



**THE EFFECT OF APPLYING ENGLISH COMIC MEDIA ON THE  
STUDENTS' READING SKILLS AT THE SEVENTH GRADE OF**

**SMPN 2 LEMBAH MELINTANG**

**A THESIS**

*Submitted to the Faculty of Tarbiya 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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**MEDAN**

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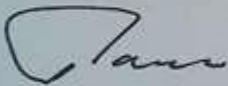
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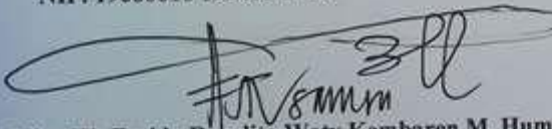
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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan didalamnya sebagai sumbernya.

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THE STUDENTS' READING SKILLS AT THE SEVENTH  
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Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan  
dalam Sidang Munaqosah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN  
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## ABSTRACT

**Asriza Rahma, Registration Number: 0304161066. The Effect Of Applying English Comic Media On The Students' Reading Skills At The Seventh Grade Of Smpn 2 Lembah Melintang, English Education Department, Faculty of Tarbiya and Teachers Training, State Islamic University of North Sumatera, 2020-2021.**

This research aimed to find out whether there was a significant effect of applied English comic media on the students' reading skills which was observed and analyzed from students in the seventh grade of SMPN 2 Lembah Melintang. In this case, the research methodology was quantitative research by using experimental research design. The population of this research was the seventh grade students of SMPN 2 Lembah Melintang. The sample of this research was two classes, there were Experimental class (VII2) as many as 30 students and control class (VII3) as many as 30 students. The researcher applied English comic media in the experimental class and taught by whiteboard media in the control class. The instrument of this research used reading test after the treatment, namely post-test to collecting the data. After analyzed the data used statistic calculation and microsoft office excel calculation, the result of this research showed that the value of  $t_{\text{observed}}(2,564)$  was higher than  $t_{\text{table}}(2,002)$  at the level significant 0,05 and degree of freedom was 58. So, the result of this research showed that applied English comic media has significant effect in the students' reading skills and the alternative hypothesis ( $H_a$ ) was accepted. The students' reading skills at the seventh grade of SMPN 2 Lembah Melintang was increased after used English Comic Media.

**Keywords :** *English Comic Media, Students, Reading Skills*

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As for the title of my thesis is “**The Effect of Applying English Comic Media on the Students’ Reading Skills at the Seventh Grade of SMPN 2 Lembah Melintang**”. In writing this thesis many difficulties are encountered, but thank God for the encouragement of various parties, finally the researcher can solve it. Therefore, the researcher would like thanks to all people who had helped, supported and suggested during study and during process of writing this thesis. Especially to:

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Finally, the researcher believe that this thesis still need comments, critics and suggestions for better written. The Researcher hope this thesis would be a positive contribution for all readers, especially to all students in English Education Department who want to conduct similar research.

Medan, 31 Januari 2021

**Asriza Rahma**

**Nim: 0304161066**



## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS .....</b>	<b>iv</b>
<b>LIST OF TABLE.....</b>	<b>viii</b>
<b>LIST OF APPENDIXES .....</b>	<b>ix</b>
<b>CHAPTER I : INTRODUCTION.....</b>	<b>1</b>
1.1 The Background of the Problem .....	1
1.2 The Identification of the Problem .....	2
1.3 The Limitation of the Problem .....	3
1.4 The Research Problem.....	3
1.5 The Objective of the Study .....	3
1.6 The Significance of the Study .....	4
<b>CHAPTER II: REVIEW OF THE LITERATURE .....</b>	<b>5</b>
2.1 Theoretical Framework.....	5
2.1.1 Reading Skills.....	5
2.1.2 English Comic Media .....	8
2.1.2.1 Definition .....	8
2.1.2.2 Principle.....	9
2.1.2.3 Design .....	11
2.1.2.4 Procedure .....	12

2.1.2.5 Advantages and Disadvantages .....	13
2.2 Related Study.....	14
2.3 Conceptual Framework.....	15
2.4 Research Hypothesis .....	17
<b>CHAPTER III : RESEARCH METHODOLOGY .....</b>	<b>18</b>
3.1 Place and Time of Study.....	18
3.2 Population and Sample .....	18
3.2.1 Population .....	18
3.2.2 Sample .....	19
3.3 Research Method .....	20
3.4 Instrumentation .....	21
3.4.1 conceptual defenition .....	21
3.4.2 Operational Defenition .....	21
3.4.3 Specification .....	21
3.4.4 Validity and Reliability.....	22
3.4.4.1 Validity Test .....	24
3.4.4.2 Reliability Test .....	24
3.5 Research Procedure .....	25
3.5.1 Treatment .....	25

3.5.2 Post-test .....	25
3.6 Data Analysis .....	26
3.7 Statistical Hypothesis .....	27
<b>CHAPTER IV: RESEARCH FINDINGS AND DISCUSSIONS .....</b>	<b>28</b>
4.1 Research Findings .....	28
4.1.1 Description of Data .....	28
4.1.1.1 Experimental Class .....	29
4.1.1.2 Control Class .....	30
4.1.2 Analaysis Requirement Testing .....	32
4.1.2.1 Normality Testing .....	32
4.1.2.2 Homogeneity Testing .....	33
4.1.2.3 Hypothesis Testing .....	34
4.2 Discussion .....	35
<b>CHAPTER V: CONCLUSSION, IMPLICATION AND SUGGESTIONS .....</b>	<b>37</b>
5.1 Conclussions .....	37
5.2 Implication .....	38
5.3 Suggestion .....	38
<b>REFERENCES .....</b>	<b>39</b>

<b>APPENDIXES .....</b>	<b>41</b>
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## LIST OF TABLES

<b>TABLES</b>	<b>TITLE</b>	<b>Page</b>
3.1	The Population of the Study .....	19
3.2	The Sample of the Study .....	20
3.3	Research Media in Experimental Class and Control Class	20
3.4	The Specification of Reading Test.....	22
3.5	Result of Validity Test and Reliability Test About Instrument of Students' Reading Skill.....	24
4.1	Research Result Data .....	28
4.2	Frequency Distribution of Post-test in Control Class .....	29
4.3	Frequency Distribution of Post-test in Experimental Class	30

## **LIST OF APPENDIXES**

<b>APPENDIX</b>	<b>TITLE</b>
I	Lesson Planning
II	Post Test
III	Students' Scores of Post-Test in Control Class and Experimental Class
IV	Validity Test and Reliability Test
V	Normality Testing of Control Class and Normality Testing of Experimental Research
VI	L Table and T Table
VII	Students' Result
VIII	Documentation
IX	Letter permission from UIN
X	Letter Response from SMPN 2 Lembah Melintang
XI	Curriculum Vitae

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Problem

Reading skills are useful for humans to get information from a text. A human must have good skill in reading text to know about the meaning of the text. It means that reading skill must be owned by someone, especially students. But, in school, many students don't understand what they have to master when reading to find the meaning of the text being read. To get information, the students must read and comprehend the texts. Having good skill will help the students to know the meaning when reading English text.

The objective of teaching reading skill for junior high school students is to be expected to be able to read the texts in English. In syllabus SMP/MTs of curriculum 2013, English is important to learn to be able to function for students' daily lives in various forms of texts.<sup>1</sup>

In reality, based on the researchers' observation at seventh grade students of SMPN 2 Lembah Melintang, the researcher found out some problems in the students' reading skill. First, many students were not interested in learning reading English text. They read the text without understanding about the information from the text. Even though we know that a text must have a hidden meaning contained in the text. Second, the students got difficult to read the text because many students seldom practice. On several occasions, the teacher only asked the students to read the text, but the teacher do

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<sup>1</sup> Kementerian Pendidikan dan Kebudayaan, *Silabus Mata Pelajaran Bahasa Inggris SMP/MTs*, (Jakarta, 2017), p.4

not correct students errors in reading English text. This makes the students did not have good skill in reading English.

There are many factors that can influence the student's reading skills, namely internally and externally factors. Internally are students' motivation, and students' interest. Externally are curriculum, materials, teachers' strategy and media. Teachers' media can increase students' reading skills. There are many kinds of teaching media like posters, pictures, video, including comics.

Comics is a media that can make students interested in reading. Comics is not only about text, but also picture. One comic tells about one story using pictures to make the reader easily to get the point of the story. With the picture, the reader can get the emotions. If the teacher used English comics media in reading English text, so the students can be active in reading text.

From this research, the researcher hope the result give some information for the readers about **the Effect of Applying English Comic Media on the Students' Reading Skills at the Seventh Grade of SMP N 2 Lembah Melintang**. This research also can give the references to the readers to make same research about reading skills.

## **1.2 The Identification of the Problem**

Based on the background of the study above, the are many factors about reading skills internally and externally: a) The students feel difficult to read and understand English, b) The students do not know how to read English well and do not know the meaning of words, c) The media used are not effective in mastering reading skills, d)



The teachers are not using good media and interesting strategy in teaching reading English, e) And etc. Because many problems can be researched, the researcher would like to limit them.

### **1.3 The Limitation of the Problem**

Based on the identification of study above, there are many factors that can influence the low level of reading skills: teachers' performance, materials, classmates, teaching method, and environment, including the teachers' media. Teachers' media can increase students' reading skills, because English Comic Media encourages students to read the text with interesting pictures. By English Comic Media will be created fun learning environment and they can develop their skills in reading English text.

### **1.4 The Research Problem**

Based on the limitation of study above, the research problem in this research is: Is there any significant effect of applying English comic media on the students' reading skills at seventh grade of SMPN 2 Lembah Melintang?

### **1.5 The Objective of the Study**

Based on the formulation of study above, the objective of the study is: To find out whether there is any significant effect of applying English comic media on the students' reading skills at seventh grade of SMPN 2 Lembah Melintang

## **1.6 The Significance of the Study**

From the background of the study, the significance of the study as follow:

### **1.6.1 Theoretical Significance**

In theoretical significance, this study is useful to enrich the theory of teaching reading skills. So, the theory useful to know specifically about the effect of applying of English Comic Media on the students' reading skills.

### **1.6.2 Practical Significance**

#### **a. For Students**

The results of this study useful to improve the students reading skills.

#### **b. For Teachers**

The results of this study is useful for teachers to help the students to increase their reading skills.

#### **c. Stakeholders**

The results of this study will be useful for stakeholders to make a policies in improving teaching reading.

#### **d. Other Researchers**

The results of this study will be useful for other researchers to do for the research to related for this topics.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### 2.1 Theoretical Framework

To conduct the research, there are some concepts that related to the research. This theoretical review clearer concept applied in this study is the application of English comics' media to the students' reading ability. All theories in this research is foundation of doing the research. So, in the theories explain about reading skills and English comic media.

##### 2.1.1 Reading Skills

In discussion of the topic, it is important to explain about the term of reading skills.

Reading skill is an individual's standing on some reading assesment. Skilled readers are those who score above some standard on this assessment, readers of low skill are those who score below some standard.<sup>2</sup> Miller, has said that "reading is a process of communication of ideas from one person to another through the medium of writing or printing to seek the ideas behind words". It means that reading is a process of understanding the meaning of a text for readers to get knowledge and new information from what they have read.<sup>3</sup>

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<sup>2</sup>Charles A. Perfetti, *Reading Skills*, (University of Pittsburgh)

<sup>3</sup>Detty Varita, *Improving Reading Comprehension Through Literature Circles*, English Education Journal, 8(2), (2017), p.236

According to Hoover and Gough, in Flynn and Stainthorp, reading is the product of decoding and comprehension which means that reading is a result from an ability to decode the print words and to comprehend the language.<sup>4</sup>

Smith defines reading as a communication process in the form of obtaining information from the author by the reader. This statement reveals that reading aims to obtain information.<sup>5</sup>

Allah says in Al-Qur'an in Al 'Alaq verse 1-5:

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ  
(٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمُ (٥)

Meaning: *Read, In the name of your Lord Who created. He Created man from a clinging substance. Read, And the Lord is Most Generous. Who taught by the pen. Taught man what he know not.*<sup>6</sup>

In Holy Al-Qur'an, Reading is mentioned in Al-Baqarah verse 129:

رَبَّنَا وَابْعَثْ فِيهِمْ رَسُولًا مِّنْهُمْ يَتْلُو عَلَيْهِمْ آيَاتِكَ وَيُعَلِّمُهُمُ الْكِتَابَ وَالْحِكْمَةَ وَيُزَكِّيهِمْ إِنَّكَ أَنْتَ الْعَزِيزُ  
الْحَكِيمُ

Meaning: *“Our Lord! Raise up in their midst a messenger, who will recite to them Your Verses and teach them the Book and wisdom and purify them. Indeed, You alone are the Almighty, the All-wise”.*<sup>7</sup>

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<sup>4</sup> Dita Yulianti, *Improving the English Reading Comprehension Ability Through Extensive Reading Activities*, (Yogyakarta: Yogyakarta State University, 2014), p.10

<sup>5</sup> Aman Kusna Nugraha, dkk., *Konvergensi*, (Surakarta, 2019), p.126

<sup>6</sup> Shehnaz Shaikh and Kausar Khatri, *The Glorious Quran*, (New Delhi: Alhuda Publications, 2007), p.849-850

<sup>7</sup> *Ibid*, p. 25

Allah SWT also said in Al-Baqarah verse 150:

كَمَا أَرْسَلْنَا فِيكُمْ رَسُولًا مِّنكُمْ يَتْلُوا عَلَيْكُمْ آيَاتِنَا وَيُزَكِّيكُمْ وَيُعَلِّمُكُمُ الْكِتَابَ وَالْحِكْمَةَ وَيُعَلِّمُكُم مَّا لَمْ تَكُونُوا تَعْلَمُونَ

Meaning: “and from wherever you start forth (for prayer), turn your face in the direction of Al-Masjidil Al-Haraam (Ka’bah). And wherever you are, turn your faces towards it, so that people will not have any argument againsts you, except the wrongdoers among them, so do not fear them but fear Me, so that I may complete My favor upon you, perhaps you may be guided”.<sup>8</sup>

Whereas the Hadith which commands to reading Al-Qur’an is as follows:

(في فضل تعليم القرآن)

عَنْ أَبِي أُمَامَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ : سَمِعْتُ رَسُولَ اللَّهِ يَقُولُ : اِقْرَءُوا الْقُرْآنَ فَإِنَّهُ يَأْتِي يَوْمَ الْقِيَامَةِ شَفِيعًا لِأَصْحَابِهِ (رواه مسلم)

Meaning: “It has been narrated to me that Abu Umamah Al-Bhali said: I heard Rasulullah SAW said: read Al-Qur’an because he will come on Judgment day as a defender for those who read it”. (H.R Muslim)<sup>9</sup>

The people who have good ability are the people who have better knowledge than other people. As Allah SWT permit in Qur’an that He will raise the position of the one who has knowledge. Allah says in Q.S Al- Mujadalah: 11

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ - ١١

Meaning: “O you who believe, when it is said to you, “make room”, in assemblies, then make room; Allah will make room for you. And when it is said to you, “rise up.” Then rise up, Allah will raise those who believe among you and those who

<sup>8</sup> Ibid, p.29-30

<sup>9</sup> Imam Muslim, *Shahih Muslim, Jus I*, (Semarang: Toha Putra), p.321

were given knowledge in degrees. And Allah is All-aware of what you do". (Q.S. Al-Mujadalah: 11).<sup>10</sup>

From Q.S Al-Baqarah above, explained that Allah elevates the degrees of those who study knowledge.<sup>11</sup>

From the explanation above, the researcher concluded that reading skill is a communication process between readers and writer from English text that happens when the reader look a written text to know about the meaning of the text.

### **2.1.2 English Comic Media**

In discussion of the topic, it is important to explain about the term of English comics' media.

#### **2.1.2.1 Definition**

Sudjana, defines English comics as a kind of cartoon form expressing character and playing story in sequences of closely related drawing and designed to give fun to the readers.<sup>12</sup> So, comic is a media that give character in every design to make the readers interested.

According to Krashen, in book *The Power of Reading*, comics as a light reading play important role in helping readers again confidence and learn to enjoy reading, comics often introduce new, sophisticated vocabulary and the students can spend the time for silent reading. Encourage all types of reading, not just the classic, provide light reading, such as readers' Digest, magazines and more book, concentrate on serving all

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<sup>10</sup> Shehnaz Shaikh and Kausar Khatri, *The Glorious Quran*, (New Delhi: Alhuda Publications, 2007), p.767

<sup>11</sup> Ahzami Samiun Jazuli, *Kehidupan Dalam Pandangan Al-Qur'an*, (Jakarta: Gema Insani Press, 2006), p.15

<sup>12</sup> Nurul Fauziah, *The Effectiveness of Using English Comic in Teaching Students' Speaking Ability*, (Surakarta: State Islamic Institute of Surakarta, 2017), p.10

population, especially the lower level readers.<sup>13</sup> So, comic is a media to make the readers confidence and enjoy when read the text.

Comics are easy to recognize but difficult to define. Will Eisner used the term “sequential art” to describe comics, a definition later modified by Scott McCloud into “juxtaposed pictorial and other images in deliberate sequence”. The focus in each of these definitions is sequence: a string of images that are read one after another to produce meaning.<sup>14</sup> So, to get the information from the story in a comic, the readers must read one by one text of images.

Prophet Muhammad SAW said:

إِنَّ اللَّهَ جَمِيلٌ يُحِبُّ الْجَمَالَ

Meaning: “*Verily, Allah is beautiful and He loves beauty*”.<sup>15</sup>

From the definition above, the researcher concluded that English comic media is a colourfull and interesting picture that show the character of the story.

### **2.1.2.2 Principle**

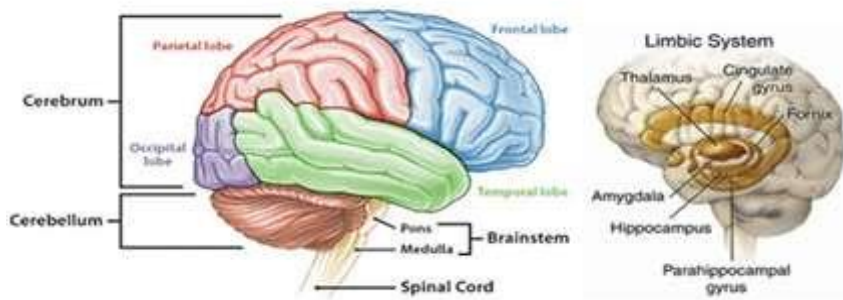
The brain is the source of all nervous system possessed by every creature. Located inside the head, protected by skull bones and close to the sensory sensor which is owned like vision, hearing, balance, taste and smell.

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<sup>13</sup>Risya Fatimah zahra, *The Effect of English Comics on the students' Vocabulary Achievement at Second Year Students of SMP Negeri 10 Kendari*, Journal of Research, (2013), p.7

<sup>14</sup> Thompson Writing Program, *Writing About comics and Graphic Novels*, (Duke), p.1

<sup>15</sup> Lesi Levisa, *Pengaruh Display Produk Terhadap Minat Beli Konsumen Pada Annas Store Pekanbaru Menurut Ekonomi Islam*, (Pekanbaru: UIN SUSKA, 2020), p.4



Picture 1.1 Brain and its parts

As seen in the picture 1.1, shows that there are four parts of human brain, that is: (a) Cerebrum (b) Cerebellum (c) Brainstem (d) limbic System. The human brain is divided into two hemispheres, left hemisphere and right hemisphere. Hemisphere of the brain better known as the left brain and right brain which have their respective functions.

Left brain is the brain that is on the left of humans brain. The people with dominant left brain function tend to prioritize logic and facts. They think more rationally than emotionally. Right brain is the brain that is on the right of humans brain. The function of right brain including in terms of equality, emotion, creativity, socialisation, fantasy, music and color.<sup>16</sup>

From explanation above, the researcher concluded that principle of comics is a human right brain, because comics contain of creativity, color, emotion and art to appeal the readers.

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<sup>16</sup> Sumardi, *Perbandingan Otak Kiri dan Otak Kanan Dalam Perkuliahan Mahasiswa Jurusan Pendidikan Fisika Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar*, (Makassar: Fakultas Tarbiyah dan Keguruan, 2014), p.10-22



### 2.1.2.3 Design

Elements of design are materials or parts that make a comic design as a whole in composition, and its constituent parts can be separated into smaller parts separate.

Elements of design in the comic:

- a. Space. Comic needs a space like paper, space in canvas, space in digital media and others media.
- b. Image. In a comic, actually image usually hand drawing or free hand. This image which make most part of the comic.
- c. Text. Text is image from symbol of sound and number.
- d. Point & dot. Point not always round, can be a small box, small triangle, small ellipse, very small animal shape, and other shape in small size. But, dot more to a small round shape (freckles).
- e. Line. Actually, line is a combination of several point or dot which overlapping each other and connecting.
- f. Shape (X & Y). Shape is shape in 2 size dimension, that is X and Y, or long and wide.
- g. Form (X, Y, & Z). Form is shape in 3 dimension, that is X, Y and Z, or long, wide and high.
- h. Tone/ Value (gradient, lighting & shading). Tone is color plessure toward darker or lighter. Tone gradually decreases from dark to light called gradient.
- i. Colour (hue). Color is hue, color is divided from its constituent into three groups: light color (visible spectrum), transparent color, opaque color.
- j. Pattern. Many function of pattern, in comic world used as screentone.

- k. Texture. Texture in comic more inclined to the paper, is there a rough and smooth bag as needed. But, there is also a texture that is indeed a photo of a medium that is textured.
- l. Voice, sound and audio. Voice tends to be the result of speech or words that which is released by mouth of animals, humans, and others intelligent creatures beside humans. Sound tends to be the result of any sounding and no need to take it out by mouth of humans, animals, insect, plant friction, electronic, and others. Audio tends to be the result of sound from tools.
- m. Time. In comic, manifested in the form of pages.<sup>17</sup>

Based on the component above, the researcher concluded that each element of design has a different function in writing comics.

#### **2.1.2.4 Procedure**

Tools and materials for making comics in a traditional way: paper, pencil, colored pencil, eraser, dip pen, correction pen, screentone, watercolor, ruler, color marker, cutter, pencil sharpener, plastic painting color palette, brush, tracing table (portable light box), hair dryer.

Traditional comic making technique step by step:

- 1) Prepare the paper according to the size that the readers wants
- 2) Prepare the script
- 3) The next step is write the text first, and after write the text, given a box or text balloon instead of a voice
- 4) Adjust a panels as needed

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<sup>17</sup>MS. Gumelar, Cara Membuat Komik, (Jakarta Barat: PT Indeks, 2011), p.26-36

- 5) Making rough sketch image
- 6) Give the ink
- 7) Give the color of character traditionally<sup>18</sup>

#### **2.1.2.5 Advantages and Disadvantages**

Hurlock explains argument of comic advantages: a) comics provide great reading skills, b) comics can use to motivate the students to develop reading skills, b) the achievements obtained by students who read comics are almost identical to those who rarely read them, d) students are introduced to a wide range of words, many words are encountered again in other reading material, e) comics book provide of good technique to disseminating propaganda who defies prejudice, f) comics give the students the source of emotional catharsis for suppressed emotions, g) students may identify themselves with comic book characters who have traits that they admire.

Beside having advantages, comic media also has certain disadvantages. Hurlock explains the argument of comics disadvantages: a) comics distract children from other more useful reading, b) because the picture tells the story, the children who unable to read will not read the text, c) paintings, stories, language most of comics are junky, d) comics inhibits children from playing other games, e) by describing unsocial behavior, comics encourage the growth of aggressiveness and juvenile delinquency in children, f) comics make real life boring and uninteresting.<sup>19</sup>

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<sup>18</sup>*ibid*, p.94-116

<sup>19</sup> Elly Yanti, *Media Pengembangan Pendidikan Karakter*, (Athra Samudra), p.58-59

## 2.2 Related Study

The study that are related to reading skills are:

1. Ningsih, State Islamic university of North Sumatera, entitled “Improving The Students’ Ability in Reading Comprehension of Narrative Text Through Question Answer Relationship at The Tenth Grade Of MAN Binjai”. The subject of this research was the students X-IPS at MAN Binjai, consist of three classes: they are X IPS 1, X IPS 2, X IPS 3. This research was applied by using Class Action Research which consisted of two cycles. Every cycle consisted of four steps of action research like planning, action, observation and reflection. The meeting in the research was fours meeting from the first cycle and the second cycle. The instrument of collecting data were interview, observation, diary notes and test. Interview, observation, diary notes were qualitative data and Test for quantitative data. From the test, the mean of students’ scores was kept improving the pre-test until post-test second cycle. In the first cycle, the score on the pre-test was 2040 and in the post-test was 2360. In the second cycle, the score in the post-test was 2990. The using of question answer relationship strategies can improvement in the students’ ability in reading comprehension.
2. Ratnasari, Syarif Hidayatullah State Islamic University, entitled “The Effectiveness Of Using English Comic Strips in Teaching Writing Of Narrative Text”. The population of this research was the eighth grade of SMP Al-Ikhlas in the academic year of 2013/2014 which consist of five classes, namely 8A, 8B, 8C, 8D, 8E. The number of population of 135 students. The data from this study accepted from pre-test, treatment and post-test. The data in this research were

analyzed by comparing the mean score in the experimental group and the control group. In analyzing the data, t-test is used to find out the effectiveness of English Comic Strips in teaching writing of narrative text. The result of this research was teaching writing of narrative text using English comic strips are effective for the eight grade students of junior high school.

The previous studies can be used by the researcher as reference in conducting a research. The researcher can compare the methodology of research and the results of research in the previous studies with research of the researcher.

### **2.3 Conceptual Framework**

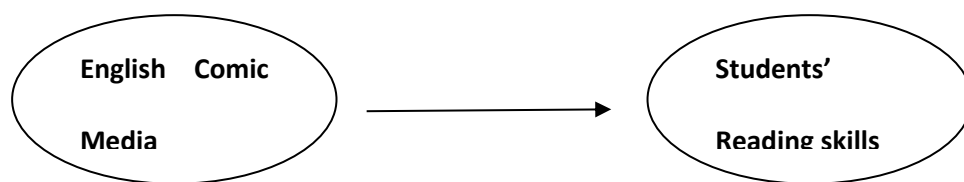
Comics is effective is better in teaching reading skill because the dialogue complete with picture can make students interest in learning. In this media show the picture that can enrich the students' skill in reading. This media also is close to student life where comics is great interest by kids and teenagers. So, the students can learn at home by reading English comic.

Reading skills using English Comic Media are better for students in Junior High School to make the students' interest in reading English text. The problems of students often face in reading are some factors, there are pronunciation, students' interest and level of confidence. The first is pronunciation, many students have errors' pronunciation. When they speak, they sound when reading doesn't match with the pronunciation of the word. The second is students' interest, many students are not interesting when reading English, because they consider that English is a foreign language which is difficult to pronounce and to be understood. The third is level of

confidence, many students are not confidence to speak English. The students are afraid of the sentence that they say is error, so they become shy. That is why the teacher should use English comic media, because one effective way to attract students' attention in learning about reading is using media in reading.

After that, the researcher can see how the reading skill of students who use English Comic Media with the students who do not use English Comic Media. The researcher can get more specific evidence where the schools in remote region not many that use comic in teaching reading.

From the explanation above, researcher believe that the use of English Comic Media in learning will make the students is better than without use English Comic media. To make the conceptual framework clearer, it can be seen the following draft:



Based on the conceptual framework above, the researcher concluded that English Comic Media is one of media that must use in reading skills, because the reading skills is important thing that students have to get the information from the text and the researcher believe that this media can give feedback for children as a motivation to always reading English text.

## **2.4 Research Hypothesis**

Based on the explanation of the theoretical framework above, the hypothesis of this research is : the students' reading skills taught by English comic media is better than without English comic media.

## **CHAPTER III**

### **RESEARCH METODOLOGY**

This part elaborates about the research methodology. In this research, the researcher using quantitative research. So, the methodology consists of place and time of study, population and sample, research method, instrumentation, data analyzing.

#### **3.1 Place and Time of Study**

This research conducted at seventh grade of SMP N 2 Lembah Melintang in academic year of 2020/2021. This school located on Bululaga street, Ujung Gading, Pasaman Barat, Sumatera Barat. This school is formal education. This research conducted approximately in 10 meetings. The reasons of the researcher chose the research in this school because the researcher found the problems about this research in this school, namely: a) The students got difficult to read and understand English, b) The students did not know how to read English well and did not know the meaning of words, c) The media used were not effective in mastery of reading skills, d) The teacher were not used good media and interested strategy in teaching reading English.

#### **3.2 Population and Sample**

##### **3.2.1 Population**

According to arikunto, population is the whole of research subjects, if someone wants to do research about all of the elements in the research, certainly this study was included in the population study.<sup>20</sup>

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<sup>20</sup> Ismail Nurdin and Sri Hartati, *Metodologi Penelitian Sosial*, (Surabaya: Media Sahabat Cendekia, 2019), p.91



The population of this research was the students of seventh grade at SMP N 2 Lembah Melintang in academic year of 2020/2021. This research consisted of four classes. The students in every class are 30 and all the population are 120 students. In conducting the research, the researcher also choose the class at random.

**Table 3.1 The Population of the Study**

<b>No</b>	<b>Class</b>	<b>Number of Students</b>
1.	VII-1	30
2.	VII-2	30
3.	VII-3	30
4.	VII-4	30
<b>Total</b>		<b>120 students</b>

### **3.2.2 Sample**

In this research, the researcher used simple random sampling technique. To apply this technique, the researcher wrote 4 names of class on four different papers. After that, the paper that has been written was rolled up with the same role, and the researcher randomly chose classes that were the sample. Then, the researcher randomly chose again which one was control class and which one was experimental class.

The researcher used this technique to know about students' ability in reading English without knowing about background of the class. The researcher chose two classes in the seventh grade as the sample in this research. The class was VII-2 and VII-3. Class VII-2 consisted of 30 students and VII-3 consisted of 30 students. The

researcher compared the students' ability in read English between two class that use English comic media and did not use English comic media in the learning process. So, the total of sample was 60 students.

**Table 3.2 The Sample of the Study**

No	Population	Sample
1.	VII-2 (Experimental Class)	30
2.	VII-3 (Control Class)	30
<b>Total</b>		<b>64</b>

### 3.3 Research Method

In this research, the researcher used Experimental research method. As the design of experimental method in this research, the researcher used *Post-Test Only Control Design*. According to Hadi, Experimental research is research conducted to determine the consequences of a treatment provided deliberately by the researcher. While according to Sugiyono, Experimental method is research method which is used to find the effect of certain treatments on others under controlled conditions.<sup>21</sup>

The researcher chose anexperimental research method because the researcher want to know about the effect of using English comics' media in teaching reading.

**Table 3.3 Research Media in Experimantal Class and Control Class**

No	Class	Group	Media
1	VII2	Experimental Class	English Comic Media

<sup>21</sup> Putu Ade Andre Payadnya and Gusti Agung Ngurah Trisna Jayantika, *Panduan Penelitian Eksperimen Beserta Analisis Statistik dengan SPSS*, (Yogyakarta: Deepublish, 2018), p.2

2	VII3	Control Class	Whiteboard media
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The researcher used inquiry learning strategy by using English comic media in experimental class, and used expository learning strategy by using a whiteboard in control class. So, in experimental design, the researcher used *post test only design*.

### **3.4 Instrumentation**

#### **3.4.1 Conceptual Definition**

The researcher conceptually defined, reading skill is a communication process between readers and writers of English text that happens when the reader look a written text to know about the meaning of the text. In this study, the researcher using English comic media to know the significance effect on the students' reading skill.

#### **3.4.2 Operational Definition**

Reading skill is the students scores of the communication process between reader and writer, which cover understanding main idea, supporting idea, and concluding sentence. In this study, the researcher measured the students' reading skills using English comic media in experimental class. The researcher using pre-test and post test to increase students' reading skill in English.

#### **3.4.3 Specification of Reading Test**

The researcher given the post-test to sample class related to reading test. The test consisted of 60 multiple choice questions from the text and was answer in the paper test. The test that will be using in the questions will be discuss in the table below.

**Table 3.4 The Specification of Reading test**

No.	Specification of Reading Test	Sub Tittle	Question
1.	Main Idea	Beginning	10
		Middle	10
		End	10
		Whole	10
2.	Supporting sentences		10
3.	Concluding Sentence		10
<b>Total</b>			60

So, the researcher make the test from the description above, as in accordance with school procedures and students' learning plan.

### 3.4.4 Validity and Reliability

To test the validity, the formula that used in this study was the Product Momen Correlation. The researcher used statistic calculation and microsoft excel calculation. with the formula:

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n \sum X^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Note :

$r_{xy}$  = coefficient of correlation

$\sum x$  = the sum result of the item scores

$\sum y$  = the total sum result of the item scores

$\Sigma x^2$  = the result of the squared sum of item scores

$\Sigma y^2$  = the result of squared sum of the total item scores

$\Sigma xy$  = the sum of the multiplication result between item scores and total item scores

$n$  = the number of trial samples<sup>22</sup>

Reliability test that was used Alpha Cronbach technique with the formula as follows:

$$r_i = \frac{k}{(k-1)} \left( 1 - \frac{\Sigma s_i^2}{s_t^2} \right)$$

Note :

$k$  = squared mean between subject

$\Sigma s_i^2$  = squared mean of error

$S_t$  = varians total

the formula for varians total and varians item:

$$s_t^2 = \frac{\Sigma x_t^2}{n} - \frac{(\Sigma xt)^2}{n^2}$$

$$s_t^2 = \frac{JK_i}{n} - \frac{JK_s}{n^2}$$

Note :

$K_i$  = sum of the squares of the entire item score

$K_s$  = sum of subject squares<sup>23</sup>

Before the research instrument in the form of questions was used as a data collection tool, the level of validity of each item must be measured first as well as the

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<sup>22</sup> Pusat Penelitian dan Pengabdian Masyarakat, *SEBATIK*, (Samarinda: STMIK Widya Cipta Dharma, 2020), p.91

<sup>23</sup> Azhari dkk, *Uji Validitas dan Reabilitas Skala Tugas Perkembangan Siswa Kelas X SMA Negeri 2 Siak Hulu*, Jurnal Penelitian, (2013), p.6-7

level of reliability. Before the research trial was carried out, the researcher first chose one class other than the control class and the experimental class to test the research instrument that will be used. The kinds of research instrument were multiple choice as many as 60 items about reading skills.

#### 3.4.4.1 Validity Test

In validity test, the researcher used microsoft excel and manual calculation by used *correlation product moment* to analyze the validity of each question. The researcher has the same result from used automatic calculation and manual calculation. After used the validity test, the researcher gets 20 valid questions. The questions was declared valid because  $r_{\text{observed}}$  was greater than  $r_{\text{table}}$ . (Appendix V)

#### 3.4.4.2 Reability Test

In reliability test, the researcher also used two calculation. The calculaton was manual calculation and used microsoft excel calculation. In some of statistic calculations, the researcher get the same result that all the questions were realiable. (Appendix V)

**Table 3.5 Result of Validity Test and Reliability Test About Instrument of Students' Reading Skills**

<b>Number of Questions Tested</b>	<b>Number of Valid Questions</b>	<b>Reliability</b>
60 questions	20 questions	0,82

According the table above, the researcher concluded that there are 20 multiple choice question about reading with reliability level was 0,82.

### **3.5 Research Procedure**

Procedure of data collection are consisted of: treatment and post-test.

#### **3.5.1 Treatment**

In this study, the researcher conducted treatment used interested media that are in accordance with students' reading skills. In the experimental class will be tested inquiry learning strategy by used the English Comic Media from the 1th to the 9th meeting. While in the control class using expository learning strategy and not used the English Comic Media. Below are the steps for giving a treatment to the students in the class VII2 and VII3:

- a. The researcher introduced herself and immediately applied the treatment at the first meeting
- b. The researcher applied English comic media in the experimental class (VII2) and not applied English comic media in the control class (VII3)
- c. Treatment was applied from the 1st to the 9th meeting.

#### **3.5.2 Post test**

After the researcher conducted the treatment, the last procedure was post test. Post test was done to see how the students developed their ability in reading skills between experimental class and control class after do the treatment. Below are the steps for giving a post-test to the students in the class VII2 and VII3:

- a. Distribute question sheets to the students
- b. Explain the procedures for answering the questions before starting
- c. Monitoring the students during the post-test
- d. Take all students' post-test papers after the allotted time is up

### 3.6 Data Analysis

The researcher were analyse the data with quantitative data in this research. Quantitative research used data statistic to analyse. The researcher used this technique to find out the differences between students' ability in reading text when used English comics' media or not used English comics' media. In this research, the researcher get the data from pre test and post test. The technique to analyse data in quantitative was used T-test. The researcher also must analyse mean, median, variants, and standar deviation from data.

The formula of t-test using Polled Varians formula as follows:

$$t\text{-test} = \frac{\bar{X}_1 - \bar{X}_2}{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

explanation:

t = t-test value

$\bar{X}$  = mean

n = number of sample<sup>24</sup>

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<sup>24</sup> Hadaie Efendy and Abdul Muin, *STATISTIK (Pendidikan dan Ekonomi)*, (Pamekasan: Duta Media Publishing, 2018), p.53



### 3.7 Statistical Hypothesis

The hypothesis of this research as follow:

- a.  $H_a$  : the students' reading skills taught by English comic media is better than without English comic media.
- b.  $H_0$  :the students' reading skills taught by English comic media is not better than without English comic media.

The formula to calculate statistical hypothesis as follows:

$$H_a : \mu_1 \leq \mu_0$$

$$H_0 : \mu_1 > \mu_0$$

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.1 Research Finding

##### 4.1.1 Description of the Data

The data of this research were obtained from the result of the research. It described some findings about the effect of applied English comic media on the students' reading skills at the seventh grade of SMPN 2 Lembah Melintang. The aim of the research was to find out the effect of applied English comic media to teach English reading skills. The researcher collected the data from the results of post-test from the experimental class and the control class. The experimental class was VII-2 and control class was VII-3.

After researcher given the post-test to experimental class by used English comic media and control class by used the whiteboard, there were 30 students are response of this research. Based on the students' scores in appendix IV, the highest score of students' post-test in control class was 90 and the lowest score was 30. While the highest score of students' post-test in experimental research was 90 and the lowest score was 40. So obtained measurement data to English as follows:

**Table 4.1 Research Result Data**

Statistic Source	Class of Learning Model	
	Control Class	Experimental Class
	Post-test	Post-test
N	30	30

<b>X (Mean)</b>	55,67	68,33
<b>S</b>	17,36	15,11
<b>S<sup>2</sup></b>	301,26	228,16
<b>Mode</b>	60 and 70	60
<b>Median</b>	60	70

#### 4.1.1.1 Control Class

Based on the data of post-test in appendix IV, the mean score of post-test was 55,67. The highest score was 90, and the lowest score was 30. Then, the table frequency distribution as follows:

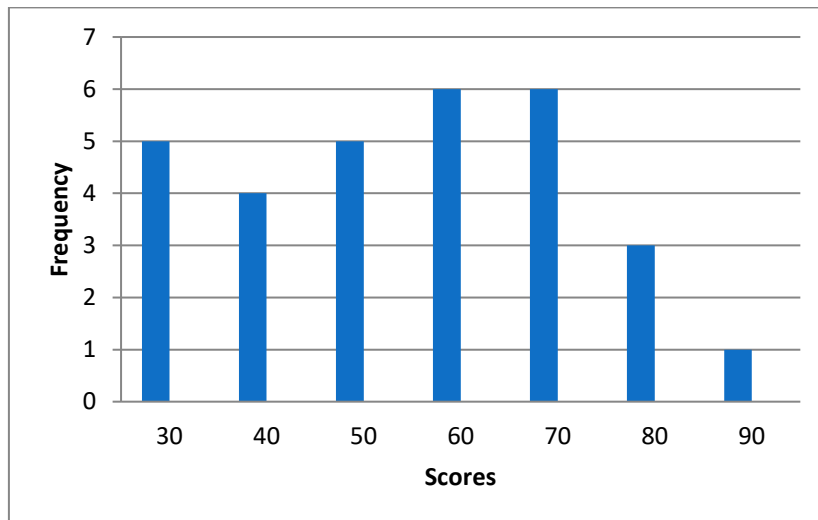
**Table 4.2 Frequency Distribution of Post-test in Control Class**

<b>No</b>	<b>Xi</b>	<b>Fi</b>	<b>FiXi</b>	<b>Xi<sup>2</sup></b>	<b>FiXi<sup>2</sup></b>
1	30	5	150	900	4500
2	40	4	160	1600	6400
3	50	5	250	2500	12500
4	60	6	360	3600	21600
5	70	6	420	4900	29400
6	80	3	240	6400	19200
7	90	1	90	8100	8100
<b>Total</b>		<b>30</b>	<b>1670</b>	<b>28000</b>	<b>101700</b>

From the data above, the researcher found the result of  $\sum F_i X_i$  was 1670 and  $\sum F_i X_i^2$  was 101700.

Here is the histogram of students' scores in Control class:

**Chart 4.1: The Histogram of Students' Scores in Control Class**



#### 4.1.1.2 Experimental Class

Based on the data of post-test in appendix IV, the mean score of post-test was 68,33. The highest score was 90, and the lowest score was 40. Then, the table of frequency distribution as follows:

**Table 4.3 Frequency Distribution of Post-test in Experimental Class**

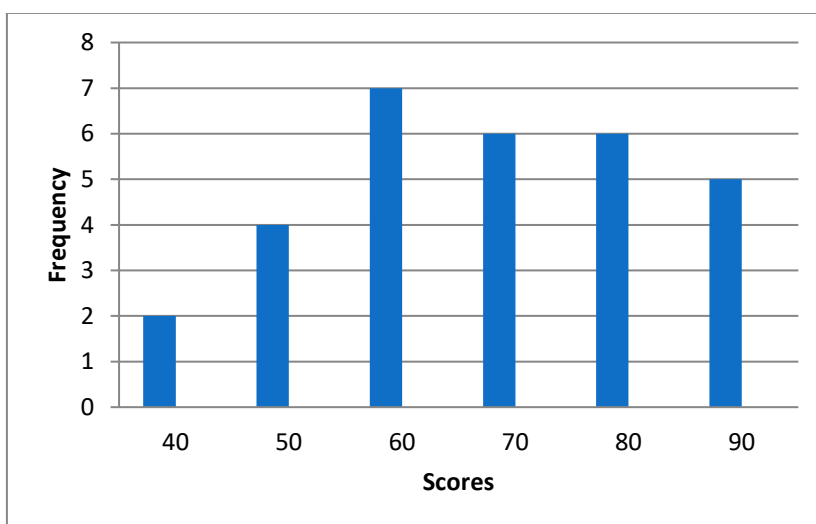
No	$X_i$	$F_i$	$F_i X_i$	$X_i^2$	$F_i X_i^2$
1	40	2	80	1600	3200
2	50	4	200	2500	10000
3	60	7	420	3600	25200
4	70	6	420	4900	29400

5	80	6	480	6400	38400
6	90	5	450	8100	40500
<b>Total</b>		<b>30</b>	<b>2050</b>	<b>27100</b>	<b>146,700</b>

From the data above, the researcher found the result of  $\sum Xi$  was 2050 and  $\sum Xi^2$  was 146700.

Here is the histogram of student's scores in Experimental class :

**Chart 4.2 : The Histogram of students' scores in Experimental Class**



From the data above, there was a significant different score between the experimental class that was given treatment by used English Comic media and the control class without used English Comic media.

## 4.1.2 Analysis Requirement Testing

### 4.1.2.1 Normality Testing

To the test normality of the data, the researcher used Liliefors formula. This test used to know whether the data was normal distribution or not.

#### a. Normality Testing of Post-test in Control Class

From the table of frequency distribution of post-test in control class, the researcher get the mean was 55,67, variant was 301,26 and deviation was 17,36. (appendix VI)

After get the mean, variant and standard deviation, the next step was to find normality test used Liliefors test. From the calculation of the data (appendix VI), the researcher found the  $L_{\text{observation}} (L_0)$  taken from the largest value in  $f(z_i) - S(z_i)$ . From calculation of normality test by Liliefors,  $L_{\text{observation}} (L_0) = \mathbf{0,1159}$ . As the significance level  $\alpha = 0.05$  and  $n = 30$ , from the list of critical values of Liliefors table ( $L_t$ ) =  $\mathbf{0,1610}$ .

So, the researcher concluded that the data pos-test in control class was **Normal**, because coefficient data distribution  $L_0(0,1159) < L_t(0,1610)$ .

#### b. Normality Testing of Post-test in Experimental Class

From the table of frequency distribution of post-test in experimental class, the researcher could get the mean was 68,33, variant was 228,16 and deviation was 15,10. (appendix VI)

After get the mean, variant and standard deviation, the next step was to find normality test using Liliefors test. From the calculation of the data (appendix VI), the

researcher found the  $L_{\text{observation}} (L_0)$  taken from the largest value in  $f(z_i) - S(z_i)$ . From calculation of normality test by Liliefors,  $L_{\text{observation}} (L_0) = \mathbf{0,1421}$ . As the significance level  $\alpha = 0.05$  and  $n = 30$ , from the list of critical values of Liliefors table ( $L_t$ ) =  $\mathbf{0,1610}$ . So, the researcher concluded that the data post-test in control class was **Normal**, because coefficient data distribution  $L_0(0,1421) < L_t(0,1610)$ .

Based on the data above, the researcher concluded that all the data distribution in experimental class and control class was **normal**, because  $L_0 < L_t$ , and the data are considered to be representative of the population.

#### **4.1.2.2 Homogeneity Testing**

Homogeneity testing was used to analyze whether the data of post-test was homogeneous or not homogeneous.

From the calculation of homogeneity test (appendix VI), the researcher get  $F_{\text{observed}} = \mathbf{1,32}$ . From the table distribution F with dk numerator =  $n - 1 = 30 - 1 = 29$ , dk denominator =  $n - 1 = 30 - 1 = 29$ , and  $\alpha = 0,05$  not contained  $F_{\text{table}}$  value. So, the researcher used the formula in microsoft excel,  $F_{\text{table}} = \text{FINV}(\text{probability}; \text{deg\_freedom1}; \text{deg\_freedom2})$ , and got  $F_{\text{table}} = \mathbf{1,8608}$ . To test the homogeneity test, the researcher compared  $F_{\text{table}}$  and  $F_{\text{observed}}$ , the result is  $F_{\text{observed}}(1,32) < F_{\text{table}}(1,8608)$ . So, it can be concluded that the data from control class and experimental class was **homogenous**.

### 4.1.2.3 Hypothesis Testing

After test the data used normality test and homogeneity test, the next step the researcher tested t-test to know the hypothesis of this research was accepted or rejected and to know the significant differencess of control class and experimental class from the data of post-test. Before that, we can finding S (combined variance of variant 1 and variant 2)

$$S^2 = \frac{(n_1-1) S_1^2 + (n_2-1) S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(30-1) 301,26 + (30-1) 228,16}{30+30-2}$$

$$S^2 = \frac{(29) 301,26 + (29) 228,16}{58}$$

$$S^2 = \frac{8736,54 + 6616,64}{58}$$

$$S^2 = \frac{2119,9}{58}$$

$$S^2 = 36,55$$

$$S = \sqrt{36,55}$$

$$S = 6,05$$

The next step was finding t-test value:

$$t\text{-test} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t\text{-test} = \frac{68,33 - 55,67}{6,05 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$



$$t\text{-test} = \frac{12,66}{6,05 (0,816)}$$

$$t\text{-test} = \frac{12,66}{4,9368}$$

$$t\text{-test} = 2,564$$

From the calculation above, it can be seen that  $t_{\text{observed}} = 2,564$ . In this research,  $df = 30 + 30 - 2 = 58$  and the level significant was 0,05.  $t_{\text{table}}$  will be found by table distribution t,  $t_{\text{table}} = 2,002$ . It can be seen that this  $t_{\text{observed}}(2,564) > t_{\text{table}} (2,002)$ . So, the researcher concluded that the hypothesis was accepted and the hypothesis was formulated as “**there is significant effect of applying English comic media on the students’ reading skills**”

## 4.2 Discussion

From the data analysis, the objective of the research was to know if there was an effect of applied English comic media on the students’ reading skills at the seventh grade of SMPN 2 Lembah Melintang.

The study of English comic media was conducted by Ratnasari (2013/2014). The differencess between this research and previous research are in this research used post-test only design, but in the research of Ratnasari used pre-test and post-test design. Ratnasari researching about teaching writing of narrative text, but in this research was different because researching about students’ reading skills.

Based on the research method, the researcher conducted the step. The first step was given the treatment to the students, the treatment here was applied English comic

media in experimental class. After that, the researcher given the post-test to the students in control class and experimental class to know the skills of the students after the treatment.

Based on the result, there was different significant between post-test in control class and experimental class. It can be concluded that the students' has good achievement in students' reading skill after being taught by English comic media. So, English comic media was effective to increase the students' reading skill at seventh grade of SMPN 2 Lembah Melintang.

## CHAPTER V

### CONCLUSSION, IMPLICATION AND SUGGESTION

This chapter presents the conclusion, implication and suggestion on the implementation of applied English comic media on the students' reading skills.

#### 5.1 Conclusion

Based on research findings above, the researcher concluded that there was any significant effect of applying English Comic media on the students' reading skills at seventh grade of SMPN 2 Lembah Melintang. The students' reading skills taught by using English comic media was better than taught by used whiteboard media.

The implementation of applied English comic media at seventh grade of SMPN 2 Lembah Melintang can increase students' reading skills. The implementation of applied English comic media was effective for teaching reading. This media make the students more interested and funny. By applied English comic media make the students active and confidence to follow teaching reading.

Based on the data after doing the treatment, the result of post-test was conducted between experimental class and control class. Based on the data, there was any significant difference of experimental class and control class. The researcher used  $T_{\text{observed}}$  and  $T_{\text{table}}$  to know the effective or not effective of applied English comic media on the students' reading skills.

As the conclusion of this chapter, the researcher concluded that students' reading skills was better taught by applied English comic media than whiteboard media, especially at seventh grade of SMPN 2 Lembah Melintang.

## **5.2 Implication**

The implication in this chapter was taken from the research findings. The findings of this research were “there is any significant effect of applying English comic media on the students’ reading skill”. This finding indicates that English comic media was needed in students’ reading skills.

Students are enjoying and easier to understand about reading when the teacher applied English comic media. So, this indicates that the applied English comic media can help the students’ reading skills.

The applied English comic media can affect the students’ reading skills. Therefore, the used of this media should be applied in a prolonged manner to support students’ reading skills, so that they have better abilities in the future.

## **5.3 Suggestion**

Based on the conclusion above, the researcher gives some suggestions. The first, English teacher suggested to use good media like English comic media in their teaching reading process, because this media has affected in students’ reading skills. The second, after doing research and has the result, the researcher hopes the media in teaching English should be variation to make the students fun and interesting. The last, the researcher believes that this study still need validity from the next researcher that has the similar topic with this study.

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## APPENDIXES

### APPENDIX I

#### LESSON PLAN

Education Level : SMP

Subjects : Bahasa Inggris

Class /Semester : VII/I

Subject matter : Tittle, Conjunctions, Prepositions and Main Idea

Time allocation : 4 meeting

#### A. CORE COMPETENCE

CC 1 : Respect and appreciate the teachings of the religion they hold

CC 2 : Respect and appreciate honest behavior, discipline responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of relationship and existence

CC 3 : understanding and applying knowledge (factual, conceptual, and procedural), based on his curiosity about science, technology, art, culture, related to phenomena and events that appear to the eye

CC 4 : Processing, presenting, and reasoning, in concrete domains (using, decomposing, assembling, modifying and creating), and abstract domains (writing, reading, calculating, drawing and composing) in accordance with what is learned in school and other sources in the same perspective/theory

#### B. BASIC COMPETENCE AND INDICATORS OF COMPETENCY ACHIEVEMENT

Basic Competence	Indicators of Competency Achievement
3.2identifying social functions, text	<b>First Meeting:</b>

<p>structure, and linguistic elements of oral and written interpersonal interactions text which involves the act of giving and ask for information related abilities and will, do an action according with context their use .</p>	<p>3.2.1 Undarstand the social function of oral and written interpersonal interaction texts that involve tittle of English text that are appropriate to the context of their use</p> <p>3.2.2 Understanding the tittle that is commonly used in English text as well as responding to each of them as readers</p> <p><b>Second Meeting:</b></p> <p>3.2.3 Undarstand the social function of oral and written interpersonal interaction texts that involve conjunction in English text that are appropriate to the context of their use</p> <p>3.2.4 Understanding the conjunction that is commonly used in English text as well as responding to each of them as readers</p> <p><b>Third Meeting:</b></p> <p>3.2.5 Undarstand the social function of oral and written interpersonal interaction texts that involve preposition in English text that are appropriate to the context of their use</p> <p>3.2.6 Understanding the preposition that is commonly used in English text as well as responding to each of them as readers</p>
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	<p><b>Fourth Meeting:</b></p> <p>3.2.7 Understand the social function of oral and written interpersonal interaction texts that involve Main idea in English text that are appropriate to the context of their use</p> <p>3.2.8 Understanding the Main idea that is commonly used in English text as well as responding to each of them as readers</p>
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### C. Goal of the Study

By the end of the lesson the students will be able to:

1. Know the use of tittle, conjunction, prepositions and main idea
2. Enrich their reading skill

### D. Learning Material

#### 1. First Meeting : Determine The Appropriate Tittle

When thinking about your book title, bear in mind the following points:

- a. Your tittle should be meaningful
- b. It should describe what your book is a clear and concise manner
- c. It should maximize the possibility of your book coming up in a database query or web search on your subject
- d. For all the above reason, use the most important key words in your tittle
- e. Avoid the use of quotation marks, colons, semicolons and question marks as these can cause problems when referencing a tittle
- f. Check that the tittle has not been used elsewhere already, and especially not recently nor at any time in your own field
- g. Defenitely do not recycle a tittle you have used for your thesis

#### 2. Second Meeting : Conjunction

Conjunction joinwords, phrases and clauses together.

a. Coordinating Conjunctions

- 1) But
- 2) So
- 3) Or
- 4) And

b. Subordinating Conjunctions

- 1) After/ before
- 2) Although/ even though
- 3) Because/ as
- 4) If
- 5) As long as/ provided that
- 6) Till/ until
- 7) Unless
- 8) When/ once/ as soon as
- 9) While/ whereas
- 10) In spite of/ despite

c. Linking Words Across Sentences

- 1) In addition/ futhermore
- 2) However/ on the other hand
- 3) Therefore/ consequently
- 4) Firstly/ secondly/ thirdly/ finally

**3. Third Meeting : Preposition**

A preposition is a word used to link nouns, pronouns or phrases to other words within a sentence.

- a. Preposition of time : at, on, in, before, after
- b. Prepositions of place: on, in, at
- c. Preposition of movement: to

**4. Fourth Meeting : Main Idea**

The main idea is the point of paragraph. It is the most important thought about the topic. The author can locate the main idea in different places within a paragraph. Main idea can be found from the topic sentence which is

usually located at the beginning of the paragraph. Even so, it is not uncommon for this topic sentence to be in the middle, end or not even clearly written in the paragraph.

**E. Resources**

- a. Bahasa Inggris Kelas VII SMP/MTS
- b. Internet

**F. Teaching Learning Activity**

Meeting 1 (the first) (80 minutes)		
Activity	Description of Acticity	Time Allocation
Introduction	<ul style="list-style-type: none"> <li>➤ The teacher greets and invites students to pray before class</li> <li>➤ The teacher checks the attedance of students</li> <li>➤ The teacher prepares students physically and psychologically and prepares the physical condition of the class by checking cleanliness and neatness</li> <li>➤ The teacher creates a fun and exicet learning process to arouse student motivation in learning</li> <li>➤ The teacher proposes the relation between the previous material and the material to be studied to determine the mastery of the material that students have</li> <li>➤ The teacher explains the learning objectives or basic competencies that will be achieved</li> <li>➤ The teacher explains about learning material according to syllabus</li> </ul>	10 minutes

Core Activity	<ol style="list-style-type: none"> <li>1. Observe <ul style="list-style-type: none"> <li>➤ The students learning the teachers' explanation about tittle</li> <li>➤ The students practice memorizing about the meaning of tittle</li> </ul> </li> <li>2. Formulate a statement or hypothesis <ul style="list-style-type: none"> <li>➤ The students ask questions according to what they do not understand wand what they want to know about the teachers' explanation</li> </ul> </li> <li>3. Explore <ul style="list-style-type: none"> <li>➤ The students write the points of the tittle they get from teachers' explanation</li> </ul> </li> <li>4. Associate <ul style="list-style-type: none"> <li>➤ The students given the opportunity to read the text on a given comic and find an appropriate tittle</li> <li>➤ The teacher supervises the process and assesses the honesty of each student</li> </ul> </li> <li>5. Communicate <ul style="list-style-type: none"> <li>➤ Each students who can complete the assignment can collect to the front of the class</li> <li>➤ The teacher give a feedback</li> </ul> </li> <li>6. Reflection <ul style="list-style-type: none"> <li>➤ Students reflect, make the summary and conclusion about the material</li> <li>➤ The teacher give appreciation and assesment in accordance with the</li> </ul> </li> </ol>	60 minutes
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	work of each student	
Penutup	<ul style="list-style-type: none"> <li>➤ The students and the teacher discuss again about the conclusion of learning</li> <li>➤ The students and the teacher give feedback on the process and result of learning</li> <li>➤ The teacher give the homework</li> <li>➤ The students listen to information about learning material at the next meeting</li> <li>➤ The teacher close the learning process and pray before go home</li> </ul>	10 menit

Meeting 2 (the second) (80 minutes)		
Activity	Description of Acticity	Time Allocation
Introduction	<ul style="list-style-type: none"> <li>➤ The teacher greets and invites students to pray before class</li> <li>➤ The teacher checks the attedance of students</li> <li>➤ The teacher prepares students physically and psychologically and prepares the physical condition of the class by checking cleanliness and neatness</li> <li>➤ The teacher creates a fun and exicet learning process to arouse student motivation in learning</li> <li>➤ The teacher proposes the relation between the previous material and the material to be studied to determine the mastery of the material that students have</li> <li>➤ The teacher explains the learning objectives or basic competencies that will be achieved</li> </ul>	10 minutes

	<ul style="list-style-type: none"> <li>➤ The teacher explains about learning material according to syllabus</li> </ul>	
Core Activity	<ol style="list-style-type: none"> <li>1. Observe <ul style="list-style-type: none"> <li>➤ The students learning the teachers' explanation about conjunctions</li> <li>➤ The students practice memorizing about the conjunctions</li> </ul> </li> <li>2. Formulate a statement or hypothesis <ul style="list-style-type: none"> <li>➤ The students ask questions according to what they do not understand and what they want to know about the teachers' explanation</li> </ul> </li> <li>3. Explore <ul style="list-style-type: none"> <li>➤ The students write the points of the conjunctions they get from teachers' explanation</li> </ul> </li> <li>4. Associate <ul style="list-style-type: none"> <li>➤ The students given the opportunity to read the text on a given comic and find conjunctions from comic</li> <li>➤ The teacher supervises the process and assesses the honesty of each student</li> </ul> </li> <li>5. Communicate <ul style="list-style-type: none"> <li>➤ Each students who can complete the assignment can collect to the front of the class</li> <li>➤ The teacher give a feedback</li> </ul> </li> <li>6. Reflection <ul style="list-style-type: none"> <li>➤ Students reflect, make the summary and conclusion about the material</li> </ul> </li> </ol>	60 minutes

	<ul style="list-style-type: none"> <li>➤ The teacher give appreciation and assesment in accordance with the work of each student</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>➤ The students and the teacher discuss again about the conclusion of learning</li> <li>➤ The students and the teacher give feedback on the process and result of learning</li> <li>➤ The teacher give the homework</li> <li>➤ The students listen to information about learning material at the next meeting</li> <li>➤ The teacher close the learning process and pray before go home</li> </ul>	10 menit

Meeting 3 (the third) (80 minutes)		
Activity	Description of Acticity	Time Allocation
Introduction	<ul style="list-style-type: none"> <li>➤ The teacher greets and invites students to pray before class</li> <li>➤ The teacher checks the attedance of students</li> <li>➤ The teacher prepares students physically and psychologically and prepares the physical condition of the class by checking cleanliness and neatness</li> <li>➤ The teacher creates a fun and exicet learning process to arouse student motivation in learning</li> <li>➤ The teacher proposes the relation between the previous material and the material to be studied to determine the mastery of the material that students have</li> </ul>	10 minutes

	<ul style="list-style-type: none"> <li>➤ The teacher explains the learning objectives or basic competencies that will be achieved</li> <li>➤ The teacher explains about learning material according to syllabus</li> </ul>	
Core Activity	<ol style="list-style-type: none"> <li>1. Observe <ul style="list-style-type: none"> <li>➤ The students learning the teachers' explanation about prepositions</li> <li>➤ The students memorizing about the prepositions</li> </ul> </li> <li>2. Formulate a statement or hypothesis <ul style="list-style-type: none"> <li>➤ The students ask questions according to what they do not understand and what they want to know about the teachers' explanation</li> </ul> </li> <li>3. Explore <ul style="list-style-type: none"> <li>➤ The students write the points of the title they get from teachers' explanation</li> </ul> </li> <li>4. Associate <ul style="list-style-type: none"> <li>➤ The students given the opportunity to read the text on a given comic and find the prepositions</li> <li>➤ The teacher supervises the process and assesses the honesty of each student</li> </ul> </li> <li>5. Communicate <ul style="list-style-type: none"> <li>➤ Each students who can complete the assignment can collect to the front of the class</li> <li>➤ The teacher give a feedback</li> </ul> </li> <li>6. Reflection</li> </ol>	60 minutes



	<ul style="list-style-type: none"> <li>➤ Students reflect, make the summary and conclusion about the material</li> <li>➤ The teacher give appreciation and assesment in accordance with the work of each student</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>➤ The students and the teacher discuss again about the conclusion of learning</li> <li>➤ The students and the teacher give feedback on the process and result of learning</li> <li>➤ The teacher give the homework</li> <li>➤ The students listen to information about learning material at the next meeting</li> <li>➤ The teacher close the learning process and pray before go home</li> </ul>	10 minutes

Meeting 4 (the fourth) (80 minutes)		
Activity	Description of Acticity	Time Allocation
Introduction	<ul style="list-style-type: none"> <li>➤ The teacher greets and invites students to pray before class</li> <li>➤ The teacher checks the attedance of students</li> <li>➤ The teacher prepares students physically and psychologically and prepares the physical condition of the class by checking cleanliness and neatness</li> <li>➤ The teacher creates a fun and exicet learning process to arouse student motivation in learning</li> <li>➤ The teacher proposes the relation between the previous material and the material to be</li> </ul>	10 minutes

	<p>studied to determine the mastery of the material that students have</p> <ul style="list-style-type: none"> <li>➤ The teacher explains the learning objectives or basic competencies that will be achieved</li> <li>➤ The teacher explains about learning material according to syllabus</li> </ul>	
Core Activity	<ol style="list-style-type: none"> <li>1. Observe <ul style="list-style-type: none"> <li>➤ The students learning the teachers' explanation about main idea</li> <li>➤ The students practice to find of main idea</li> </ul> </li> <li>2. Formulate a statement or hypothesis <ul style="list-style-type: none"> <li>➤ The students ask questions according to what they do not understand wand what they want to know about the teachers' explanation</li> </ul> </li> <li>3. Explore <ul style="list-style-type: none"> <li>➤ The students write the points of the tittle they get from teachers' explanation</li> </ul> </li> <li>4. Associate <ul style="list-style-type: none"> <li>➤ The students given the opportunity to read the text on a given comic and find main idea</li> <li>➤ The teacher supervises the process and assesses the honesty of each student</li> </ul> </li> <li>5. Communicate <ul style="list-style-type: none"> <li>➤ Each students who can complete the assignment can collect to the front of the class</li> </ul> </li> </ol>	60 minutes

	<ul style="list-style-type: none"> <li>➢ The teacher give a feedback</li> </ul> <p>6. Reflection</p> <ul style="list-style-type: none"> <li>➢ Students reflect, make the summary and conclusion about the material</li> <li>➢ The teacher give appreciation and assesment in accordance with the work of each student</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>➢ The students and the teacher discuss again about the conclusion of learning</li> <li>➢ The students and the teacher give feedback on the process and result of learning</li> <li>➢ The teacher give the homework</li> <li>➢ The students listen to information about learning material at the next meeting</li> <li>➢ The teacher close the learning process and pray before go home</li> </ul>	10 minutes

Agreed by

Medan, Oktober 2020

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## LESSON PLAN

Education Level : SMP

Subjects : Bahasa Inggris

Class /Semester : VII/I

Subject matter : Supporting Sentence and Concluding Sentence

Time allocation : 2 meeting

### A. CORE COMPETENCE

- CC 1 : Respect and appreciate the teachings of the religion they hold
- CC 2 : Respect and appreciate honest behavior, discipline responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of relationship and existence
- CC 3 : understanding and applying knowledge (factual, conceptual, and procedural), based on his curiosity about science, technology, art, culture, related to phenomena and events that appear to the eye
- CC 4 : Processing, presenting, and reasoning, in concrete domains (using, decomposing, assembling, modifying and creating), and abstract domains (writing, reading, calculating, drawing and composing) in accordance with what is learned in school and other sources in the same perspective/theory

### B. BASIC COMPETENCE AND INDICATORS OF COMPETENCY ACHIEVEMENT

Basic Competence	Indicators of Competency Achievement
3.2 identifying social functions, text structure, and linguistic elements of oral and written interpersonal interactions text which involves the act	<b>First Meeting:</b> 3.2.1 Understand the social function of oral and written interpersonal interaction texts that involve

<p>of giving and ask for information related abilities and will, do an action according with context their use .</p>	<p>supporting sentence in English text that are appropriate to the context of their use</p> <p>3.2.2 Understanding the supporting sentence that is commonly used in English text as well as responding to each of them as readers</p> <p><b>Second Meeting:</b></p> <p>3.2.3 Undarstand the social function of oral and written interpersonal interaction texts that involve concluding sentence in English text that are appropriate to the context of their use</p> <p>3.2.4 Understanding the concluding sentence that is commonly used in English text as well as responding to each of them as readers</p>
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### C. Goal of the Study

By the end of the lesson the students will be able to:

1. Know the use of supporting sentence and concluding sentence
2. Enrich their reading skill

### D. Learning Material

#### 1. First Meeting : Supporting Sentence

Supporting sentence are related to the topic sentence or main idea. In such paragraphs, the supporting sentence appear first and the theme sentence appears aat the end.

#### 2. Second Meeting : Concluding Sentence

The last sentence in the paragraph is the concluding sentence. It refers the reader's attention to the topic sentence, and if there are more paragraph that follow, the concluding sentence may offer some kind of a transition to the next paragraph.

**E. Resources**

- a. Bahasa Inggris Kelas VII SMP/MTS
- b. Internet

**F. Teaching Learning Activity**

Meeting 1 (the first) (80 minutes)		
Activity	Description of Acticity	Time Allocation
Introduction	<ul style="list-style-type: none"> <li>➤ The teacher greets and invites students to pray before class</li> <li>➤ The teacher checks the attedance of students</li> <li>➤ The teacher prepares students physically and psychologically and prepares the physical condition of the class by checking cleanliness and neatness</li> <li>➤ The teacher creates a fun and exicet learning process to arouse student motivation in learning</li> <li>➤ The teacher proposes the relation between the previous material and the material to be studied to determine the mastery of the material that students have</li> <li>➤ The teacher explains the learning objectives or basic competencies that will be achieved</li> <li>➤ The teacher explains about learning</li> </ul>	10 minutes

	material according to syllabus	
Core Activity	<ol style="list-style-type: none"> <li>1. Observe <ul style="list-style-type: none"> <li>➤ The students learning the teachers' explanation about supporting sentence</li> <li>➤ The students practice to finding supporting sentence</li> </ul> </li> <li>2. Formulate a statement or hypothesis <ul style="list-style-type: none"> <li>➤ The students ask questions according to what they do not understand and what they want to know about the teachers' explanation</li> </ul> </li> <li>3. Explore <ul style="list-style-type: none"> <li>➤ The students write the points of the supporting sentence they get from teachers' explanation</li> </ul> </li> <li>4. Associate <ul style="list-style-type: none"> <li>➤ The students given the opportunity to read the text on a given comic and find an appropriate supporting sentence</li> <li>➤ The teacher supervises the process and assesses the honesty of each student</li> </ul> </li> <li>5. Communicate <ul style="list-style-type: none"> <li>➤ Each students who can complete the assignment can collect to the front of the class</li> <li>➤ The teacher give a feedback</li> </ul> </li> <li>6. Reflection <ul style="list-style-type: none"> <li>➤ Students reflect, make the summary</li> </ul> </li> </ol>	60 minutes

	<p>and conclusion about the material</p> <ul style="list-style-type: none"> <li>➤ The teacher give appreciation and assesment in accordance with the work of each student</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>➤ The students and the teacher discuss again about the conclusion of learning</li> <li>➤ The students and the teacher give feedback on the process and result of learning</li> <li>➤ The teacher give the homework</li> <li>➤ The students listen to information about learning material at the next meeting</li> <li>➤ The teacher close the learning process and pray before go home</li> </ul>	10 menit

Meeting 2 (the second) (80 minutes)		
Activity	Description of Acticity	Time Allocation
Introduction	<ul style="list-style-type: none"> <li>➤ The teacher greets and invites students to pray before class</li> <li>➤ The teacher checks the attedance of students</li> <li>➤ The teacher prepares students physically and psychologically and prepares the physical condition of the class by checking cleanliness and neatness</li> <li>➤ The teacher creates a fun and exicet learning process to arouse student motivation in learning</li> <li>➤ The teacher proposes the relation between the previous material and the material to be studied to determine the mastery of the</li> </ul>	10 minutes



	<p>material that students have</p> <ul style="list-style-type: none"> <li>➤ The teacher explains the learning objectives or basic competencies that will be achieved</li> <li>➤ The teacher explains about learning material according to syllabus</li> </ul>	
Core Activity	<ol style="list-style-type: none"> <li>1. Observe <ul style="list-style-type: none"> <li>➤ The students listen to the teachers' explanation about concluding sentence</li> <li>➤ The students practice to finding about the concluding sentence</li> </ul> </li> <li>2. Formulate a statement or hypothesis <ul style="list-style-type: none"> <li>➤ The students ask questions according to what they do not understand and what they want to know about the teachers' explanation</li> </ul> </li> <li>3. Explore <ul style="list-style-type: none"> <li>➤ The students write the points of the concluding sentence they get from teachers' explanation</li> </ul> </li> <li>4. Associate <ul style="list-style-type: none"> <li>➤ The students given the opportunity to read the text on a given comic and find concluding sentence from comic</li> <li>➤ The teacher supervises the process and assesses the honesty of each student</li> </ul> </li> <li>5. Communicate <ul style="list-style-type: none"> <li>➤ Each students who can complete the assignment can collect to the</li> </ul> </li> </ol>	60 minutes

	<p>front of the class</p> <ul style="list-style-type: none"> <li>➤ The teacher give a feedback</li> </ul> <p>1. Reflection</p> <ul style="list-style-type: none"> <li>➤ Students reflect, make the summary and conclusion about the material</li> <li>➤ The teacher give appreciation and assesment in accordance with the work of each student</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>➤ The students and the teacher discuss again about the conclusion of learning</li> <li>➤ The students and the teacher give feedback on the process and result of learning</li> <li>➤ The teacher give the homework</li> <li>➤ The students listen to information about learning material at the next meeting</li> <li>➤ The teacher close the learning process and pray before go home</li> </ul>	10 minutes

Agreed by

Medan, Oktober 2020

English Teacher

Researcher




(Miranti Aljannah S.Pd)

(Asriza Rahma)

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Approved by



Headmaster of SMP N 2 Lembah Melintang

(Ii. E. Linda S.pd)

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## LESSON PLAN

Education Level : SMP

Subjects : Bahasa Inggris

Class /Semester : VII/I

Subject matter : Intensif Reading, Extensif Reading, Aloud Reading, Silent Reading

Time allocation : 4 meeting

### A. CORE COMPETENCE

CC 1 : Respect and appreciate the teachings of the religion they hold

CC 2 : Respect and appreciate honest behavior, discipline responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of relationship and existence

CC 3 : understanding and applying knowledge (factual, conceptual, and procedural), based on his curiosity about science, technology, art, culture, related to phenomena and events that appear to the eye

CC 4 : Processing, presenting, and reasoning, in concrete domains (using, decomposing, assembling, modifying and creating), and abstract domains (writing, reading, calculating, drawing and composing) in accordance with what is learned in school and other sources in the same perspective/theory

### B. BASIC COMPETENCE AND INDICATORS OF COMPETENCY ACHIEVEMENT

Basic Competence	Indicators of Competency Achievement
3.2 identifying social functions, text structure, and linguistic elements of oral and written interpersonal	<b>First Meeting:</b> 3.2.1 Understand the social function of oral and written interpersonal

<p>interactions text which involves the act of giving and ask for information related abilities and will, do an action according with context their use .</p>	<p>interaction texts that involve intensif reading that are appropriate to the context of their use</p> <p>3.2.2 Understanding the intensif reading that is commonly used in English text as well as responding to each of them as readers</p> <p><b>Second Meeting:</b></p> <p>3.2.3 Undarstand the social function of oral and written interpersonal interaction texts that involve extensif reading that are appropriate to the context of their use</p> <p>3.2.4 Understanding the extensif reading that is commonly used in English text as well as responding to each of them as readers</p> <p><b>Third Meeting:</b></p> <p>3.2.5 Undarstand the social function of oral and written interpersonal interaction texts that involve aloud reading that are appropriate to the context of their use</p> <p>3.2.6 Understanding the aloud reading that is commonly used in English text as well as responding to each of them as readers</p> <p><b>Fourth Meeting:</b></p> <p>3.2.7 Undarstand the social function of</p>
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	<p>oral and written interpersonal interaction texts that involve silent reading that are appropriate to the context of their use</p> <p>3.2.8 Understanding the silent reading that is commonly used in English text as well as responding to each of them as readers</p>
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### C. Goal of the Study

By the end of the lesson the students will be able to:

1. Know the use of intensif reading, extensif reading, aloud reading and silent reading
2. Enrich their reading skill

### D. Learning Material

#### 1. First Meeting : Intensif Reading

Intensive reading involves learners reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills. The learners read a short text and put events it into chronological order.

#### 2. Second Meeting : Extensif Reading

Extensive reading involves learners reading texts for enjoyment and to develop general reading skills. It can be compared with intensive reading, which means reading in detail with specific learning aims and tasks.

#### 3. Third Meeting : Aloud Reading

Aloud reading is one of the most important things parents and teachers can do with children. Reading aloud builds many important foundation skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps children recognize what reading for pleasure is all about.

#### 4. Fourth Meeting : Silent Reading

Silent reading is a reading skill which allows one to read without voicing the words. This may involve subvocalization or silent speech, is defined as the internal speech made when reading a word, thus allowing the reader to imagine the sound of the words as it is read.

**E. Resources**

- a. Bahasa Inggris Kelas VII SMP/MTS
- b. Internet

**F. Teaching Learning Activity**

Meeting 1 (the first) (80 minutes)		
Activity	Description of Acticity	Time Allocation
Introduction	<ul style="list-style-type: none"> <li>➤ The teacher greets and invites students to pray before class</li> <li>➤ The teacher checks the attedance of students</li> <li>➤ The teacher prepares students physically and psychologically and prepares the physical condition of the class by checking cleanliness and neatness</li> <li>➤ The teacher creates a fun and exicet learning process to arouse student motivation in learning</li> <li>➤ The teacher proposes the relation between the previous material and the material to be studied to determine the mastery of the material that students have</li> <li>➤ The teacher explains the learning objectives or basic competencies that will be achieved</li> <li>➤ The teacher explains about learning</li> </ul>	10 minutes

	material according to syllabus	
Core Activity	<ol style="list-style-type: none"> <li>1. Observe <ul style="list-style-type: none"> <li>➤ The students listen the teachers' explanation about intensif reading</li> <li>➤ The students memorizing about the meaning of intensif reading</li> </ul> </li> <li>2. Formulate a statement or hypothesis <ul style="list-style-type: none"> <li>➤ The students ask questions according to what they do not understand wand what they want to know about the teachers' explanation</li> </ul> </li> <li>3. Explore <ul style="list-style-type: none"> <li>➤ The students write the points of the intensif reading they get from teachers' explanation</li> </ul> </li> <li>4. Associate <ul style="list-style-type: none"> <li>➤ The students given the opportunity to read the comic with intensif reading strategy</li> <li>➤ The teacher supervises the process and assesses the honesty of each student</li> </ul> </li> <li>5. Communicate <ul style="list-style-type: none"> <li>➤ Each students can read English comic with intensif reading strategy in front of the class</li> <li>➤ The teacher give a feedback</li> </ul> </li> <li>6. Reflection <ul style="list-style-type: none"> <li>➤ Students reflect, make the summary and conclusion about the material</li> <li>➤ The teacher give appreciation and</li> </ul> </li> </ol>	60 minutes

	assesment in accordance with the work of each student	
Penutup	<ul style="list-style-type: none"> <li>➤ The students and the teacher discuss again about the conclusion of learning</li> <li>➤ The students and the teacher give feedback on the process and result of learning</li> <li>➤ The teacher give the homework</li> <li>➤ The students listen to information about learning material at the next meeting</li> <li>➤ The teacher close the learning process and pray before go home</li> </ul>	10 menit

Meeting 2 (the second) (80 minutes)		
Activity	Description of Acticity	Time Allocation
Introduction	<ul style="list-style-type: none"> <li>➤ The teacher greets and invites students to pray before class</li> <li>➤ The teacher checks the attedance of students</li> <li>➤ The teacher prepares students physically and psychologically and prepares the physical condition of the class by checking cleanliness and neatness</li> <li>➤ The teacher creates a fun and exicet learning process to arouse student motivation in learning</li> <li>➤ The teacher proposes the relation between the previous material and the material to be studied to determine the mastery of the material that students have</li> <li>➤ The teacher explains the learning objectives</li> </ul>	10 minutes



	<p>or basic competencies that will be achieved</p> <ul style="list-style-type: none"> <li>➤ The teacher explains about learning material according to syllabus</li> </ul>	
Core Activity	<ol style="list-style-type: none"> <li>1. Observe <ul style="list-style-type: none"> <li>➤ The students listen the teachers' explanation about extensive reading</li> <li>➤ The students memorizing about extensive reading</li> </ul> </li> <li>2. Formulate a statement or hypothesis <ul style="list-style-type: none"> <li>➤ The students ask questions according to what they do not understand and what they want to know about the teachers' explanation</li> </ul> </li> <li>3. Explore <ul style="list-style-type: none"> <li>➤ The students write the points of the extensive reading they get from teachers' explanation</li> </ul> </li> <li>4. Associate <ul style="list-style-type: none"> <li>➤ The students given the opportunity to read the text on a given comic with extensive reading strategy</li> <li>➤ The teacher supervises the process and assesses the honesty of each student</li> </ul> </li> <li>5. Communicate <ul style="list-style-type: none"> <li>➤ Each students can read the comic with extensive reading in front of the class</li> <li>➤ The teacher give a feedback</li> </ul> </li> <li>6. Reflection <ul style="list-style-type: none"> <li>➤ Students reflect, make the summary</li> </ul> </li> </ol>	60 minutes

	<p>and conclusion about the material</p> <ul style="list-style-type: none"> <li>➤ The teacher give appreciation and assesment in accordance with the work of each student</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>➤ The students and the teacher discuss again about the conclusion of learning</li> <li>➤ The students and the teacher give feedback on the process and result of learning</li> <li>➤ The teacher give the homework</li> <li>➤ The students listen to information about learning material at the next meeting</li> <li>➤ The teacher close the learning process and pray before go home</li> </ul>	10 menit

Meeting 3 (the third) (80 minutes)		
Activity	Description of Acticity	Time Allocation
Introduction	<ul style="list-style-type: none"> <li>➤ The teacher greets and invites students to pray before class</li> <li>➤ The teacher checks the attedance of students</li> <li>➤ The teacher prepares students physically and psychologically and prepares the physical condition of the class by checking cleanliness and neatness</li> <li>➤ The teacher creates a fun and exicet learning process to arouse student motivation in learning</li> <li>➤ The teacher proposes the relation between the previous material and the material to be studied to determine the mastery of the</li> </ul>	10 minutes

	<p>material that students have</p> <ul style="list-style-type: none"> <li>➤ The teacher explains the learning objectives or basic competencies that will be achieved</li> <li>➤ The teacher explains about learning material according to syllabus</li> </ul>	
Core Activity	<ol style="list-style-type: none"> <li>1. Observe <ul style="list-style-type: none"> <li>➤ The students learning the teachers' explanation about aloud reading</li> <li>➤ The students memorizing about aloud reading</li> </ul> </li> <li>2. Formulate a statement or hypothesis <ul style="list-style-type: none"> <li>➤ The students ask questions according to what they do not understand and what they want to know about the teachers' explanation</li> </ul> </li> <li>3. Explore <ul style="list-style-type: none"> <li>➤ The students write the points of the aloud they get from teachers' explanation</li> </ul> </li> <li>4. Associate <ul style="list-style-type: none"> <li>➤ The students given the opportunity to read the text on a given comic with aloud reading</li> <li>➤ The teacher supervises the process and assesses the honesty of each student</li> </ul> </li> <li>5. Communicate <ul style="list-style-type: none"> <li>➤ Each students who can read English comic with aloud reading can read in front of the class</li> <li>➤ The teacher give a feedback</li> </ul> </li> </ol>	60 minutes

	<p>6. Reflection</p> <ul style="list-style-type: none"> <li>➤ Students reflect, make the summary and conclusion about the material</li> <li>➤ The teacher give appreciation and assesment in accordance with the work of each student</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>➤ The students and the teacher discuss again about the conclusion of learning</li> <li>➤ The students and the teacher give feedback on the process and result of learning</li> <li>➤ The teacher give the homework</li> <li>➤ The students listen to information about learning material at the next meeting</li> <li>➤ The teacher close the learning process and pray before go home</li> </ul>	10 minutes

Meeting 4 (the fourth) (80 minutes)		
Activity	Description of Acticity	Time Allocation
Introduction	<ul style="list-style-type: none"> <li>➤ The teacher greets and invites students to pray before class</li> <li>➤ The teacher checks the attedance of students</li> <li>➤ The teacher prepares students physically and psychologically and prepares the physical condition of the class by checking cleanliness and neatness</li> <li>➤ The teacher creates a fun and excitet learning process to arouse student motivation in learning</li> <li>➤ The teacher proposes the relation between</li> </ul>	10 minutes

	<p>the previous material and the material to be studied to determine the mastery of the material that students have</p> <ul style="list-style-type: none"> <li>➤ The teacher explains the learning objectives or basic competencies that will be achieved</li> <li>➤ The teacher explains about learning material according to syllabus</li> </ul>	
Core Activity	<ol style="list-style-type: none"> <li>1. Observe <ul style="list-style-type: none"> <li>➤ The students learning the teachers' explanation about silent reading</li> <li>➤ The students memorizing of silent reading</li> </ul> </li> <li>2. Formulate a statement or hypothesis <ul style="list-style-type: none"> <li>➤ The students ask questions according to what they do not understand and what they want to know about the teachers' explanation</li> </ul> </li> <li>3. Explore <ul style="list-style-type: none"> <li>➤ The students write the points of aloud reading they get from teachers' explanation</li> </ul> </li> <li>4. Associate <ul style="list-style-type: none"> <li>➤ The students given the opportunity to read the text on a given comic with aloud reading</li> <li>➤ The teacher supervises the process and assesses the honesty of each student</li> </ul> </li> <li>5. Communicate <ul style="list-style-type: none"> <li>➤ Each students can read English comic with aloud reading strategy</li> </ul> </li> </ol>	60 minutes

	<p>in front of the class</p> <ul style="list-style-type: none"> <li>➤ The teacher give a feedback</li> </ul> <p>6. Reflection</p> <ul style="list-style-type: none"> <li>➤ Students reflect, make the summary and conclusion about the material</li> <li>➤ The teacher give appreciation and assesment in accordance with the work of each student</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>➤ The students and the teacher discuss again about the conclusion of learning</li> <li>➤ The students and the teacher give feedback on the process and result of learning</li> <li>➤ The teacher give the homework</li> <li>➤ The students listen to information about learning material at the next meeting</li> <li>➤ The teacher close the learning process and pray before go home</li> </ul>	10 minutes

Agreed by

Medan, Oktober 2020

English Teacher

Researcher




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(Dr) Erlinda S.Pd

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## **APPENDIX II**

### **The Instrument of Reading**

Waktu : 60 menit

Petunjuk Umum : Tuliskan nama dan kelas anda pada lembar kerja

Berikan tanda (X) atau lingkari huruf (a, b, c, d) yang dianggap jawaban paling benar pada lembar soal yang disediakan!

Bacalah setiap soal dengan seksama sebelum anda menjawab!

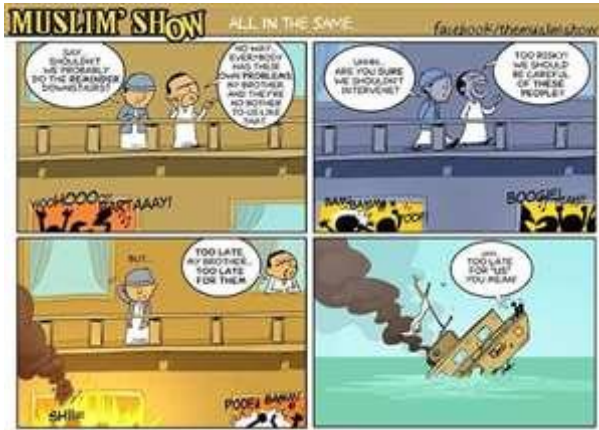
Periksa kembali jawaban anda sebelum mengumpulkan kepada panitia ujian!

Tes ini tidak mengurangi nilai UTS atau UAS anda!

Choose a, b, c, or d for the correct answer!

### Post-Test

Komik untuk soal nomor 1-10

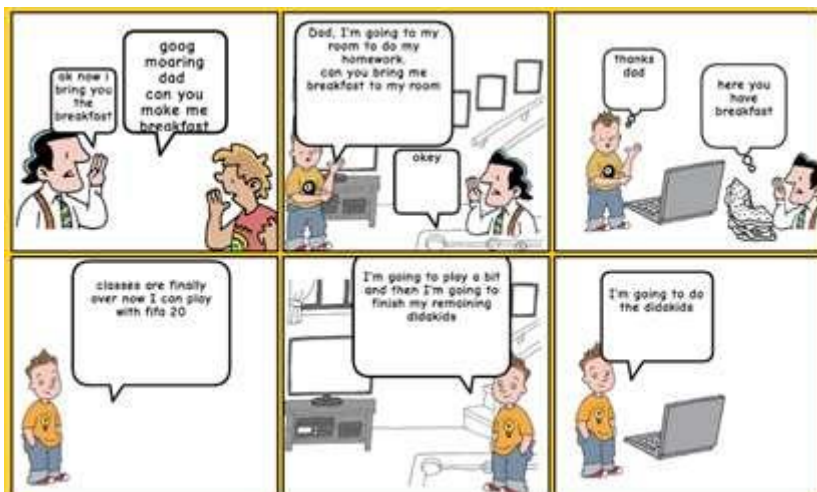


1. Siapa yang mereka bicarakan itu?
  - a. Pelayan
  - b. Penumpang di lantai atas
  - c. Penumpang di lantai bawah
  - d. Nakhoda
2. Kata apa yang memiliki kesamaan makna dengan kata “sure” diatas?
  - a. Not sure
  - b. May
  - c. Can
  - d. Believe
3. Kalimat yang manakah yang tidak termasuk supporting sentence pada komik di atas?
  - a. Too late my brother... to late for them
  - b. To late for us you mean?
  - c. Are you sure we shouldn't intervene?
  - d. We should be careful of these people
4. Kalimat manakah yang termasuk concluding sentence?
  - a. Too late my brother... to late for them
  - b. To late for us you mean?
  - c. Are you sure we shouldn't intervene?
  - d. We should be careful of these people



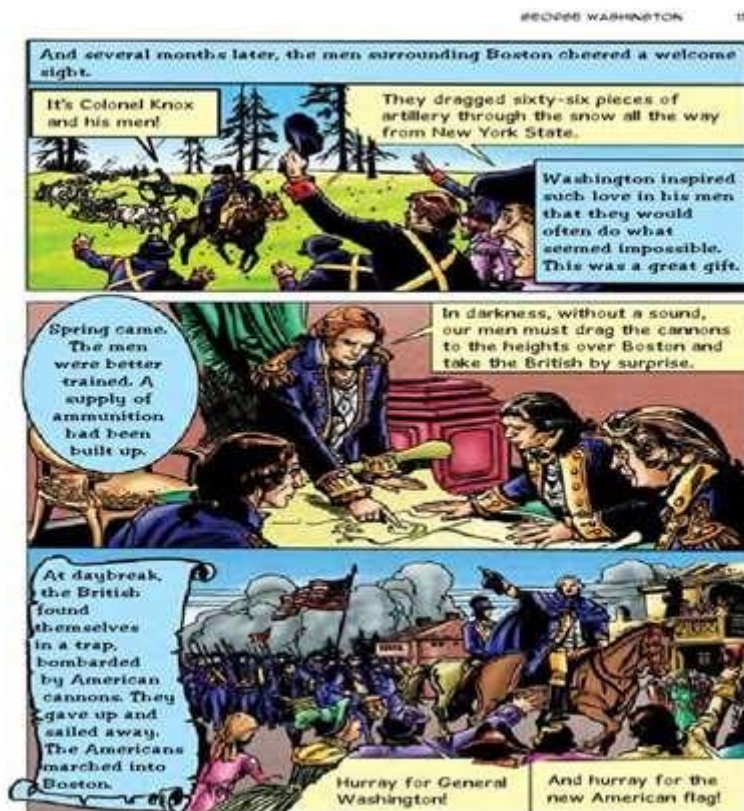


5. Kalimat manakah yang termasuk concluding sentence?
- There might be big germs on the buttons
  - Children spread the disease
  - Their mummy and daddy are very naughty
  - I hope the police adrest them



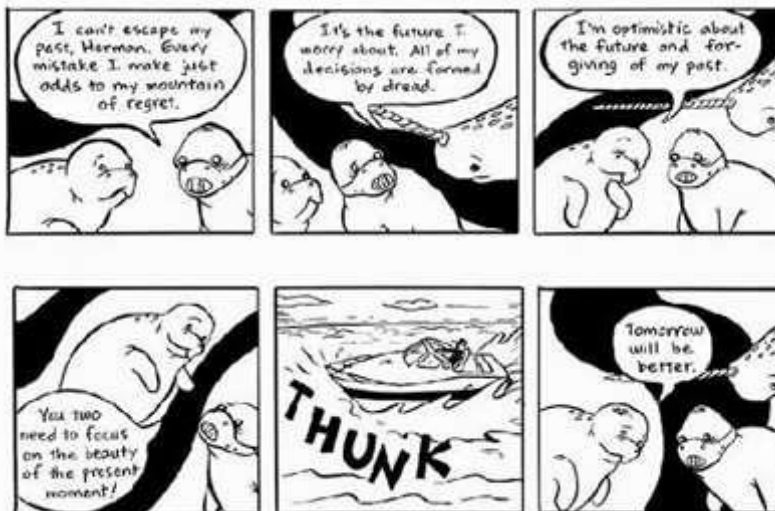
6. Dimanakah letak main idea pada komik diatas?
- Di awal
  - Di akhird. Keseluruhan
  - Di tengah
7. Kalimat manakah yang tidak merujuk kepada main idea pada komik diatas?

- a. Thanks dad
  - b. Good morning dad can you make me breakfast
  - c. Here you have breakfast
  - d. Dad, I am going to my room to do my homework
8. Apa yang dilakukan anak laki-laki itu saat di ruangnya pada komik diatas?
- a. Do the homework and didokids
  - b. Sleeping
  - c. Watching TV
  - d. Dinner
9. Pesan apa yang bisa kita ambil dari komik diatas?
- a. Pandai pandailah memasak
  - b. Jangan suka berbohong
  - c. Selesaikan dulu tugas baru bermain
  - d. Jangan jadi anak nakal



10. Dimanakah letak main idea pada komik diatas?
- a. Di awal
  - c. Di tengah

- b. Di akhir      d. Keseluruhan
11. Kata apa yang memiliki kesamaan makna dengan kata “artillery” diatas?
- a. Arrows              c. Shaft  
b. Ordance              d. Needle
12. Kalimat yang manakah yang tidak termasuk supporting sentence pada komik di atas?
- a. Its colonel Knox and his men  
b. And hurray for the new American flag  
c. The Americans marched into Boston  
d. They dragged sixty six pieces of artillery through the snow all the way from New York state
13. Berapa banyak supporting sentence pada komik diatas?
- a. Dua                              c. Empat  
b. Tiga                              d. Lebih dari lima



14. Apa yang dikhawatirkan dalam komik diatas?
- a. His past              c. Their life  
b. Their day              d. His future
15. Kata apa yang memiliki kesamaan makna dengan kata “regret” diatas?
- a. Escape              c. Repentance  
b. Every              d. Future

16. Berapa banyak supporting sentence pada komik diatas?

- a. Dua
- b. Tiga
- c. Empat
- d. Lima

17. Kalimat manakah yang termasuk concluding sentence?

- a. Thunk
- b. Tomorrow will be better
- c. Yes two need to focus on the beauty of the present moment
- d. I can't escape my past, Herman, every mistake I make just adds to my



18. Berapa banyak supporting sentence pada komik diatas?

- a. Dua
- b. Tiga
- c. Empat
- d. Lima

19. Kalimat manakah yang termasuk concluding sentence?

- a. Here you go
- b. You mean mechanical pencil
- c. I mean those with the leads
- d. My pencils are always kept damn sharp

20. Berapa banyak concluding sentence yang ada?

- a. Satu
- b. Dua
- c. Tiga
- d. Empat

**APPENDIX III****STUDENTS' SCORES OF POST-TEST IN CONTROL CLASS AND  
EXPERIMENTAL CLASS**

<b>Control Class (VII3)</b>		<b>Experimental Class (VII2)</b>	
<b>Name</b>	<b>Post-test</b>	<b>Name</b>	<b>Post-test</b>
AA	60	AFM	90
AA	50	AM	60
AA	30	AAR	60
ASN	70	AAEP	70
AA	50	AM	60
AR	50	AL	60
AR	70	DS	40
DZH	70	DW	70
DA	70	ES	50
FR	50	FSR	50
FA	80	FA	80
GES	40	FP	50
HR	60	I	70
IH	60	KSR	90
I	80	LR	90
M	50	LRL	60
MK	90	M	70
MR	40	M	80

MFA	30	MA	80
MHA	70	MRA	60
MS	70	NZ	90
NF	30	N	70
RR	60	NA	80
SR	80	PA	80
SAH	40	RA	70
UA	60	R	60
WP	60	SR	40
YR	30	SN	80
ZA	40	YM	90
Z	30	ZA	50
<b>The Highest Scores = 90</b> <b>The Lowest Scores = 30</b>		<b>The Highest Scores = 90</b> <b>The Lowest Scores = 40</b>	

#### APPENDIX IV

#### VALIDITY ANALYSIS OF TESTING THE QUESTION OF POST-TEST

<b>Number of Question</b>	<b>True (students)</b>	<b>False (students)</b>	<b>r<sub>observation</sub></b>	<b>r<sub>table</sub></b>	<b>Conclusion</b>
<b>1</b>	<b>29</b>	<b>1</b>	<b>0,10202</b>	<b>0,361</b>	<b>Invalid</b>
<b>2</b>	<b>27</b>	<b>3</b>	<b>0,09306</b>	<b>0,361</b>	<b>Invalid</b>
<b>3</b>	<b>22</b>	<b>8</b>	<b>0,36694</b>	<b>0,361</b>	<b>Valid</b>
<b>4</b>	<b>17</b>	<b>13</b>	<b>0,51676</b>	<b>0,361</b>	<b>Valid</b>
<b>5</b>	<b>19</b>	<b>11</b>	<b>0,06292</b>	<b>0,361</b>	<b>Invalid</b>
<b>6</b>	<b>22</b>	<b>8</b>	<b>-0,0964</b>	<b>0,361</b>	<b>Invalid</b>
<b>7</b>	<b>24</b>	<b>6</b>	<b>0,52235</b>	<b>0,361</b>	<b>Valid</b>
<b>8</b>	<b>15</b>	<b>15</b>	<b>0,09907</b>	<b>0,361</b>	<b>Invalid</b>
<b>9</b>	<b>17</b>	<b>13</b>	<b>0,46224</b>	<b>0,361</b>	<b>Valid</b>
<b>10</b>	<b>24</b>	<b>6</b>	<b>0,0045</b>	<b>0,361</b>	<b>Invalid</b>
<b>11</b>	<b>19</b>	<b>11</b>	<b>0,13768</b>	<b>0,361</b>	<b>Invalid</b>
<b>12</b>	<b>23</b>	<b>7</b>	<b>0,2392</b>	<b>0,361</b>	<b>Invalid</b>
<b>13</b>	<b>20</b>	<b>10</b>	<b>0,159207</b>	<b>0,361</b>	<b>Invalid</b>
<b>14</b>	<b>18</b>	<b>12</b>	<b>0,22796</b>	<b>0,361</b>	<b>Invalid</b>
<b>15</b>	<b>21</b>	<b>9</b>	<b>0,33999</b>	<b>0,361</b>	<b>Invalid</b>
<b>16</b>	<b>18</b>	<b>12</b>	<b>0,15442</b>	<b>0,361</b>	<b>Invalid</b>
<b>17</b>	<b>19</b>	<b>11</b>	<b>-0,0866</b>	<b>0,361</b>	<b>Invalid</b>
<b>18</b>	<b>15</b>	<b>15</b>	<b>0,22515</b>	<b>0,361</b>	<b>Invalid</b>

19	19	11	0,56752	0,361	Valid
20	25	5	0,29402	0,361	Invalid
21	20	10	0,48399	0,361	Valid
22	22	8	0,39238	0,361	Valid
23	24	6	0,38726	0,361	Valid
24	21	9	0,24173	0,361	Invalid
25	19	11	0,34325	0,361	Invalid
26	17	13	0,51676	0,361	Valid
27	22	8	0,24982	0,361	Invalid
28	22	8	0,18872	0,361	Invalid
29	17	13	0,04422	0,361	Invalid
30	19	11	0,24981	0,361	Invalid
31	18	12	0,44856	0,361	Valid
32	18	12	0,15442	0,361	Invalid
33	24	6	0,13959	0,361	Invalid
34	23	7	0,36696	0,361	Valid
35	22	8	0,24799	0,361	Invalid
36	20	10	0,08279	0,361	Invalid
37	17	13	0,51676	0,361	Valid
38	16	14	0,49584	0,361	Valid
39	8	22	0,17786	0,361	Invalid
40	15	15	0,20714	0,361	Invalid
41	24	6	0,27469	0,361	Invalid



<b>42</b>	<b>21</b>	<b>9</b>	<b>0,33999</b>	<b>0,361</b>	<b>Invalid</b>
<b>43</b>	<b>16</b>	<b>14</b>	<b>0,49584</b>	<b>0,361</b>	<b>Valid</b>
<b>44</b>	<b>17</b>	<b>13</b>	<b>0,40771</b>	<b>0,361</b>	<b>Valid</b>
<b>45</b>	<b>24</b>	<b>6</b>	<b>0,27469</b>	<b>0,361</b>	<b>Valid</b>
<b>46</b>	<b>20</b>	<b>10</b>	<b>0,21652</b>	<b>0,361</b>	<b>Invalid</b>
<b>47</b>	<b>17</b>	<b>13</b>	<b>0,04422</b>	<b>0,361</b>	<b>Invalid</b>
<b>48</b>	<b>20</b>	<b>10</b>	<b>0,19742</b>	<b>0,361</b>	<b>Invalid</b>
<b>49</b>	<b>21</b>	<b>9</b>	<b>0,63479</b>	<b>0,361</b>	<b>Valid</b>
<b>50</b>	<b>22</b>	<b>8</b>	<b>-0,0353</b>	<b>0,361</b>	<b>Invalid</b>
<b>51</b>	<b>22</b>	<b>8</b>	<b>0,27019</b>	<b>0,361</b>	<b>Invalid</b>
<b>52</b>	<b>25</b>	<b>5</b>	<b>0,10069</b>	<b>0,361</b>	<b>Invalid</b>
<b>53</b>	<b>24</b>	<b>6</b>	<b>0,34223</b>	<b>0,361</b>	<b>Invalid</b>
<b>54</b>	<b>17</b>	<b>13</b>	<b>0,29867</b>	<b>0,361</b>	<b>Invalid</b>
<b>55</b>	<b>16</b>	<b>14</b>	<b>0,22505</b>	<b>0,361</b>	<b>Invalid</b>
<b>56</b>	<b>19</b>	<b>11</b>	<b>0,23112</b>	<b>0,361</b>	<b>Invalid</b>
<b>57</b>	<b>20</b>	<b>10</b>	<b>0,21652</b>	<b>0,361</b>	<b>Invalid</b>
<b>58</b>	<b>17</b>	<b>13</b>	<b>0,42589</b>	<b>0,361</b>	<b>Valid</b>
<b>59</b>	<b>18</b>	<b>12</b>	<b>0,50371</b>	<b>0,361</b>	<b>Valid</b>
<b>60</b>	<b>24</b>	<b>6</b>	<b>0,40978</b>	<b>0,361</b>	<b>Valid</b>

## RELIABILITY TEST

Initial of name	3	4	7	9	19	21	22	23	26	31	34	37	38	43	44	45	49	58	59	60	x	X kuadrat	
ED	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	18	324
A	0	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	16	256
AF W	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	17	289
II	1	0	1	1	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	6	36
US	0	1	1	0	0	0	1	1	0	1	1	0	0	1	1	0	1	1	0	0	0	10	100
AD	0	1	0	1	0	1	0	1	0	0	1	0	0	0	0	1	1	0	0	0	1	8	64
MR	1	1	1	0	1	0	1	1	1	1	1	0	1	0	0	1	1	0	1	1	1	14	196
RH	0	0	1	1	0	0	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	13	169
M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
TA	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	19	361
R	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
S	1	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	0	0	0	14	196
LWL	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
MK	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	18	324
R	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	18	324
AA	1	0	1	1	1	0	1	1	0	0	0	0	0	1	0	1	0	1	0	1	0	10	100
AR	0	0	1	0	0	1	0	0	0	1	0	0	0	0	1	1	0	1	0	1	0	7	49
NA	1	0	1	0	1	1	0	1	0	1	1	0	0	0	0	1	0	0	0	0	1	9	81
FAA	1	1	0	0	1	1	0	1	0	0	1	1	1	0	1	1	1	0	0	0	0	11	121
RH	0	0	0	0	0	1	1	0	0	0	1	1	1	1	0	0	0	0	1	1	1	8	64
AS	1	1	1	0	0	1	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	14	196
IR	1	1	0	1	1	1	0	1	0	1	1	1	0	0	1	1	1	0	1	0	0	13	169
MN	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	0	1	0	15	225

AF	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	17	28
DH	1	0	1	1	0	1	1	1	0	0	1	1	1	0	1	1	0	1	1	14	19
SH	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	17	28
RP	1	0	1	0	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	1	14
DH	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	1	0	1	1	1	8
RRD	1	1	1	0	1	0	1	1	1	1	1	0	1	0	0	1	0	0	1	1	13
RS	1	0	1	0	0	0	1	1	1	0	0	1	1	1	0	1	1	0	1	1	12
Total	2	17	24	17	19	20	22	24	17	18	23	17	16	16	17	24	21	17	18	24	<b>39</b>
True (p)	0,8	0,6	0,8	0,6	0,6	0,7	0,7	0,8	0,6	0,6	0,8	0,6	0,5	0,5	0,6	0,8	0,7	0,6	0,6	0,8	
False (q)	0,2	0,4	0,2	0,4	0,4	0,3	0,3	0,2	0,4	0,4	0,2	0,4	0,5	0,5	0,4	0,2	0,3	0,4	0,4	0,2	
p-q	0,6	0,24	0,16	0,24	0,24	0,21	0,21	0,16	0,24	0,24	0,16	0,24	0,25	0,25	0,24	0,16	0,21	0,24	0,24	0,16	<b>4,25</b>

n = 30

n-1 = 29

Varians ( $s^2$ ) = 20,6

Reliability = 0,82

0,82 > 0,6 (the instruments was reliable)

**APPENDIX V**

**NORMALITY TESTING OF CONTROL CLASS USING MICROSOFT**

**EXCELL**

<b>Xi</b>	<b>Zi</b>	<b>F(zi)</b>	<b>S(zi)</b>	<b>F(zi)-S(zi)</b>
30	-1,47875	0,069603	0,166667	0,09706347
30	-1,47875	0,069603	0,166667	0,09706347
30	-1,47875	0,069603	0,166667	0,09706347
30	-1,47875	0,069603	0,166667	0,09706347
30	-1,47875	0,069603	0,166667	0,09706347
40	-0,90262	0,183365	0,3	<b>0,11663496</b>
40	-0,90262	0,183365	0,3	0,11663496
40	-0,90262	0,183365	0,3	0,11663496
40	-0,90262	0,183365	0,3	0,11663496
50	-0,32648	0,372031	0,466667	0,09463526
50	-0,32648	0,372031	0,466667	0,09463526
50	-0,32648	0,372031	0,466667	0,09463526
50	-0,32648	0,372031	0,466667	0,09463526
50	-0,32648	0,372031	0,466667	0,09463526
60	0,24966	0,598575	0,666667	0,06809198
60	0,24966	0,598575	0,666667	0,06809198
60	0,24966	0,598575	0,666667	0,06809198
60	0,24966	0,598575	0,666667	0,06809198
60	0,24966	0,598575	0,666667	0,06809198
60	0,24966	0,598575	0,666667	0,06809198
70	0,825797	0,79554	0,866667	0,07112629
70	0,825797	0,79554	0,866667	0,07112629
70	0,825797	0,79554	0,866667	0,07112629
70	0,825797	0,79554	0,866667	0,07112629
70	0,825797	0,79554	0,866667	0,07112629
70	0,825797	0,79554	0,866667	0,07112629
80	1,401934	0,919533	0,966667	0,04713407
80	1,401934	0,919533	0,966667	0,04713407
80	1,401934	0,919533	0,966667	0,04713407
90	1,978072	0,97604	1	0,02396029

$L_0 = 0,116635$   
 $L_t = 0,161$   
 $N = 30$   
 $\text{Mean} = 55,66667$

$$S = 17,35697$$

## NORMALITY TESTING OF CONTROL CLASS USING MANUAL

### CALCULATION

#### 1. Mean

$$X = \frac{\sum f_i \cdot x_i}{\sum f_i}$$

$$X = \frac{1670}{30}$$

$$X = 55,67$$

#### 2. Variant

$$S^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$S^2 = \frac{30(101700) - (1670)^2}{30(30-1)}$$

$$S^2 = \frac{30(101700) - (1670)^2}{30(29)}$$

$$S^2 = \frac{3051000 - 2788900}{870}$$

$$S^2 = \frac{262100}{870}$$

$$S^2 = 301,26$$

#### 3. Standart Deviation

$$S = \sqrt{S^2}$$

$$S = \sqrt{301,26}$$

$$S = 17,36$$

## 6 Finding zi score

$$Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_1 = \frac{30 - 55,67}{17,36} = -1,48$$

$$Z_2 = \frac{40 - 55,67}{17,36} = -0,90$$

$$Z_3 = \frac{50 - 55,67}{17,36} = -0,33$$

$$Z_4 = \frac{60 - 55,67}{17,36} = 0,25$$

$$Z_5 = \frac{70 - 55,67}{17,36} = 0,83$$

$$Z_6 = \frac{80 - 55,67}{17,36} = 1,40$$

$$Z_7 = \frac{90 - 55,67}{17,36} = 1,98$$

## 7 Finding S(zi)

$$S(z_i) = \frac{f_{kum}}{N}$$

$$\frac{5}{30} = 0,1667$$

$$\frac{9}{30} = 0,3$$

$$\frac{14}{30} = 0,4667$$

$$\frac{20}{30} = 0,6667$$

$$\frac{26}{30} = 0,8667$$

$$\frac{29}{30} = 0,9667$$

$$\frac{30}{30} = 1$$

**Normality test by Liliefors test in Control class**

No	$X_i$	$Z_i$	$f(z_i)$	$S(z_i)$	$f(z_i) - S(z_i)$	$f(z_i) - S(z_i)$
1	30	-1,48	0,0694	0,1667	-0,0973	0,0973
2	30	-1,48	0,0694	0,1667	-0,0973	0,0973
3	30	-1,48	0,0694	0,1667	-0,0973	0,0973
4	30	-1,48	0,0694	0,1667	-0,0973	0,0973
5	30	-1,48	0,0694	0,1667	-0,0973	0,0973
6	40	-0,90	0,1841	0,3	-0,1159	<b>0,1159</b>
7	40	-0,90	0,1841	0,3	-0,1159	0,1159
8	40	-0,90	0,1841	0,3	-0,1159	0,1159
9	40	-0,90	0,1841	0,3	-0,1159	0,1159
10	50	-0,33	0,3707	0,4667	-0,096	0,096
11	50	-0,33	0,3707	0,4667	-0,096	0,096
12	50	-0,33	0,3707	0,4667	-0,096	0,096
13	50	-0,33	0,3707	0,4667	-0,096	0,096
14	50	-0,33	0,3707	0,4667	-0,096	0,096
15	60	0,25	0,5987	0,6667	-0,068	0,068
16	60	0,25	0,5987	0,6667	-0,068	0,068
17	60	0,25	0,5987	0,6667	-0,068	0,068
18	60	0,25	0,5987	0,6667	-0,068	0,068
19	60	0,25	0,5987	0,6667	-0,068	0,068
20	60	0,25	0,5987	0,6667	-0,068	0,068
21	70	0,83	0,7967	0,8667	-0,07	0,07

22	70	0,83	0,7967	0,8667	-0,07	0,07
23	70	0,83	0,7967	0,8667	-0,07	0,07
24	70	0,83	0,7967	0,8667	-0,07	0,07
25	70	0,83	0,7967	0,8667	-0,07	0,07
26	70	0,83	0,7967	0,8667	-0,07	0,07
27	80	1,40	0,9192	0,9667	-0,0475	0,0475
28	80	1,40	0,9192	0,9667	-0,0475	0,0475
29	80	1,40	0,9192	0,9667	-0,0475	0,0475
30	90	1,98	0,9761	1	-0,02	0,02

**NORMALITY TESTING OF EXPERIMENTAL CLASS USING MICROSOFT  
EXCELL**

<b>Xi</b>	<b>zi</b>	<b>F(zi)</b>	<b>S(zi)</b>	<b>F(zi)-S(zi)</b>
40	-1,87576	0,030344	0,066667	0,036322477
40	-1,87576	0,030344	0,066667	0,036322477
50	-1,21373	0,112426	0,2	0,087573894
50	-1,21373	0,112426	0,2	0,087573894
50	-1,21373	0,112426	0,2	0,087573894
50	-1,21373	0,112426	0,2	0,087573894
60	-0,55169	0,290579	0,433333	<b>0,142754263</b>
60	-0,55169	0,290579	0,433333	0,142754263
60	-0,55169	0,290579	0,433333	0,142754263
60	-0,55169	0,290579	0,433333	0,142754263
60	-0,55169	0,290579	0,433333	0,142754263
60	-0,55169	0,290579	0,433333	0,142754263
60	-0,55169	0,290579	0,433333	0,142754263
60	-0,55169	0,290579	0,433333	0,142754263
70	0,110339	0,54393	0,633333	0,089403691
70	0,110339	0,54393	0,633333	0,089403691
70	0,110339	0,54393	0,633333	0,089403691
70	0,110339	0,54393	0,633333	0,089403691
70	0,110339	0,54393	0,633333	0,089403691
70	0,110339	0,54393	0,633333	0,089403691



80	0,772371	0,780053	0,833333	0,05328059
80	0,772371	0,780053	0,833333	0,05328059
80	0,772371	0,780053	0,833333	0,05328059
80	0,772371	0,780053	0,833333	0,05328059
80	0,772371	0,780053	0,833333	0,05328059
80	0,772371	0,780053	0,833333	0,05328059
90	1,434404	0,924271	1	0,07572851
90	1,434404	0,924271	1	0,07572851
90	1,434404	0,924271	1	0,07572851
90	1,434404	0,924271	1	0,07572851
90	1,434404	0,924271	1	0,07572851

$L_0 = 0,142754$   
 $L_t = 0,161$   
 $N = 30$   
Mean = 68,33333  
 $S = 15,105$

## NORMALITY TESTING OF EXPERIMENTAL CLASS USING MANUAL

### CALCULATION

#### 1. Mean

$$X = \frac{\sum f_i . x_i}{\sum f_i}$$

$$X = \frac{2050}{30}$$

$$X = 68,33$$

#### 2. Variant

$$S^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$S^2 = \frac{30 (146700) - (2050)^2}{30(30-1)}$$

$$S^2 = \frac{30 (146700) - (2050)^2}{30(29)}$$

$$S^2 = \frac{4401000 - 4202500}{870}$$

$$S^2 = \frac{198500}{870}$$

$$S^2 = 228,16$$

### 3. Standart Deviation

$$S = \sqrt{S^2}$$

$$S = \sqrt{228,16}$$

$$S = 15,10$$

### 8 Finding zi score

$$Z_i 1 = \frac{x_i - \bar{x}}{s}$$

$$Z_i 1 = \frac{40 - 68,33}{15,10} = -1,88$$

$$Z_i 2 = \frac{50 - 68,33}{15,10} = -1,21$$

$$Z_i 3 = \frac{60 - 68,33}{15,10} = -0,55$$

$$Z_i 4 = \frac{70 - 68,33}{15,10} = 0,11$$

$$Z_i 5 = \frac{80 - 68,33}{15,10} = 0,77$$

$$Z_i 6 = \frac{90 - 68,33}{15,10} = 1,44$$

### 9 Finding S(zi)

$$S(z_i) = \frac{f_{kum}}{N}$$

$$\frac{2}{30} = 0,0667$$

$$\frac{6}{30} = 0,2$$

$$\frac{13}{30} = 0,4333$$

$$\frac{19}{30} = 0,6333$$

$$\frac{25}{30} = 0,8333$$

$$\frac{30}{30} = 1$$

**Table 4.7 Normality test by Liliefors test in Experimental class**

No	Xi	Zi	f(zi)	S(zi)	f(zi) – S(zi)	f(zi) – S(zi)
1	40	-1,88	0,0301	0,0667	-0,0366	0,0366
2	40	-1,88	0,0301	0,0667	-0,0366	0,0366
3	50	-1,21	0,1131	0,2	-0,0869	0,0869
4	50	-1,21	0,1131	0,2	-0,0869	0,0869
5	50	-1,21	0,1131	0,2	-0,0869	0,0869
6	50	-1,21	0,1131	0,2	-0,0869	0,0869
7	60	-0,55	0,2912	0,4333	-0,1421	<b>0,1421</b>
8	60	-0,55	0,2912	0,4333	-0,1421	0,1421
9	60	-0,55	0,2912	0,4333	-0,1421	0,1421
10	60	-0,55	0,2912	0,4333	-0,1421	0,1421
11	60	-0,55	0,2912	0,4333	-0,1421	0,1421
12	60	-0,55	0,2912	0,4333	-0,1421	0,1421
13	60	-0,55	0,2912	0,4333	-0,1421	0,1421
14	70	0,11	0,5438	0,6333	-0,0895	0,0895
15	70	0,11	0,5438	0,6333	-0,0895	0,0895
16	70	0,11	0,5438	0,6333	-0,0895	0,0895
17	70	0,11	0,5438	0,6333	-0,0895	0,0895
18	70	0,11	0,5438	0,6333	-0,0895	0,0895

19	70	0,11	0,5438	0,6333	-0,0895	0,0895
20	80	0,77	0,7794	0,8333	-0,0539	0,0539
21	80	0,77	0,7794	0,8333	-0,0539	0,0539
22	80	0,77	0,7794	0,8333	-0,0539	0,0539
23	80	0,77	0,7794	0,3333	-0,0539	0,0539
24	80	0,77	0,7794	0,8333	-0,0539	0,0539
25	80	0,77	0,7794	0,8333	-0,0539	0,0539
26	90	1,44	0,9251	1	-0,0749	0,0749
27	90	1,44	0,9251	1	-0,0749	0,0749
28	90	1,44	0,9251	1	-0,0749	0,0749
29	90	1,44	0,9251	1	-0,0749	0,0749
30	90	1,44	0,9251	1	-0,0749	0,0749

**HOMOGENEITY TESTING OF CONTROL CLASS AND EXPERIMENTAL  
CLASS**

$$F = \frac{\text{highest variant}}{\text{lowest variant}}$$

$$F = \frac{301,26}{228,16}$$

$$F = 1,32$$

APPENDIX VI

L TABLE

**Nilai Kritis L Untuk Uji Lilliefors**

Ukuran Sampel (n)	Taraf Nyata ( $\alpha$ )				
	0,01	0,05	0,10	0,15	0,20
4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,224	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
> 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

Sumber: Sudjana, *Metoda Statistika*, Bandung, Tarsito, 1989.

## T-TABLE

Pr	0,25	0,10	0,05	0,025	0,01	0,005	0,001
df	0,50	0,20	0,10	0,050	0,02	0,010	0,002
51	0,67933	1,29837	1,67528	2,00758	2,40172	2,67572	3,25789
52	0,67924	1,29805	1,67469	2,00665	2,40022	2,67373	3,25451
53	0,67915	1,29773	1,67412	2,00575	2,39879	2,67182	3,25127
54	0,67906	1,29743	1,67356	2,00488	2,39741	2,66998	3,24815
55	0,67898	1,29713	1,67303	2,00404	2,39608	2,66822	3,24515
56	0,67890	1,29685	1,67252	2,00324	2,39480	2,66651	3,24226
57	0,67882	1,29658	1,67203	2,00247	2,39357	2,66487	3,23948
58	0,67874	1,29632	1,67155	2,00172	2,39238	2,66329	3,23680
59	0,67867	1,29607	1,67109	2,00100	2,39123	2,66176	3,23421
60	0,67860	1,29582	1,67065	2,00030	2,39012	2,66028	3,23171
61	0,67853	1,29558	1,67022	1,99962	2,38905	2,65886	3,22930
62	0,67847	1,29536	1,66980	1,99897	2,38801	2,65748	3,22696
63	0,67840	1,29513	1,66940	1,99834	2,38701	2,65615	3,22471
64	0,67834	1,29492	1,66901	1,99773	2,38604	2,65485	3,22253
65	0,67828	1,29471	1,66864	1,99714	2,38510	2,65360	3,22041
66	0,67823	1,29451	1,66827	1,99656	2,38419	2,65239	3,21837
67	0,67817	1,29432	1,66792	1,99601	2,38330	2,65122	3,21639
68	0,67811	1,29413	1,66757	1,99547	2,38245	2,65008	3,21446
69	0,67806	1,29394	1,66724	1,99495	2,38161	2,64898	3,21260
70	0,67801	1,29376	1,66691	1,99444	2,38081	2,64790	3,21079
71	0,67796	1,29359	1,66660	1,99394	2,38002	2,64686	3,20903
72	0,67791	1,29342	1,66629	1,99346	2,37926	2,64585	3,20733
73	0,67787	1,29326	1,66600	1,99300	2,37852	2,64487	3,20567
74	0,67782	1,29310	1,66571	1,99254	2,37780	2,64391	3,20406
75	0,67778	1,29294	1,66543	1,99210	2,37710	2,64298	3,20249
76	0,67773	1,29279	1,66515	1,99167	2,37642	2,64208	3,20096
77	0,67769	1,29264	1,66488	1,99125	2,37576	2,64120	3,19948
78	0,67765	1,29250	1,66462	1,99085	2,37511	2,64034	3,19804
79	0,67761	1,29236	1,66437	1,99045	2,37448	2,63950	3,19663
80	0,67757	1,29222	1,66412	1,99006	2,37387	2,63869	3,19526
81	0,67753	1,29209	1,66388	1,98969	2,37327	2,63790	3,19392
82	0,67749	1,29196	1,66365	1,98932	2,37269	2,63712	3,19262
83	0,67746	1,29183	1,66342	1,98896	2,37212	2,63637	3,19135
84	0,67742	1,29171	1,66320	1,98861	2,37156	2,63563	3,19011
85	0,67739	1,29159	1,66298	1,98827	2,37102	2,63491	3,18890
86	0,67735	1,29147	1,66277	1,98793	2,37049	2,63421	3,18772
87	0,67732	1,29136	1,66256	1,98761	2,36998	2,63353	3,18657
88	0,67729	1,29125	1,66235	1,98729	2,36947	2,63286	3,18544
89	0,67726	1,29114	1,66216	1,98698	2,36898	2,63220	3,18434
90	0,67723	1,29103	1,66196	1,98667	2,36850	2,63157	3,18327
91	0,67720	1,29092	1,66177	1,98638	2,36803	2,63094	3,18222
92	0,67717	1,29082	1,66159	1,98609	2,36757	2,63033	3,18119
93	0,67714	1,29072	1,66140	1,98580	2,36712	2,62973	3,18019
94	0,67711	1,29062	1,66123	1,98552	2,36667	2,62915	3,17921
95	0,67708	1,29053	1,66105	1,98525	2,36624	2,62858	3,17825
96	0,67705	1,29043	1,66088	1,98498	2,36582	2,62802	3,17731
97	0,67703	1,29034	1,66071	1,98472	2,36541	2,62747	3,17639
98	0,67700	1,29025	1,66055	1,98447	2,36500	2,62693	3,17549
99	0,67698	1,29016	1,66039	1,98422	2,36461	2,62641	3,17460
100	0,67695	1,29007	1,66023	1,98397	2,36422	2,62589	3,17374


[http://mybaccan.blogspot.com/2014/03/all-about-reading-everything-about\\_8279.html](http://mybaccan.blogspot.com/2014/03/all-about-reading-everything-about_8279.html)

# APPENDIX VII

## STUDENTS' RESULT

### EXPERIMENTAL CLASS

80




1. Siapa yang membaca komik itu?  
a. Polisi  b. Pemangku di rumah sakit   
c. Pemangku di bank  d. Sotikudo

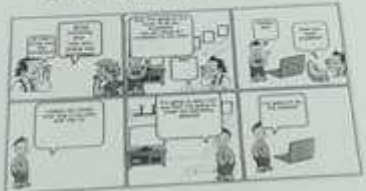
2. Kaki apa yang memiliki kelemahan pada orang tua "sani" dalam?  
a. Kiri  b. Kanan   
c. Atas  d. Bawah

3. Kalimat yang membaca yang tidak termasuk separating sentence pada komik di atas?  
a. You late my brother... to late for them.  
b. Is late for my sister?  
c. Are you sure we shouldn't intervene?  
d. We should be careful of these people

4. Kalimat membaca yang termasuk concluding sentence?  
a. You late my brother... to late for them.  
b. Is late for my sister?  
c. Are you sure we shouldn't intervene?  
d. We should be careful of these people



4. Kalimat membaca yang termasuk concluding sentence?  
a. They might be big games on the business   
b. Children spread the disease   
c. Their money and daddy are very wealthy   
d. I hope the police arrest them



6. Dimanakah letak nomor iklan pada komik diatas?  
a. Di awal  c. Di tengah   
b. Di akhir  d. Keseluruhan

1. Kaitkan gambar di atas dengan kalimat-kalimat yang ada pada kotak di bawah!

- a. Thanked God
- b. I could not believe that you were under the tentacles
- c. How you have been doing
- d. That I am going to say something to the government

2. Apa yang dikatakan oleh para ahli tentang hubungan di masyarakat pada gambar di atas?

- a. Mereka beranggapan yang tidak ada.
- b. Saling sayang
- c. Mereka saling menyayangi
- d. Mereka saling menyayangi

3. Prinsip apa yang bisa kita ambil dari gambar di atas?

- a. Perilaku yang baik dan benar
- b. Saling sayang dan menyayangi
- c. Saling menyayangi dan menyayangi
- d. Saling sayang dan menyayangi

10. Dimanakah letak main idea pada komik diatas?

- a. Di awal
- b. Di tengah
- c. Di akhir
- d. Keseluruhan

11. Apa yang sedang dirasakan karakter dalam gambar komik "terkejut" diatas?

- a. Senang
- b. Benci
- c. Takut
- d. Marah

12. Kalimat yang mendukung setting komik diatas adalah?

- a. He walked Kairo and his men
- b. A red banner for the new American flag
- c. The American national flag
- d. They walked over the pieces of rubble through the snow of the way from their York men

13. Bagaimana bentuk supporting sentence pada komik diatas?

- a. Dua
- b. Empat
- c. Tiga
- d. Lebih dari dua

14. Apa yang dikawatirkan dalam komik diatas?

- a. His past
- b. Their day
- c. Their life
- d. His future

15. Kata apa yang memiliki kesamaan makna dengan kata "regret" diatas?

- a. Escape
- b. Repentance
- c. Every
- d. Future

16. Bagaimana bentuk supporting sentence pada komik diatas?

- a. Dua
- b. Empat
- c. Tiga
- d. Lebih dari dua

17. Kalimat yang mendukung setting komik diatas adalah?

- a. They
- b. He
- c. She
- d. They

18. Bagaimana bentuk supporting sentence pada komik diatas?

- a. Dua
- b. Empat
- c. Tiga
- d. Lima

19. Kalimat manakah yang termasuk supporting sentence?

- a. Here you go
- b. You must mechanical pencil
- c. I mean there with the book
- d. My pencils are always kept there sharp

20. Bagaimana bentuk supporting sentence yang ada?

- a. Satu
- b. Dua
- c. Tiga
- d. Empat




# CONTROL CLASS

40

Choose a N, C or F for the correct answer!

Point Two

Read each text below. (10)




1. Siapa yang menulis iklan itu?  
 a. Peloton   Perancang di hotel baru  
 b. Perancang di hotel baru  di hotel baru


2. Kata apa yang memiliki konsonan akhir dengan kata "saya" dalam?  
 Saya saja  Cak  
 b. Saya  Boleh

3. Kalimat yang memiliki yang tidak termasuk supporting sentence pada komik di atas?  
 I'm late my brother... so late for them  
 b. To late for us you mean?  
 c. Are you sure we should's interested?  
 d. We should be careful of these people

4. Kalimat manakah yang termasuk concluding sentence?  
 I'm late my brother... so late for them  
 b. To late for us you mean?  
 c. Are you sure we should's interested?  
 d. We should be careful of these people



2. Kalimat manakah yang termasuk concluding sentence?  
 There might be big games on the future  
 b. Children spend the dinner  
 c. Their money and study are very enough  
 d. I hope the police advice them




4. Ditunjukkan detail mana saja pada komik diatas?  
 Di awal  Di tengah  
 b. Di akhir  Kesimpulan

1. Kalimat manakah yang tidak termasuk supporting sentence pada komik diatas?  
 Mereka itu  
 b. Untuk menulis iklan itu saya sudah ke banyuwangi  
 c. Saya baru kemarin  
 d. Dan I'm going to see you on the way tomorrow

2. Kata yang memiliki konsonan akhir dengan kata "saya" dalam?  
 Di hotel baru dan hotel baru  Bandung TV  
 a. Bandung  Hotel

3. Pilihlah satu yang tidak termasuk dari kalimat diatas!  
 a. Untuk pemerintah nasional  
 b. Dengan cara berkolaborasi  
 c. Menunjukkan bahwa saya baru kemarin  
 d. Dengan cara berkolaborasi




10. Ditunjukkan detail mana saja pada komik diatas?  
 Di awal  Di tengah  
 b. Di akhir  Kesimpulan

14. Siapa yang menulis iklan itu?  
 a. Peloton   Perancang  
 b. Perancang  Perancang

17. Kalimat yang memiliki yang tidak termasuk supporting sentence pada komik di atas?  
 We should be careful of these people  
 b. I'm late my brother... so late for them  
 c. Are you sure we should's interested?  
 d. Their money and study are very enough

17. Kalimat manakah yang termasuk supporting sentence pada komik diatas?  
 Saya  Kapan  
 b. Saya  Lupa dan lupa



14. Apa yang ditunjukkan detail komik diatas?  
 a. Di awal  Di akhir  
 b. Di akhir  Di akhir

13. Kata apa yang memiliki konsonan akhir dengan kata "saya" dalam?  
 a. Dengan  Kapan  
 b. Dengan  Kapan


18. Berapa huruf supporting sentence pada komik diatas?

a. Dua                                  c. Empat ✓  
b. Tiga                                d. Lima ✓

19. Kalimat manakah yang termasuk concluding sentence?

a. I think ✓  
b. Tomorrow will be better ✓  
c. Try to avoid to focus on the beauty of the present moment ✓  
d. You'll regret my gone. Because, once you're gone I can't get able to see ✓

The comic strip is:



20. Berapa huruf supporting sentence pada komik diatas?

a. Dua                                  c. Empat ✓  
b. Tiga                                d. Lima ✓

21. Kalimat manakah yang termasuk concluding sentence?

a. How you go ✓  
b. You must mechanical pencil ✓  
c. I mean these with the leads ✓  
d. My pencils are always tips almost sharp ✓

22. Berapa huruf concluding sentence yang ada?

a. Satu ✓      b. Dua ✓      c. Tiga ✓      d. Empat ✓

## APPENDIX VIII

### DOCUMENTATION



Picture 1.1 Learning Process in Experimental Class



Picture 2.2 Learning Process in Control Class



Picture 1.3 Learning Process in Control Class



Tabel 3.4 The Students doing Post-test in Experimental Class



Picture 1.5 The Students in Control Class doing the Post-test



Picture 1.6 The Researcher Giving Souvenir to the Headmaster of SMPN 2 Lembah Melintang

APPENDIX IX

LETTER PERMISSION FROM UIN



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Williem Iskandar Pasar V Medan Estate 20371  
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-10471/ITK/ITK.V.3/PP.00.9/09/2020

05 September 2020

Lampiran :-

Hal : Izin Riset

Yth. Bapak/Ibu Kepala SMP Negeri 2 Lembah Melintang

*Assalamualaikum Wr. Wb.*

**Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:**

Nama : Asriza Rahma  
NIM : 0304161066  
Tempat/Tanggal Lahir : Ujung Gading, 05 Januari 1999  
Program Studi : Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
Alamat : Manambin Jorong ranah salido ujung gading kecamatan lembah melintang kabupaten pasaman barat Kelurahan Ranah salido Kecamatan Lembah melintang

**untuk hal dimaksud kami mohon memberikan izin dan bantuannya terhadap pelaksanaan Riset di SMP Negeri 2 Lembah Melintang, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:**

*The Effect of Applying English Comic Media on the Students' Reading Skills at the Seventh Grade of SMPN 2 Lembah Melintang*

**Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.**

Medan, 05 September 2020  
a.n. DEKAN  
Ketua Program Studi Pendidikan  
Bahasa Inggris





*Digitally Signed*

**Dr Sholihatul Hamidah Daulay, S.Ag.**

**Hum**

**NIP. 197506222003122002**

**Tembusan:**

**- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan**

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*Info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui kredensial surat*

APPENDIX X

LETTER RESPONSE FROM SMPN 2 LEMBAH MELINTANG

 **PEMERINTAH KABUPATEN PASAMAN BARAT**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMP NEGERI 2 LEMBAH MELINTANG**   
*Alamat: Jl. Hulu Langa - Ujunggading Telp:(0753)470658 Kode Pos : 26372*

**SURAT KETERANGAN SELESAI PENELITIAN**  
No: 422/079/ SMPN 2/LM -2020

Yang bertanda tangan dibawah ini :

Nama : Hj.ERLINDA, S.Pd  
NIP : 19680226 199203 2 006  
Pangkat/ Golongan : Pembina TK 1/ IV.B  
Jabatan : Kepala SMP Negeri 2 Lembah Melintang

Dengan ini menerangkan bahwa :

Nama : ASRIZA RAHMA  
NIM : 0304161066  
Program Studi : S.1  
Jurusan : Pendidikan Bahasa Inggris

Berhubung telah selesainya melaksanakan Penelitian di SMP Negeri 2 Lembah Melintang, dengan judul penelitian "The Effect of Applying English Comic Media on the Students' Reading Skills at the Seventh Grade of SMP Negeri 2 Lembah Melintang ", dari Bulan September s/d Oktober 2020 .

Demikianlah Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Ujunggading, 09 Oktober 2020

  
Kepala  
**Hj.ERLINDA, S.Pd**  
NIP. 19680226 199203 2 006



## APPENDIX XI

### CURRICULUM VITAE

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**ASRIZA RAHMA**

**Registration Number: 0304161066**

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#### **Personal Informtion**

Name : Asriza Rahma

Date of Birth : Ujung Gading, 05 Januari 1999

Adress : Manambin, Ujung Gading, Pasaman Barat, Sumatera Barat

Gender : Female

Religion : Islam

Material Status : Single

Mobile Phone : 081374150453

Email : [asrizarahma05@gmail.com](mailto:asrizarahma05@gmail.com)

**Education Background:**

SDN 13 Lembah Melintang

SMPN 4 Lembah Melintang

SMAN 1 Lembah Melintang

Universitas Islam Negeri Sumatera Utara

**Organization:**

IMA PASBAR

IMA LUBIS