Br. Tarigan	√	√	√	√
11.	Emia Pebrianti	√	√	√	√
12.	Intan Astria Ananda Bangun	√	√	√	√
13.	Jeshen Agus Pratama Ginting	√	√	√	√
14.	Karinanta Br. PA	√	√	√	√
15.	Meidita Br. Sembiring	√	√	√	√
16.	M. Affandi Kaban	√	√	√	√
17.	Nabila Azara Hasibuan	√	√	√	√
18.	Novi Syafitri	√	√	√	√
19.	Rafly Kalma Tarigan	√	√	√	√

20.	Rani Ifanka	√	√	√	√
21.	Ridho Bastanta Sinulingga	√	√	√	√
22.	Risky Ginting	√	√	√	√
23.	Rita Br. Sembiring	√	√	√	√
24	Santi	√	√	√	√
25.	Sri Ulina Br. Tarigan	√	√	√	√
26.	Wahyu Triadmaja Sinulingga	√	√	√	√

## APPENDIX XI

### Documentation



Pre-Test



Post-Test I



Post-Test II



(After finish the class)

Sample of Students'  
Answer Sheet