



***IMPROVING READING COMPREHENSION OF NARRATIVE TEXT
THROUGH COMIC BOOK AT TENTH GRADE OF MAS***

RAUDHATUL AKMAL

A THESIS

*Submitted to the Faculty of Tarbiyah and Teacher's Training State Islamic University
of North Sumatera Medan as a Partial Fullfillment of the Requirements for the
Degree of Sarjana Pendidikan (S-1)*

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STATE ISLAMIC UNIVERSITY NORTH SUMATERA
MEDAN**

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Denganini kami menilai bahwa skripsi ini dapat diterima untuk dimunaqasyahkan dalam siding munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UINSU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

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Yang membuat pernyataan

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ABSTRACT

This study was aimed to find out the improvement of students' ability in reading comprehension of Narrative text through Comic book in grade X MAS Raudhatul Akmal. The subject of this study was grade X MAS Raudhatul Akmal. It was consisted of 20 students. This research applied by Class Room Action Research. The technique of analysing data of this research was applied by using descriptive technique. The qualitative data was taken from diary notes, interview and observation sheet. The quantitative data was taken from the test. The result of the analysis showed that mean of the pre-test was 68,5, the mean of cycle I was 76 and the mean of cycle II was 82,5. The percentage of the students who got point up 75 also grew up, in the pre-test, the student who got point up 75 were only 2 of 20 students (8%). In the post-test I of cycle I, the students who got up 75 there were 11 of 20 students (55%). In the post test II, students who got up 75 there were 17 of 20 students (85%). The improvement of the Pre-Test to the Post-Test of cycle I was 77% and the improvement of Pre-test of cycle I to the post-test of cycle II was about 30%. From the data it indicate that the implementation of comic book was effective and from the data above it could be concluded that the students ability reading comprehension have been developed by using comic book. It's related to the result of observation showed that the students were more interested and motivated in joining the class and they were enthusiastic during teaching learning process. They asked what they didn't know, they gave response. The students were active, and they seemed enjoy discussion during teaching process.

Keywords : Reading Comprehension, action research, Narrative Text, Comic Book

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CHAPTER I

INTRODUCTION

A. Background of the study

Language is considered to be a system of communicating with other people using sounds, symbols and words in expressing a meaning, idea or thought.¹ English is expected to increase the awareness, abilities, attitudes, and values found in it as one of the subjects taught in school reading comprehension. Comprehension of reading is a very complex topic that requires consistency, precision and a deeper understanding of the work since the lesson of reading comprehension should not only interpret but must also comprehend the text's message.

Reading is one of the language skills that helps you to clearly understand the details. Some people, however, are not interested in reading because they do not have good reading subjects. One of the fundamental English skills is literacy. When you plan reading sessions with your learners, make sure that there is time to talk about the text (passage, story and to write). Thus, the readers can explain what they have read from the story or passage and they also can write some messages and explore their ideas in reading.² Reading is a fundamental goal that children must master in order to be successful in school and in life.³

There are several reasons why students were weak on reading. Firstly, students are less efficient in reading because they lack independent reading.

¹ D Hamidah Sholihatul, (2019), *Language and Society*, Medan: LPPI, p.9

² Kenyon, (2008), *Reading Encouraging Intermediate Phase Learners to Read More*, South Africa : PSP , p. 5

³ Stone, R, (2009), *Best Practices for Teaching Reading*, United States of America : Library of Congress Cataloging-in-Publication Data, p. 39

In other words, if the students read rarely, they might have problem in acquiring vocabulary. Secondly, students are unable to use context clues to guess the word meaning. If the students come across with the difficult words, they tend to ignore the words and it makes them discouraged and stop reading. The last factor is they do not converse in English outside the classroom, as a result they do not have an ability to express their idea in English.

The teaching learning process is another aspect affecting students' reading ability. An old approach and technique is still used by some teachers who teach reading. Their teaching style is strongly focused on teachers and rote learning is the subject of many of the practices in their classrooms. Their surroundings in the classroom are bland and uninteresting. The learning process was monotonous for all these reasons and could be one of the reasons why students were unmotivated to learn English, especially in learning to read.

As a facilitator, teachers should facilitate their students for all components of the teaching and learning process. As a catalyst, teachers should help the students in finding their strength and talent. Teachers guide the students to develop their personalities, characters, emotions and their intellectual aspect. They should grow up the student amorosness of learning process then help them to find their own learning styles. Therefore, students

know that a good learning process is a continuous process that not only stuck in a school.⁴

Due to the facts and explanation above, we need to improve the teaching and learning process by increasing the teachers skill in teaching reading by using an effective technique and medium. An effective technique will make students be more creative. Besides using the effective technique, teacher can use a medium to deliver the material. “A range of object, pictures, cards and other things can be used for presenting and manipulating language, and for involving students in activities of all kinds.”⁵

In senior high school, teaching reading is not the same as teaching other language skills. It takes a particular approach to instruct students to be able to interpret the context of the text. Students should be able to recognize the primary concept of the text in the reading ability, identify basic details, find descriptive information, identify inferred text information, and conclude the conclusion of the text. As a result, teachers have to pick the most fitting method for training their students to learn.

Based on explanation above, the researcher did the research in the use comic books as one the effective medium in teaching reading. Comic book can increase students’ interest in reading because there are a picture in them. Not a few teenagers who like to read comics, especially now that many comics appear with various types such as cartoons, anime, and others. however, there are still many students who are not interested in reading,

⁴Adi W. Gunawan, (2012), *Genius Learning Strategy PetunjukPraktisuntukMenerapkan Accelerated Learning*, p.165

⁵Jeremy Harmer, *The Practice of English Language Teaching*, New York: Cambridge University Press 4th edition p.177

because reading is boring and now advanced technology, so most students are not very interested in reading.

Based on explanation above, it is important to conduct a research to improve reading comprehension of narrative text through comic books. The researcher decides to conduct a research that concern on **Improving Reading Comprehension Of Narrative Text Through Comic Book At Tenth Grade Of MAS Raudhatul Akmal.**

B. Identification of the Study

Based on the background above, the problem in this research can be identified as follows:

1. The student have difficulties to understand of the reading text.
2. The teacher only provide text for students.
3. The students' ability is low in comprehension reading text.
4. The students' have less of vocabularies.
5. The student have difficulties to pronounce English word.

C. Limitation of the Study

Based on the identification of study above, the writer limits the study on: students' ability in comprehension reading of narrative text through comic books.

D. Formulation of the Study

1. How is the used comic book as a media teaching?

2. Can the comic book improve the students ability reading comprehension of narrative text?

E. Objectives of the Study

1. To know the applying of comic book as a media in teaching.
2. To know comic book can improve the students' ability in reading comprehension of narrative text.

F. Significant of Study

1. The principal of MAS Raudhatul Akmal to make instruction for the teacher
2. As an input for the school, especially teachers of English in improving the students' ability by applying comic books.
3. The students' of MAS Raudhatul Akmal, to improve their ability in reading comprehension of narrative text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Description

A.1 Reading

a. General Concept of Reading

In English there are four skills that should be mastered. They are listening, reading, speaking and writing. Based on certain criterion, they could be clustered into two skills: productive and receptive skills. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills.⁶

There are various definitions of reading from educators, psychologist, linguist and sociologist. Reading According to McDonough and Shaw, is one of the most important skill. Reading is the ability to draw meaning from the printed page and interpret the information appropriately.⁷ “Reading is making meaning from print and from visual information. But, reading is not simple. Reading is an active process that requires a great deal of practice and skill.”⁸ It means that reading is complex. It is unlike speech

⁶Jeremy Harmer, *The Practice of English Language Teaching*, New York: Cambridge University Press 4th ed. p.34

⁷William Grabe and Fredricka L. Stoller, (2002), *Teaching and Researching Reading*, England: Pearson Education, p.9

⁸Judi Moreillon, (2007), *Collaborative Strategies for Teaching Reading Comprehension*, Chicago : American Library Association, p. 10

that can be gotten naturally but reading has to be learnt because for many people reading is something that they do rarely.

Allah said in the Qur'an about the command to read in Surah Al-alaq 1-5,

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣ الَّذِي
عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

The meaning is “Read (Prophet Muhammad) in the Name of Your Lord who created (1), Created the human from a (blood) clot (2), Read! Your Lord is the most Generous (3), Who taught by the pen (4), taught the human what he did not know (5)”

For many individuals, reading is a hard ability to learn. In reading, the reader needs to grasp the meaning of the words and phrases they have interpreted correctly. The other thing is that the reader has to know what each paragraph of the text's target or mental concept is. Many students often face the same obstacles in their reading process.

Reading is useful for language learning, provided that the more or less students understand what they read, the more they read, the better they get. Reading is one of the four key talents that students need to master in order to ensure learning progress. It is really important to read to understand the language that the student wants. According to Jo McDonough and Christopher Shaw the

following of some of the reasons that students may need or want to read:⁹

1) To obtain information for some purposes or because we are curious about some topics.

2) To obtain instructions on how to perform some tasks for our work or daily life.

3) To keep in touch with friends by correspondence or to understand business letters.

4) To know when or where something will take place or what is available.

5) To know what is happening or has happened (as reported in newspaper, magazines, reports)

6) For enjoyment or excitement

“Reading for those who have been guided to appreciate it, is one of the most important activities of life to bring to us not only a pleasant way of spending the time, but a way of entering into the life of the world and helping us to contemplate spiritual matters.”¹⁰ According to Grabe and Stoller, there are many purposes for reading, they are:¹¹

⁹Quoted in Jo McDonough and Christopher Shaw, (2003), *Material and Methods in ELT: A Teacher Guide*, UK: Blackwell Publishing, 2nd ed, p. 90.

¹⁰M.E.S Elizabeth and Digumarti Bhaskara Rao, (2004), *Methods of Teaching English*, New Delhi : Discovery Publishing House, p. 277

¹¹Quoted in William Grabe and Fredericka L. Stoller, (2002), *Teaching and Researching Reading*, United Kingdom: Licensing Agency Ltd., p. 13-14

- 1) Reading to search for simple information is a common reading ability through a text either to search for a specific piece of information or to get an initial impression of whether the text is suitable for a given purposes.
- 2) Reading to skim quickly is combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skill on those segments of the text until a general idea is formed.
- 3) Reading to learn from texts is usually occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text.
- 4) Reading to integrate information requires critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for reader goal.
- 5) Reading for general comprehension is the process of understanding and constructing meaning from a piece of text connected text is any written material involving multiple words that forms coherent thoughts.

It can be inferred, based on the explanation above, that reading is very important for human beings. The ultimate

objectives of learning to read include meaning, learning, and enjoyment. Ultimately, learning how to read words has no benefit if the student is unable to generate meaning from the text.

A.1.1 Reading Comprehension

“Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, world knowledge, and fluency.”¹²

There are three steps instruction of reading comprehension: mentioning, practicing, and assessing. That is, teachers would mention the skill that they wanted students to use, then they would give them opportunities to practice that skill through workbooks or skill sheets, and finally assess whether or not they used the skill successfully.

To be successful at reading comprehension, students need to actively process what they read. That processing skill requires that students have automatic reading skill and fluency, necessary vocabulary, and text appropriate background knowledge. Successful comprehension is augmented when students have practice with strategies and media for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading.

¹²Janette K. Klingner, Sharon Vaughn and Alison Boardman, (2007), *Teaching Reading Comprehension to students with Learning Difficulties*, London : The Guilford Press, p.2

People should understand that understanding is the key purpose of the reading process. Understanding is a way of deriving meaning from text that is linked. Term knowledge (vocabulary) as well as thought and logic are included in it. This indicates that the reader was supposed to adequately understand the reading content in reading comprehension. When the reader is asked any questions about the ideas found there, the reader should be able to offer a good interpretation of the reading content. If he/she is willing to do so, we can assume that the reading content has already been learned by him/her.

From the definition above, the writer can conclude the reading is not just saying the word. Reading must be always meaning getting process. Many people can read the words in a passage perfectly, but are unable to answer the question even though the answers were directly contained in the words they pronounced.

a. Level of Reading Comprehension

1. Literal Comprehension

At this step, literal understanding is the most apparent understanding that includes surface meaning. Teachers may ask students at this stage to identify knowledge and suggestions that are specifically mentioned in the text. Usually, readers may outline, paraphrase, or describe the thoughts shared by the author.

2. Interpretive Comprehension

Interpretive reading includes reading between the lines or interfering with them. It is a method of deriving ideas which are inferred rather than specified explicitly.

3. Critical Comprehension

Critical reading analyses the content, compares the concepts contained in the material with established criteria and draws an inference about the correctness and timelines of the material.

4. Creative Comprehension

It is text involves going beyond the material presentably by author. It required thinking as they read.

b. The Assessment of Reading Comprehension

Tuner states that in scoring the students' reading comprehension, they are some aspects of measuring reading comprehension. They are:

1. Different Sound

While the students are asked to read the text, the teacher will assess them by hearing their pronunciation or the sound that the students may say.

2. Paraphrase Recognition

Paraphrase comprehension means that by using their own words, the students are able to create the core point. By looking at the way they create the main concept and also the coherence of the main idea and the supporting idea, the instructor will test them.

3. Information Transfer

The teachers determine the interpretation of students reading not only by their pronunciation, but also how they pass the data to others (listener).

4. Finding The Stated Information

This research relies on literal interpretation, so identification of paraphrases and seeking details about the states are the things to be concluded in the text. It suggests that by their results on the written paper, the teacher should not judge pupils.

A.1.2 Purpose of Reading

According to Grabe,¹³ when we begin to read, we actually have a number of initial decisions to make, and we usually make these decisions very quickly almost unconsciously in most cases. In other settings, usually academic or professional ones, we sometimes synthesis information from multiple reading sources, from different parts of a long and complex text, or from a prose

¹³William Grabe and fredricka L. Stoller, (2002), *Teaching and researching Reading*, New York: Longman, p.11-14

text and accompanying diagram or chart. Such reading is quite different from searching, skimming, or reading for general comprehension.

a. Reading to Search for Simple Information and Reading to Skim

A typical reading skill is reading to look for basic knowledge, although some researchers see it as a relatively separate cognitive mechanism. It is also used in literacy assignments, and is possibly best used as a form of capacity to learn. Reading to skim is a frequent part of many reading activities and a valuable talent in its own right (i.e. sampling portions of the text for a general understanding). In turn, it requires a variety of techniques to guess where the text might contain useful details, and then to use simple reading comprehension skills on certain parts of the text before a general concept is created.

b. . Reading to Learn From Text

Reading to learn normally takes place in an academic and professional context in which a person wants to learn a substantial amount of textual knowledge. It needs the following skills:

1. Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.

2. Recognize and build rhetorical frames that organize the information in the text.
3. Link the text to the reader's knowledge base.

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information).

c. Reading to Integrate Information, writers, and Critique Text

Reading to incorporate information requires further analysis of the relative importance of complimentary, mutually compatible, contradictory information and the possible redesign of a rhetorical structure to handle multi-source information. Such abilities necessarily require critical assessment of the material being read so that the reader can determine what data to incorporate and how to integrate it for the reader's purpose.

d. Reading for General Comprehension

In this discussion, for two reasons, the action of general reading comprehension was deliberately saved for last. Second, it is the most fundamental intention of reading, preceding and promoting most other reading uses. Second, understanding general reading is actually more difficult than generally thought.

When done by a professional fluent reader, reading for general comprehension involves extremely quick and automated word processing, strong skills that inform a general sense interpretation of the main concept, and successful communication under very limited time constraints of several systems.

A.1.3 Students' Problem in Reading Comprehension

Students' shortcomings in literacy are unquestionable. Students also have reading comprehension issues related to what the subject of the text is. The students do not comprehend the paragraph they have read. They must have proper meaning for the main terms in order to interpret the paragraph and understand the context of all the words and their association throughout the paragraph. The concerns include closely associated phenomena that lack prior awareness, such as:

a. Word Recognition

When attempting to understand words from the target language, students encounter difficulties. These problems exist because English and Indonesia, these two languages, are not branches of the same tongue. They have common syntactic trends, such as ordering equivalent concepts to be articulated. The term that is

first taught to students is profoundly impacted by the previous understanding of vocabulary.

b. The Language System

The structure, vocabulary and sound system, and vocabulary and spelling are used in the language system.

c. Others factors

The learner himself, the teacher and the instructional context are other variables that could weaken the students when studying a language.

A.2 Narrative Text

The main aim of its narration is to remind sometimes includes a broad passage that organizes the events strictly in chronological order in a novel. An imagined or true story may be (fairy tales, mysteries, fables, romances and adventure stories, myths and legends). There are several different forms of narrative defined by Anderson and Kathy, including comedy, drama, crime, real life literature, historical fiction, mystery, fantasy, science fiction, journal story, and adventure.

From the above description, the narrative text is a tale that happened in the past that entertains the readers with its social feature. It is written with those features and the characteristics of its vocabulary.

Classified narrative text into four basic elements as follows:

A.2.1 Characters

There must be characters in each story playing on it. Inside a plot, there are two characters that take place. They are lead characters as well as minor characters. The single most critical factor in the narrative text is character. It defines the physical nature of the character, including strength and limitations, such as age, weight, height, even character traits.

A.2.2 Setting

Configurations are what the author writes to determine when and where the plot takes place. The setting discussed whether the plot tells a reader of realistic, historical fiction or fantasy, the place (where) and time (when) of the story.

A.2.3 Plot

The storyline involves a sequence of episodes or incidents written by the protagonist to draw the interest of the readers and generate suspense as the story advances. The story involves a triggering case, starting with the main character of the problem-solving sequence of events.

A.2.4 Conclusion

By summarizing and describing the solution to the dilemma in the novel, the writer concludes the story. The last section of this is considered the conclusion.

Narrative text has some characteristics of language features, such as:

- a. Focus on specific and usually individually participant.
- b. Use of material (action) processes.
- c. Use of relational and mental processes.
- d. Use of temporal conjunctions and temporal circum.
- e. Use of past tense.¹⁴

A.3 Comic Book

Comic is the way to express story through pictures of visualization or description. Comics are often picture tales in which the pictures provide a purpose to explain the plot in order to make it easier for the viewer to interpret the story. Comics can also be perceived as narrative artwork. In addition, it says that comics are a complex mix of story and dialogue, visual illustration and written text. They just have the coherent and choreographed imagery that our students need to teach. Comic includes pictures as a beautiful illustration. It also has a short sentence as a simple explanation for each pictures. It makes student easier to understand the text, “ As

¹⁴EntikaFaniPrastikawati and SitiMusarokah, (2010), *Writing3: Handouts and Assignments*, Semarang: IKIP PGRI Semarang, p.9.

Raimes says that pictures are valuable, they provide for the use common vocabulary and common language forms.¹⁵

Comic typically appears in three or four square-shape cells, called panel. The panel are arranged in row and read from left to right or right to left for Japanese Manga¹⁶. There are two types of comic books, such as comic books and comic strips. The comic book is a collection of narrative pictures that are written in a book. Comic strips are a collection of pictures and story dialogs that are periodically printed in the newspaper and the internet every week or month. It normally consists of 3 to 6 pages. On the basis of the study findings, all facets of writing - material, organization, usage of language, vocabulary, and mechanics - were found to increase after being taught using comics. In prose, they became more optimistic and found that the implementation of the comic was helpful in writing a narrative text for them.

A.3.1 Teaching Reading through Comic Book

The writer thinks that comic is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process would be facilitated since learners would be better to make prediction when encountering words and expression in a passage with which they are unfamiliar.

¹⁵Ann Raimes, (2000),*Technique in Teaching Writing*, Oxford: Oxford University Press, p.27

¹⁶Rahmawati, E., (2013/2014),*Improving Students' Writing Skill through Textless Comics*, STAIN Salatiga, p. 20-21

Reading is indeed hypothesis-testing process in which the learner select cues and makes prediction about the ongoing discourse on the basis the selection.¹⁷

Comics should also be considered a possible material for teaching a learning method to inspire the attention of students. Comics are more communicative, popular, open and understandable within the visual genre. In short, comics can be more effective as media in the teaching and learning process. To encourage learning, teachers have often used pictures or graphics, whether drawn, taken from books, newspapers and magazines, or photos. Pictures can be in the form of flashcards (small cards that our students can hold up to view), large wall photos (big enough for anyone to see details), cue cards (small card that students use in pairs or groups), sketches, and drawings.

Provided the quality of curriculum-based reading skills where students are able to grasp meaning in the brief basic narrative and narrative text to communicate with their surroundings, comic can be both a tool and a means of teaching. In the field of fundamental competence in reading, the challenge for students is to

¹⁷Arroyani, F., (2013), *The Effectiveness of Teaching Using Comic Strips to Facilitate Students' Reading Comprehension Skill on Narrative Text*, Palembang: available online on ejournal.unsri.ac.id

correctly, fluently and acceptably respond to context and rhetorical measures in the short clear passage and practical written text that relates to the environment. Think about that, the use of comics in an invite-able state, possibly.

A.3.2 Procedures of Teaching Reading through Comic Book

I. Pre-Activity

1. The students are given stimulation by the teacher asking them about the materials e.g. *“Do you ever hear about legend?”*, *“Do you know about the story about snow white?”*, *“Have you ever read the story in a comic book?”*, The question are aimed to activate their background knowledge about narrative text in the comic book.
2. The students are listened to the explanation about the purpose of learning reading with comic book.
3. The teacher is intended to introduce comic book as the media that is applied in the treatments.

4. Students are given a short introduction about the narrative text that will be learned.

II. While Activity

1. Teachers asks students about the story in comic whether some of them have already known this story or not.
2. Teachers asks students to discuss a comic (peer) that has been given.
3. Students are guided to comprehend the text in comic book.
4. Students are allowed to ask about the difficult words in the comic.
5. Students tell orally the story.

III. Post Activity

1. Teacher evaluates the activity and gives feedback to the students
2. Students are asked to review the story that has been read
3. Teacher summarizes the activity.

A.3.3 The Advantages and Disadvantages of Comic Book

The advantages and disadvantages using comic are:

1. The Advantages of Comic

The use of comics in teaching narrative text reading has several benefits. Comics provide the pupil with an indication of chronological events. It will allow learners to quickly produce ideas based on the visualization found in the comic. In reality, the use of comics is intended to inspire and assist students in imagining and allowing students to understand the text and the narrative aspect (plot, character, theme, etc.) through graphic and sequential event dialogue. The confused reading of students will be stopped. The therapies offer students numerous nuances of the learning process of teaching, making it easier for students to follow the learning process of teaching.

2. The Disadvantages of Comic

In addition to the gains, comics also have drawbacks or weaknesses as a teaching medium. The drawbacks to using comics are that comics, particularly the legendary story in Indonesia, are not easy to find. So, if we want to use it in the teaching

learning process, we need to plan it properly if the teacher can try to figure out the content or comic that is suitable in the teaching learning process.

B. Related Study

Amar Akbar (2013) in his research entitled “Improving The Students’ Ability in Reading Comprehension of Narrative Text by Using the Power of Two Strategy at MTs Al-Washliyah Tembung. This research aimed to know the reciprocal questioning can improve students’ ability at comprehension reading of narrative text at MTs Al-Washliyah Tembung. The population of this research was the student of narrative text at MTs Al-Washliyah Tembung. It consists of three schools, with a total enrolment of 99 students. He used purpose sampling; 30 students were there and this thesis was applied by classroom action testing. On the basis of the testing findings, the mean for the first step post-test was 66.33. The mean post-test value for the second period was 79. The number of students who achieved 65 points also rose. In the first period post-test, students who got up to 65 were 18 out of 30 students (60 percent). There were 27 of 30 students in the post exam of the second cycle, students who got up to 65. (90 percent). From the data it indicate that the implementation of reciprocal questioning strategy was affective and from the data above it could be conclude that the students’ ability at comprehension reading of narrative text have been developed by using reciprocal questioning strategy.

C. Theoretical Framework

A theoretical structure is a set of principles that are interrelated. It's like a hypothesis, just not quite so well thought out. The analysis is driven by a quantitative context which defines what things can be evaluated. The philosophy of many experiments used to support this analysis is the principles in the theoretical context.

In this study, the researcher will give the theoretical framework according to the title of the study *Improving Students' Reading Comprehension Through Comic Book At Tenth Grade Of MAS Raudhatul Akmal*. In reading comprehension, the researcher would be interested because the researcher uses narrative text in the reading segment as a material. In teaching literacy, there are several approaches and teachers should be able to pick the best one to be applied in the teaching learning process to accomplish the purpose. Comics are used in education and they include pictures that describe the plot in order to make it easier for the viewer to comprehend the story. It is also those additional indicators that offer a contextual feedback for organizing; however, it allows students to be better at forecasting when they hear terms and phrases in a passage they are unfamiliar with.

CHAPTER III

RESEARCH METHOD

This chapter present the discussion of the research methodology. This is presented in six headings. They are the research setting, data and data source, research design, technique of collecting the data, technique of data analysis, and technique of establishing the trustworthiness.

A. Research Setting

The research will conduct in MAS Raudhatul Akmal 2020/2021. This school is located at Gang. Melati Kecamatan Batang Kuis. The explanation for the researcher selecting this school would be identified as follows: (1) Similar study has never been conducted in this school yet (2) The researcher discovered that the students still have weakness in reading text comprehension.

B. Data and Data Source

Data source in this study will be taken from the ten grade students of MAS Raudhatul Akmal. There are two kinds of data, namely qualitative and quantitative data.

Qualitative data would be used to define that the data will not be evaluated in an objective fashion and is thus subjective. From the interview sheet, observation sheet and diary notes, the qualitative evidence were analysed to explain the enhancement of the reading understanding of the students.

In addition, by conducting the tests, pre-test and post-test, the quantitative data is obtained. The data is regarding the achievement of

reading comprehension of narrative text by using multiple choice tests. The data collection procedures are as follows: first, the researcher offers a pre-test on the topic of study on the interpretation of narrative language. The researcher will plan the technique and even assess the post-test from the outcome of the pre-test. The instruction of the usage technique must be done prior to the researcher performing the post-test. Finally, the researcher distributes questionnaires to measure the reactions of subjects to the improvement of therapy in the classroom.

C. Research Method

This study is categorized into action research. Classroom action research is the action research which implemented in the classroom when learning process happened. The aim of this study is to show the process of improvement of the students' reading comprehension¹⁸. In this study, the researcher will collaborate with all of other research team members. Burns asserts that action research is a part of broad movement that has been going on in education generally for some time¹⁹. According to Singh action research is a process for studying problem by parts-owners scientifically to take decision for improving their current practice²⁰

The steps will be done by the researcher and collaborators are identifying the problem occurs in the English teaching and learning,

¹⁸Masganti, (2011), *Metodologi Penelitian Pendidikan Islam*, Medan: IAIN Press, hal. 229

¹⁹Anne Burns, (2010), *Doing Action Research in English Language Teaching: a guide for practitioners*, London & New York: Routledge, p.2

²⁰Yogesg K, Singh, (2006), *Fundamental of Research Methodology and Statistics*, New Delhi: APH, P. 263

planning and carrying out the actions, observing and reflecting on the actions implemented in the study²¹

The researchers and collaborators define a problem in this scheme, prepare a potential solution, execute and observe the actions, and focus on the outcomes of the actions. It shaped the action analysis Cycles as can be seen in the in the diagram below:

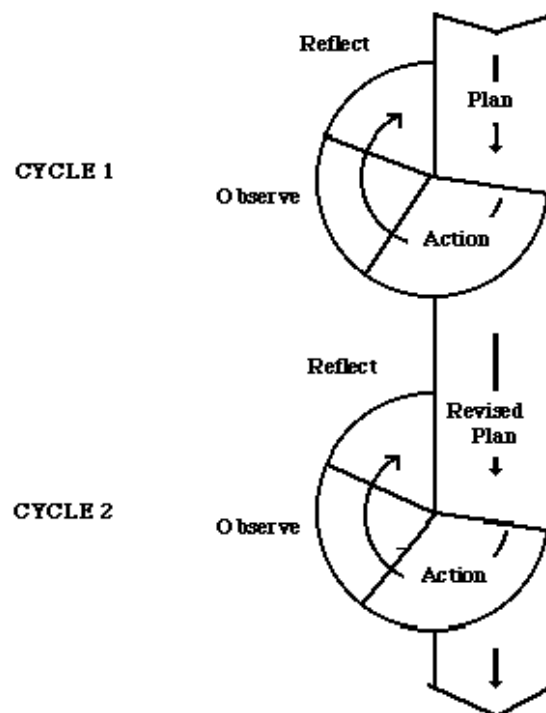


Figure 3.1 The steps of action research (Kemmis& Mc. Taggart 2007)

Based on the Kemmis and Mc Taggart cycle diagram action Research design above, researcher would like to describe further concerning the implementation of Classroom Action Research (CAR) in the cycle on and cycle two. Classroom action research typically involves the use of qualitative interpretive modes and data collection with a view how to improve their own

²¹Catherine Snow and Chair, (2002), *Reading for Understanding (Towards and R&D Program in Reading Comprehension)*. Santa Monica: RAND. P.7

practices²². It is generally thought to involve self-reflective cycles of the following:

- a. Planning
- b. Acting and observing the process and consequences of the change
- c. Reflecting on these processes and consequences
- d. Re-planning
- e. Acting and observing again
- f. Reflecting again, and so on...²³

There are four phases in each cycle on the basis of the study design above: preparing, behaving, analysing, and reflection. After that, cycle 1 is finished by the researcher, the instructor, and the pupils, and then a new problem may be discovered. They have to begin in the same step of the first cycle in the next cycle. In each step, below are the descriptions:

1. Cycle I

In this time, the researcher will observe the situation of the teaching and learning process in the sample class I, perform an interview with the students to understand their views on learning English, especially in reading activity, and identify the learners' reading problems.

a. Planning

In this step, after the instructor and the researcher experience the lesson, the teacher is interviewed by the researcher.

²²Stephen Kemmis and Robin McTaggart, (2007), *Participatory Action Research*, Thousand Oaks: Sage Publication Ltd, p. 273

²³*Ibid.*, p. 276

Then the researcher recognizes and diagnoses the reading difficulty of students in the class. At the same time, the evidence found by observation, interview, and inference will be evaluated by the investigator. Then, the researcher and the instructor would prepare the strategy in order to execute the classroom. Next, by planning lesson plan and playing lesson in grade X at MAS Raudhatul Akmal, the researcher makes lesson plan based on the study used syllabus at that school and designs the project or activity that she has been designed for students in grade X at MAS Raudhatul Akmal.

For each conference, researchers also plan the reading text and the exam. In any loop, the lesson plan also outlines teaching practices, media, and tools.

b. Action

The second step is behaviour that means the method of doing or this phase is the execution of preparation. Those duties will be carried out as follows:

1. The researcher will have the reception and encourage the students.
2. The researcher asks students whether or not any of them already knew this comic about the story of comics.
3. The researcher asks the students to analyse a given comic (peer).
4. In comic books, students are directed to understand the text.

5. Students are allowed to ask about the difficult words in the comic.
6. Students tell orally the comic.

c. Observing Phase

The purpose of the observation was to figure out the knowledge used for measurement and the basis for reflection. Therefore, it is important to go cautiously to perform observation. In evaluation, in motion and some actions that occurred during the study of reading narrative text, the author would pay attention. In this step, the writer can see many things, as follows:

1. Student environment, whether they understood or puzzled about the material.
2. Students in the learning environment are constantly engaged, whether they are silent or not.
3. The researcher could not clarify that the group debate would be kept accountable by each of the parties.
4. The researcher did not admonish the students to be silent if they could not control their voice.
5. During the assignment of another, the researcher did not walk around the class to see the difficulties of the students in addressing the subtopic except to offer assistance as needed.

d. Reflection Phase

Reflection is a feedback process which is carried out in motion. In deciding what to do or report, meditation is used to help the researcher. The feedback from the teaching-learning process is taken from the result of observation in this phase. In this case, what difficulties have already been encountered and whether the accepted criteria have not been reached yet. As a consequence, the teacher and the researcher must prepare and coordinate the next cycle.

2. Cycle II

a. Planning

Since the first cycle is carried out, the second cycle will be carried out by finding the students' shortcomings in the first cycle. The item that needs to be prepared is the lesson plan related to the first cycle.

b. Action

The researcher will perform the action in this step, looking at the measured and modified reflection.

c. Observing

As in cycle I, observation is done to see the changes from the students. And in this cycle II will be done to see the students' comprehending to the topic that given comic book.

d. Reflecting

Reflection is will be done at the end of cycle II. This phase is done to see the development of the action and make conclusion about the strength and weakness that has been done.

D. Technique of Collecting the Data

In order to collect the intended data, this study will use the following instruments:

1. Observation

In the ten grade of MAS Raudhatul Akmal, the researcher performed the observation before and during the operation directly against the English teaching and learning process. The researcher studied the behaviours and problems encountered by the students in learning to read narrative text by comic books.

2. Test

“Test is a tool or procedure that used to know and measure something in a situation by the way and rule that have been determined before”²⁴. This method has been applied by the researcher to measure the students’ achievement in reading narrative text after being taught by using comic book.

3. Interview

The interview is conducted to consider the feasibility of the acts. The researcher will address events in the teaching and learning process with the students and the English teacher. In this scenario, the researcher will have an interview with the English teacher and 10 grade students about the comic book story text. The researcher will ask the teacher some question

²⁴SuharsimiArikunto, (2007), *Dasar-DasarEvaluasiPendidikan*, Jakarta: BumiAksara, p.53

related to the class activities, class condition, students' behavior and the students' proficiency level in reading. The investigator will also interview several students by asking them questions about the events of the semester. The researcher will, for example, question students about their problems with reading the text.

E. Technique of Data Analysis

In this research, there are two kinds of data which will be collected by researcher as follows:

1. Qualitative evidence is knowledge that provides a description of the speech of students on the basis of awareness towards the subject (cognitive), the reactions of students to the current approach (affective), and the activity of students towards learning a subject, their attention, their passion for learning, their response: it is possible to qualitatively examine their motivation for learning.

Different data analysis approaches exist, such as qualitative data analysis techniques for an integrated model. There are three components of interactive analysis, namely: data reduction, exposure data, and conclusion drawing. The measures that must be taken in the analysis of such data are as follows.

- a. In this stage of data collection, selecting data (data reduction) selects the data appropriate for learning

enhancement purposes. Irrelevant data may be discarded and, if thought necessary, additional data may be added by instructor members to remember incidents or phenomena happening during the execution of the action plan.

- b. Describe the data results (data presented), a summary of the steps taken in the exercise is generated by the teachers participating in this activity.
 - c. Data analysis and explanation can also be conducted by checking for patterns or the nature of the self-reflection outcome that teachers then integrate with data gathered from other observers that supports.
2. Quantitative evidence includes the score of the learning result of the pupils. When learners have grasped the narrative text, this study may be considered successful. For an increasing result that is earned by students from pre-test score to post test score, the improvement in their achievement can be seen.

To know the means of the students' core in each cycle, the research will be applied the following formula:

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

\bar{X} : The means of the student

$\sum X$: The total score

N : The number of students

In order to categories the member of students mastered, the writer used the formula following:

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

Where:

P= Percentage of students who get the point 75

R = Number of students who get point up to 75 above

T = Total of students who do the best

There are three key components in this study that the researcher evaluated the qualitative evidence based on Miles and Hubermas theory: data reduction, data show, and drawing and confirming inference.

F. Technique of Establishing the Trustworthiness

It is necessary to establish that the study's results are true. There are different ways of creating a sense of trustworthiness and legitimacy. The trustworthiness of qualitative research generally is often questioned by positivists, perhaps because their concepts of validity and reliability cannot be addressed in the same way in naturalistic work.²⁵

Credibility contributes to a belief in the trustworthiness of data through the following attributes: (a) prolonged engagement; (b) persistent observation; (c) triangulation; (d) referential adequacy; (e) peer

²⁵Shenton, K. Andrew, (2004), *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*, Education for Information: Northumbria University, p.63

debriefing; and (f) member checks. Triangulation and member checks are primary and commonly used methods to address credibility. Triangulation is accomplished by asking the same research question of different study participants and by collecting data from different sources and by using different methods to answer those research question. Member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researcher' interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they will have a chance to verify their statements tends to cause study participants to willingly fill any gaps from earlier interviews. Trust is an important aspect of the member check process.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A.1. Data Analysis

The input was used in both qualitative and quantitative ways. The interview, observation sheet, and documentation were taken from the qualitative evidence. The quantitative data was taken from the average score of the students in the exam. The thesis consisted of one class of 20 participants. It was performed in two cycles by the writer. Four levels of action testing were used in each loop (planning, action, observation, and reflection). Three meetings were held in the first cycle, including pre-testing. The second cycle was carried out in two days. The exam was taken as the Post-Test by all students in the last meeting of each term.

A.1.1. Preliminary Study

The researcher must do a preliminary analysis before explaining the first cycle. The first meeting of this preliminary study was held on 6 November 2020. The researcher gave the Pre-Test to all students in this phase in order to consider their ability to compose narrative language. The 20 students who observed the Pre-Test were there. In order to assess the performance of the students on the Pre-Test, the researcher recruited the collaborator. This was achieved in order to be critically assessed prior to the implementation of the comic book. The outcome of the Pre-Test shows that the capacity of the learners to write narrative text was limited. Therefore, it felt impossible to compose a narrative text. There was 5

students who got minimum score which was 60. And there was 2 students who got maximum score which was 80.

The qualitative data was gathered during an interview. The interview was conducted before the interviewer introduced the learning process. When any of the students were interviewed by the consultant, the investigator found that the students were not interested in reading the strip. Before conducting the study, the finding that the researcher received in the interview sheet was the teacher's dilemma of making the learning process meaningful. The students still have no comprehension of narrative text, however, and while they were pouring their idea into a written form, they were losing terminology and encountered some difficulties. They did not, however, know what they should compose about.

Based on the qualitative and quantitative data above, the researcher concluded that the students' ability and interest to write narrative text was still low. Therefore, the researcher would like to continue to the first cycle expecting that the students will improve their skill in writing narrative text more be better.

A.1.2. The Quantitative Data

The knowledge was taken from the exam that gave the students the skill at the last meeting of each term. Based on the outcome measures in each period administered, it was observed that from the first meeting to the last meeting, the student score continued to increase. That can be seen from the score of the students from the Pre-Test in the first cycle to the Post-Test in the first cycle.

A.1.2.1. The Students' Score in Pre-Test

Table 4.1

The Students' Score in Pre-Test

NO	INITIAL NAME OF STUDENTS	SCORE	
		Pre-Test	Criteria of Success ≥ 75
1	AM	70	Unsuccess
2	CS	70	Unsuccess
3	DA	70	Unsuccess
4	FAH	70	Unsuccess
5	GKS	70	Unsuccess
6	HAA	70	Unsuccess
7	IH	70	Unsuccess
8	MF	70	Unsuccess
9	MA	80	Success
10	N	80	Success
11	NKH	60	Unsuccess
12	NDY	70	Unsuccess
13	RDN	70	Unsuccess
14	RS	60	Unsuccess
15	RSS	60	Unsuccess
16	S	60	Unsuccess
17	SN	60	Unsuccess

18	UPS	70	Unsuccess
19	YL	70	Unsuccess
20	ZM	70	Unsuccess
	TOTAL	$\Sigma X = 1370$ $\bar{X} = 68,5$	

From the table above of pre-test, the total score of the students was 1370 and the number of the students who completed took the pre-test were 20 students, to see the mean of the students in this test, the researcher applied the following formula:

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

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

Σ

: The total score

N : The number of students

So, the mean of the students was: $\bar{X} = \frac{1370}{20} = 68,5$

From the analysis data above researcher knew that the students' reading ability were still very low. The mean of the students was 68,5% and the students categories still in the poor level. Also the number of the students who were competence in reading in was calculated by applied the following formula:

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

P = The percentage of students who get

75

R = The member of students who get 75

up

T = The total number of students who do

thetest.

$$p1 = \frac{2}{20} \times 100\% = 10\%$$

$$\overline{p}2 = \frac{18}{20} \times 100\% = 90\%$$

Table 4.2 The Percentage of The Students' Score in Pre-Test

	Criteria	Total of Students	Percentage
P₁	Success	2	10%
P₂	Un success	18	90%
Total		20	100%

From the percentage above known that the students who competence in reading were very low.

A.1.2.2. The Students' Score in Post Test I

Table 4.3 The Students' Score in Post Test I

NO	INITIAL NAME OF STUDENTS	SCORE	
		Post-Test I	Criteria of Success ≥ 75
1	AM	70	Unsuccess
2	CS	60	Unsuccess
3	DA	80	Unsuccess
4	FAH	80	Success
5	GKS	70	Unsuccess
6	HAA	70	Unsuccess
7	IH	90	Success
8	MF	70	Unsuccess
9	MA	80	Success
10	N	80	Success
11	NKH	80	Success
12	NDY	90	Success
13	RDN	70	Unsuccess
14	RS	60	Unsuccess
15	RSS	80	Success
16	S	70	Unsuccess
17	SN	80	Success
18	UPS	80	Success

19	YL	80	Success
20	ZM	80	Success
	TOTAL	$\Sigma X = 1520$ $\bar{X} = 76$	

From the table of post-test I, the total score of the students was 1520 and the number of the students who completed took the test were 20 of students, to see mean of the students in this test the researcher applied the following formula:

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

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

Σ : The total score

N : The number of students

So, the mean of the students was: $\bar{X} = \frac{1520}{20} = 76\%$

From the analysis data above researcher knew that the students' reading ability got improvement. The mean of the students was 76 and include fair level. And the number of the students who were competent in writing test was calculated by applying the following formula:

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

P = The percentage of students who get

75

R = The member of students who get

75 up

T = The total number of students who do the
test.

$$p1 = \frac{9}{20} \times 100\% = 45\%$$

$$p2 = \frac{11}{20} \times 100\% = 55\%$$

Table 4.4. The Percentage of The Students' Score in Pre-Test

	Criteria	Total of Students	Percentage
P₁	Unsuccess	9	45%
P₂	Success	11	55%
Total		20	100%

From the analysis knew that the students' writing ability got increasing. The mean of the students was 76. From the score who got 75 up were 11 students or it was 55% and 9 students got the score fewer than 75 or it was 45%. It could be concluded that the students' reading ability in got higher in post-test in cycle I than pre-test. But, the students' achievement in the post-test of cycle I was categorized unsuccessful. Because the percentage of the students who pass the passing grade only 55%, the researcher wanted the percentage of students who

pass the passing grade was 75%. Therefore the next action continued on the cycle

II.

A.1.2.3. The Students' Score in Post Test II

Table 4.5
The Students' Score in Post-Test II

NO	INITIAL NAME OF STUDENTS	SCORE	
		Post-Test II	Criteria of Success ≥ 75
1	AM	80	Success
2	CS	80	Success
3	DA	80	Success
4	FAH	80	Success
5	GKS	80	Success
6	HAA	70	Unsuccess
7	IH	90	success
8	MF	100	success
9	MA	80	Success
10	N	70	Unsuccess
11	NKH	80	success
12	NDY	80	success
13	RDN	90	success
14	RS	80	success
15	RSS	100	success
16	S	90	success

17	SN	70	Unsuccess
18	UPS	90	Success
19	YL	80	Success
20	ZM	80	Success
	TOTAL	$\Sigma X = 1650$ $\bar{X} = 82,5$	

From the table of Post-Test II, the total score of the students was 2046 and the number of the students who completed took the test were 27 of the students, to see the mean of the students in this test the researcher applied the following formula:

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

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

Σ : The total score

N : The number of students

So, the mean of the students was: $\bar{X} = \frac{1650}{20} = 82,2\%$

From the analysis above knew that the students' writing ability increased. The mean of the students was 82,2. And the number of the students who were competence I writing test was calculated by applying following formula:

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

P = The percentage of students who get
75

R = The member of students who get 75
up

T = The total number of students who do the
test.

$$p1 = \frac{17}{20} \times 100\% = 85\%$$

$$p2 = \frac{3}{20} \times 100\% = 15\%$$

Table 4.6 The Percentage of The Students' Score in Post-Test II

	Criteria	Total of Students	Percentage
P₁	Success	17	85%
P₂	Unsuccess	3	15%
Total		20	100%

From the percentage, the students' reading ability was classified on good level when doing the action research on cycle II. The students score showed the increasing which could be determined that they showed the progress little by little. They got the increasing score in each cycle.

Table 4.7
Students' score from Pre-Test, Post-Test I, and Post Test II

NO	Initial Name	Pre-Test	Post-Test I	Post-Test II
1	AM	70	70	80
2	CS	70	60	80
3	DA	70	80	80
4	FAH	70	80	80
5	GS	70	70	80
6	HAA	70	70	70
7	IH	70	90	90
8	MF	70	70	100
9	MA	80	80	80
10	N	80	80	70
11	NH	60	80	80
12	NDY	70	90	80
13	RDN	70	70	90
14	RS	60	60	80
15	RSS	60	80	100
16	S	60	70	90
17	SN	60	80	70
18	UPS	70	80	90
19	YL	70	80	80
20	ZM	70	80	80
TOTAL		$\Sigma X = 1370$ $\bar{X} = 68,5$	$\Sigma X = 1520$ $\bar{X} = 76$	$\Sigma X = 1650$ $\bar{X} = 82,5$

Table 4.8
The Mean Score of Cycle I (Pre-Test and Post-Test I)
and Cycle II (Post Test II)

X	Pre-Test	Post Test I	Post Test II
Mean	68,5	76	82,5

The mean of the students' score in the post-test of cycle II was highest, so it could be said that the students' reading ability by using comic book improved from 68,5 to 82,5.

The number of competent was calculated by applying the formula:

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

P = The percentage of students who get

75

R = The member of students who get

75 up

T = The total number of students who do the

test.

The percentage of the increasing of students reading ability could be seen as follows:

a. The percentage of competence students in the pre test was:

b. $p1 = \frac{2}{20} \times 100\% = 10\%$

c. The percentage of the competence students in the post test I was:

d. $P1 = \frac{11}{20} \times 100\% = 55\%$

e. The percentage of the competence students in the post test II was:

$$f. p1 = \frac{17}{20} \times 100\% = 85\%$$

Table 4.9
The Percentage of Students' Reading Ability

Cycle		The Competent Students	Percentage
Cycle I	Pre-Test	2	10%
	Post Test I	11	55%
Cycle II	Post Test II	17	85%

From the table above, the result showed the increasing of the students' scores from the Pre-Test to the Post-Test of cycle I, Post-Test of cycle I to Post-Test cycle II. In the first test (Pre-Test) the students who got the score 75 up were 2 students of 20 students (10%). In the second test (Post-Test cycle I) the students who got the score 75 up were 11 students of 20 students (55%). In the third test (Post-Test cycle II) the students who got the score 75 up were 17 students of 20 students (85%).

A.1.3. The Qualitative Data

The qualitative data were taken from the interview sheet, observation sheet also documentation. They were carried out in two cycles. There were four meetings were conducted. The researcher was conducted in two cycles and each cycle consist of two meetings.

1) Observation Sheet

From the observation sheet, the research was noted that students were active and enthusiastic at reading comprehension of narrative text by using question answer. Which give a chance for students to active in finding the answer of the question from the text.

No	Activity	Cycle I				Cycle II			
		1	2	3	4	1	2	3	4
1	Students listen and pay attention to the teacher's explanation and, instruction about narrative text.				√				√
2	Students ask/answer the teacher's Question about narrative that taught comic book			√					√
3	Students understand to the teacher's, explanation and instruction to read comic book		√					√	
4	Students ask some question to the Teacher about narrative that taught comic book			√					√
5	Students create narrative text based on the teacher's explanation with comic book			√					√
6	Students do all tasks actively and cooperatively after they taught Narrative text with comic book			√					√
7	Students collect their papers on Time			√					√

From the result of observation sheet of teacher's activity in cycle I can be seen that the students listen and pay attention to the teacher's explanation and instruction about narrative text, it is categorized on point 4 that is very good. And the rest of the

activity categorized on point 3 that is good, they are: Students ask/answer the teacher's question about narrative, students understand the teacher's explanation and guidance to read comic books, students create narrative text based on the teacher's explanation with comic books, students voluntarily and cooperatively do all tasks after teaching narrative text with comic books, and students cooperate with comic books In cycle II, the activity of the students improved all the activity categorized on point 4, which is very well.

2) Interview Sheet

Until conducting the first cycle, the interview was carried out. It was discovered that the issue with teachers teaching reading was a lack of teaching technique. The interview has discovered the challenges of students interpreting narrative text comprehension. The interview was also administered after the plan was applied for English teachers and some students who earned low and high importance during the learning process.

3) Documentation

Photography is one of the sources that the researcher finds valuable as evidence or reaction observation to see what happens at each moment. The photograph was taken in front of the classroom while the teacher instructed the pupils.

A.1.3.1. The Activity of the First Cycle

1. Planning

The researcher planned everything required in this phase relevant to the teaching and learning process. The plans were the lesson plan, the narrative text instructional material, the method for gathering data such as diary notes, interview sheets, and observation sheets. First of all, the author mentioned the benefits of reading comprehension. The researcher viewed a comic book. Then it was correlated into the topic of the capacity of the students to interpret narrative text thinking comic book interpretation.

2. Action

At this point, there was some activity carried out by a researcher. These were: ensuring that students understood the aims and rewards of the relationship strategies of English learning question response. Emphasizing in activities the collaboration strategies of question answering.

3. Observation

The study focused on the situation in the teaching and learning process, the behaviours of students, the ability of students to read narrative text comprehension, the engagement of students and the final outcome of the evaluation of the students in this observation.

4. Reflection

The last part of the loop was contemplation. The researcher analysed the test of the students and saw the input from the teaching and learning process undertaken. The investigator focused on everything he did and ended the lesson with the last one.

A.1.3.2. The Activity of the Second Cycle

The investigator wanted to do cycle II, depending on the results of cycle I. It can be seen from the ranking of the students who have refused to classify. The objective of the research was to continue this phase. The phase of cycle II was built on the basis of the reflection of the previous cycle I. In cycle II, both phases were conducted as in cycle II, but the researcher provided further opportunity for students to question what they did not yet understand.

1. Planning

Comic books are also used in the educational phase during this cycle. In this loop, learning method teaching more focuses students by some question test in reading comprehension of narrative text. The researcher created a more positive condition in order to enable the students to voluntarily provide more responses and involvement in the class.

2. Action

The researcher was to do the utmost in educating the students at this point and was inspired to improve their ability to read detailed thinking comic books.

3. Observation

For the second cycle, the observation was finished. The behaviours of the students during the teaching period is observed.

4. Reflection

The consequence of the observation was taken from the input of the teaching learning process in this stage. As the measure of observation and effect, the investigator may infer as follows:

- a. The researcher could enhance the ability of the students to interpret the narrative text learned in comic book comprehension.
- b. The student ranking was also improved. It was based on the percentage of the score of the students in the pre-test was 10 percent, and in the first cycle, post-test I was 55 percent. And the average increase in the student performance in Post-Test II was 85% in cycle two.

Table 4.10
The Percentage of Students who got point up to 75

Competence test	Percentage
Pre –Test	10%
Post–Test I	55%
Post-Test II	85 %

The students who scored 75 or more were 2 out of 20 students in the Pre-Test (10 percent). The students who got a score of 75 or more were 11 out of 20 students in the post test of the first cycle (55 percent). The students who earned a score of 75 or more were 17 out of 20 students in the second cycle post-test (85 percent).

The application of classroom action testing was acceptable for the reading task, based on the results of the evidence. In addition, it was directed at recognizing the progress of students in reading narrative text comprehension. It can be inferred that it will work effectively and efficiently to prepare the reflection that the researcher and partner have completed.

A.2. Research Finding

The results of the study found that students were improving their ability to read comprehension by comic books. The data, which showed the students' average progression, proved this.

The mean score of the students in the second cycle (82,5) was higher than the mean score of the students in the first cycle (76) and the mean pre-test score (68,5). The proportion of students with a score of up to 75 increased. In the pre-test, just 2 out of 20 students were students who got up to 75 (10 %). The students who got up to 75 were 11 of 20 students in the post-test I of Cycle I (55 %). Students who got up to 75 were 17 out of 20 students in post-test II (85 %). The improvement of the Pre-Test to the Post-Test of cycle I was (77%) and the improvement of Pre-test of cycle I to the post-test of cycle II was about 30%.

A.3. Discussion

The purpose of this research is to understand whether reading comprehension of narrative text by comic books in the tenth grade can be enhanced. In Pre-Cycle, Cycle I, and Cycle II, researchers have completed three stages.

It was possible to see the results of this study from quantitative and qualitative evidence. The study showed that there were substantial changes in the ability of students to compose narrative text based on quantitative evidence, which is derived from the evaluation given to the students in each period after giving them the care in the classroom. It can be shown that there was an increase from the pre-cycle to cycle I performance of 68.5 to 76 and an improvement from 76 to 82,5 in cycle I to cycle II . Then, depending on the results of contextual information derived from the observation, interview and recording. Students feel relaxed, interested, and love learning to write in

English after using comic books. It could look at their enhancement in expressing their thoughts and trust when reading narrative text.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A.1. Conclusion

On the basis of the researcher's outcome and debate, it may be inferred that:

1. The skill of the students to comprehend reading was poor. From the results of the Pre-Test, it can be seen that the mean score of the students was 68.5, and the test was passed by 2 students of 20 students.
2. The students reacted very well during the teaching and learning period. Most of the students were very involved in the use of comic books and the students got excellent input, it can be seen from the observation sheet that the students asked and responded to the researcher's question and instruction.

A.2. Suggestion

The outcome of research found that reading comprehension of narrative text was applied by comic books. This recommendation is given as follows:

1. For an English teacher, it is best to use comic books to interpret narrative language, which will increase the ability of students to read in and out of class.
2. Teachers should have the right time and control of the classroom to introduce the speaking practice.
3. This thesis will encourage other scholars to perform a similar study on the reading of the narrative text comic book for all readers, which will help the teaching and learning process work long before implementation.

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APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : Madrasah Aliyah Swasta Raudhatul Akmal
 Mata Pelajaran : English
 Kelas/Semester : X/1
 Topik Pembelajaran : Narrative Text
 Alokasi Waktu : 2x40 minutes / 3 meetings

A. Standard Competence

1. Understand the meaning of short functional text and essays in the form of narrative, spoof and hortatory exposition in the context of everyday life and to access knowledge.
2. Express meaning in short functional texts and essay in the form of narrative, spoof and hortatory exposition in the context of everyday life

B. Basic Competence

1. Respond to the meaning and steps of rhetoric in essays that use a variety of written languages accurately, fluently and acceptably in the context of everyday life and to access knowledge essay in text in the form of narrative, spoof and historical exposition.
2. Express the meaning and rhetoric steps in essays by using a variety of written language accurately, fluently and acceptably in the context of everyday life in text in the form of: narrative, spoof, and hortatory exposition.

C. Indicator

1. Mentioning the definition of narrative text.
2. Find out the difficult words in the comic.
3. Answering the question based on the comic

D. Learning Objectives

1. The students are able to mention the definition of narrative text.
2. The students are able to identify the generic structure of narrative text.
3. The students are able to find out the difficult words in the comics.
4. The students are able to answer the question based on the text.

E. Learning Material

Narrative Text

A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.

Generic structure of narrative

- Orientation: It is about the opening paragraph where the characters of the story are introduced.
- Complication: Where the problems in the story developed.
- Resolution: Where the problems in the story is solved



1. What is Billo watching?
 - a. Basket ball
 - b. Cricket

- c. Football
 - d. Cartoon
2. Why Billo is so trivial to Gitku?
 - a. Billo think Gitku is a kid
 - b. Gitku smaller than Billo
 - c. Gitku cannot play cricket
 - d. Billo thinks Gitku is a weak kid
 3. What happened after they played cricket together ?
 - a. Gitkucan not play cricket
 - b. Billo managed to beat Gitku
 - c. Billo throws the ball very far
 - d. Gitku throws the ball very far and makes Billo surprised

F. Learning Methods

1. Approach : scientific
2. Learning model : discovery model
3. Method : discussion and interview

G. Learning Media

- Worksheets
- Comic book

H. Learning Activities

1. Opening Activities

- Greet the students
- Check the attendance list
- Apperception
- Motivate students
- Delivering material coverage and activity description

2. Main Activities

1. Exploration

- The teacher asks the students opinion about narrative text
- The teacher explains about narrative text in comic book

- The teacher asks the students to answer the teacher question about narrative text

2. Elaboration

- The teacher makes groups and divides the narrative text into a number groups
- Students work in groups to discuss the generic structure and content of the text in comic books, detailed information, meaning information and the meaning of certain words.
- Answering questions about the text discussed
 - a. Confirmation
 - The teacher provides positive feedback and reinforcement for the success of students in doing assignments.
 - The teacher becomes the resource person and the facilitator answer the questions of students in understanding the text and the use of narrative text structure and uses the simple past tense in narrative text.
 - The teacher asks students to make narrative text as an outside assignment.
 - The teacher motivates students to be more active in subsequent learning.

3. Post Activity

- Make conclusions about the material that has been studied that day
- The teacher asks students to make narrative text as a homework assignment.
- Reflect on the course of the learning process that day.
- The teacher conveys a future lesson plan.

BatangKuis,

October 2020

Researcher

FitriaAinurRahma

APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : Madrasah Aliyah Swasta Raudhatul Akmal
 Mata Pelajaran : English
 Kelas/Semester : X/1
 Topik Pembelajaran : Narrative Text
 Alokasi Waktu : 2x40 minutes / 3 meetings

I. Standard Competence

3. Understand the meaning of short functional text and essays in the form of narrative, spoof and hortatory exposition in the context of everyday life and to access knowledge.
4. Express meaning in short functional texts and essay in the form of narrative, spoof and hortatory exposition in the context of everyday life

J. Basic Competence

3. Respond to the meaning and steps of rhetoric in essays that use a variety of written languages accurately, fluently and acceptably in the context of everyday life and to access knowledge essay in text in the form of narrative, spoof and historical exposition.
4. Express the meaning and rhetoric steps in essays by using a variety of written language accurately, fluently and acceptably in the context of everyday life in text in the form of: narrative, spoof, and hortatory exposition.

K. Indicator

4. Mentioning the definition of narrative text.
5. Find out the difficult words in the comic.
6. Answering the question based on the comic

L. Learning Objectives

5. The students are able to mention the definition of narrative text.
6. The students are able to identify the generic structure of narrative text.
7. The students are able to find out the difficult words in the comics.
8. The students are able to answer the question based on the text.

M. Learning Material

Narrative Text

A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.

Generic structure of narrative

- Orientation: It is about the opening paragraph where the characters of the story are introduced.
- Complication: Where the problems in the story developed.
- Resolution: Where the problems in the story is solved

N. Learning Methods

4. Approach : scientific
5. Learning model : discovery model
6. Method : discussion and interview

O. Learning Media

- Worksheets
- Comic book

P. Learning Activities

3. Opening Activities

- Greet the students
- Check the attendance list
- Apperception
- Motivate students
- Delivering material coverage and activity description

4. Main Activities

4. Exploration

- The teacher asks the students opinion about narrative text
- The teacher explains about narrative text in comic book

- The teacher asks the students to answer the teacher question about narrative text

5. Elaboration

- The teacher makes groups and divides the narrative text into a number groups
- Students work in groups to discuss the generic structure and content of the text in comic books, detailed information, meaning information and the meaning of certain words.
- Answering questions about the text discussed

b. Confirmation

- The teacher provides positive feedback and reinforcement for the success of students in doing assignments.
- The teacher becomes the resource person and the facilitator answer the questions of students in understanding the text and the use of narrative text structure and uses the simple past tense in narrative text.
- The teacher asks students to make narrative text as an outside assignment.
- The teacher motivates students to be more active in subsequent learning.

6. Post Activity

- Make conclusions about the material that has been studied that day
- The teacher asks students to make narrative text as a homework assignment.
- Reflect on the course of the learning process that day.
- The teacher conveys a future lesson plan.

BatangKuis, October 2020

Researcher

FitriaAinurRahma

Appendix III

Instrument Test

Pre Test

Name:

Class:

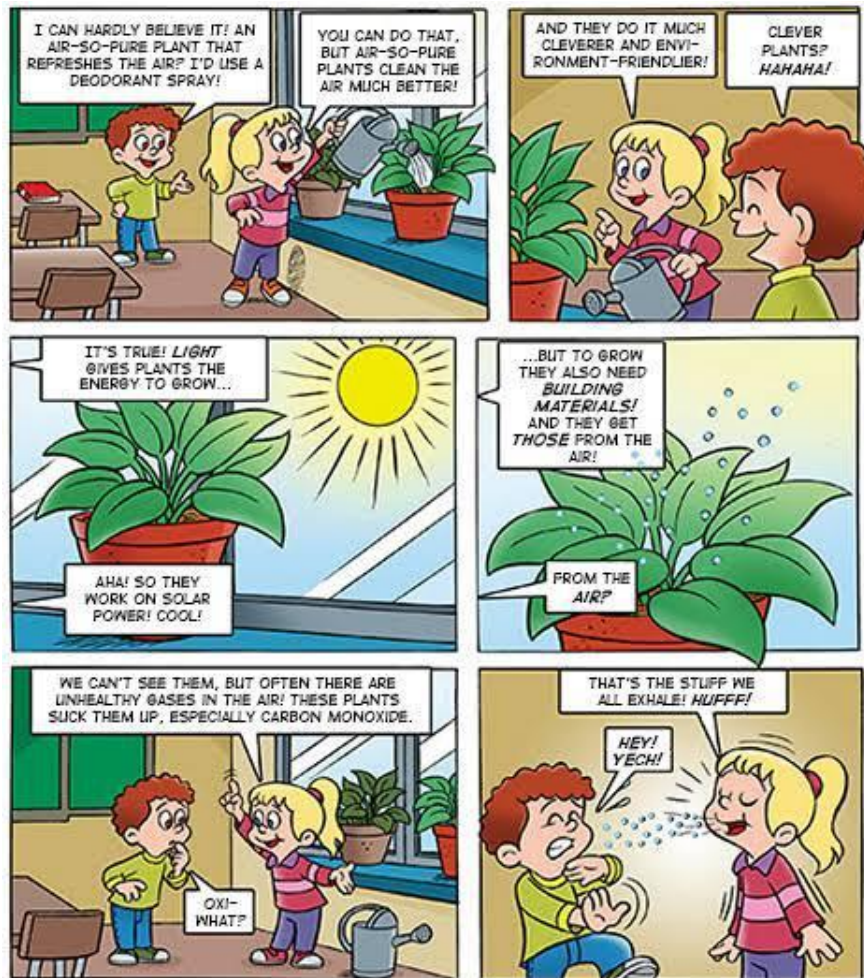
Read the comic to answer question 1 – 3



1. Where is Julia going?
 - a. To gardening
 - b. To studying
 - c. To sleeping
 - d. To playing
2. What did she do today?
 - a. Can help her mother
 - b. Do all the homework
 - c. She export to three different countries
 - d. Playing with her friends
3. What is Julia learned?

- a. Mathematic class
- b. Chemistry class
- c. English class
- d. Arabic class

Read the comic text to answer question 4 - 7



4. What can make the air so clean?
 - a. Cigarette smoke
 - b. Cars, motorcycle and factory smoke
 - c. Pure plants
 - d. Littering
5. What energy allows plants to grow?
 - a. Solar
 - b. EnergyElectrical
 - c. Wind

- d. Lightning
6. The following messages can be taken from the comic above, except...
- Plants can clean the dirty air
 - Plants can beautify the room
 - Plants are great for freshening the air
 - Plants can inhibit eye vision
7. Here's how to take good care of plants, except...
- Must be exposed to the sun
 - Every day it is poured with water
 - Given a good plant fertilizer
 - Allowed to dry and in a dark place

Read this comic to answer question number 8-10



8. What is Billoo watching?
- Basket ball
 - Cricket

- c. Football
 - d. Cartoon
9. Why Billo is so trivial to Gitku?
- a. Billo think Gitku is a kid
 - b. Gitku smaller than Billo
 - c. Gitkucan not play cricket
 - d. Billo thinks Gitku is a weak kid
10. What happened after they played cricket together ?
- a. Gitkucan not play cricket
 - b. Billo managed to beat Gitku
 - c. Billo throws the ball very far
 - d. Gitku throws the ball very far and makes Billo surprised

APPENDIX IV**ANSWER KEY****Pre Test**

1. B. To Studying
2. C. She export to three different countries
3. C. English Class
4. C. Pure Plants
5. A. Solar
6. D. Plants can inhibit eye vision
7. D. Allowed to dry in a dark place
8. B. Cricket
9. A. Billo think Gitku is a kid
10. D. Gitku throws the ball very far and makes Billo surprised

APPENDIX V

Post Test I

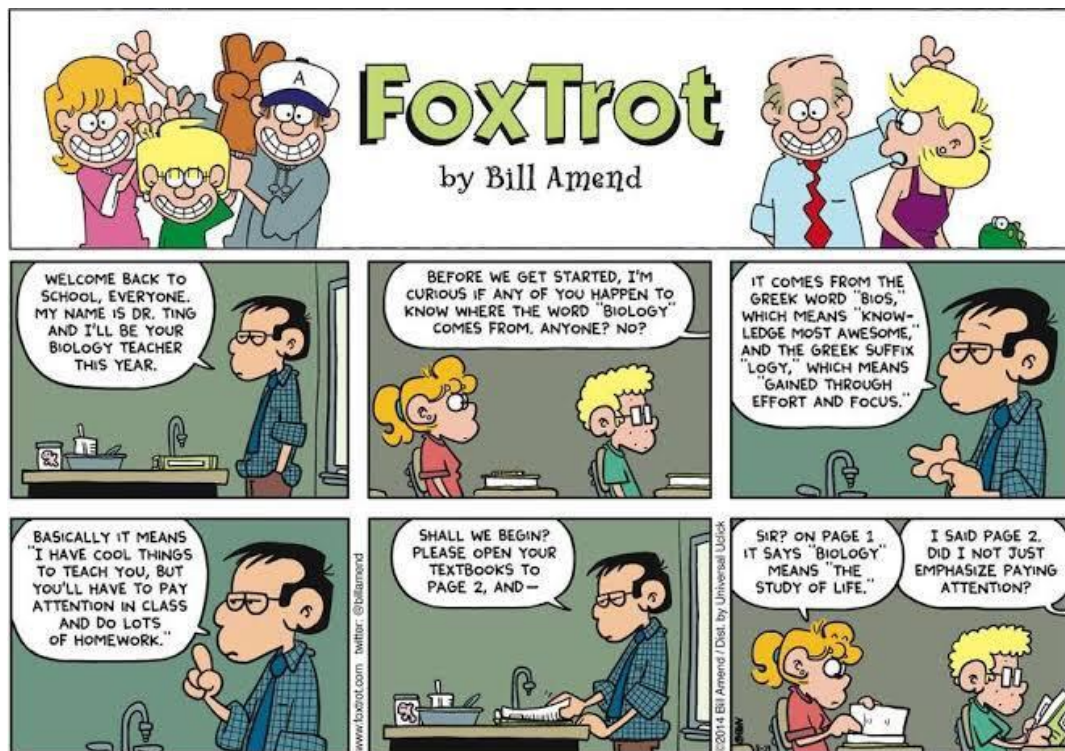
Read the comic to answer the question number 1 - 5



1. What is the nickname for the boy?
 - a. Poppet
 - b. Brat
 - c. Strong boy
 - d. Good boy
2. What is he doing today?
 - a. Just take a walk
 - b. Help someone

- c. Disturb people outside
- d. Cleaning the streets
- 3. How he is to help someone?
 - a. Just talking
 - b. Give a lift
 - c. Take the items
 - d. He don't care about it
- 4. What happened when he helped her?
 - a. Take her home safely
 - b. Drove her home but forgot to bring her things
 - c. Escorted her home but the egg she brought broke
 - d. Leave it on the road
- 5. Does she get mad when her item breaks?
 - a. Yes, she is very angry
 - b. Yes, she hits him
 - c. Yes, she cried because her eggs broke
 - d. No, she said thank you to him

Read this comic to answer the question number 6-8



6. Who is dr. Ting?
 - a. Biology teacher
 - b. Headmaster
 - c. Police
 - d. Officer
7. What the meaning of“ bios “ ?
 - a. Life
 - b. Plant
 - c. Knowledge most awesome
 - d. Environment
8. What is the meaning of biology on the book page 1?
 - a. The study of social
 - b. The study of world
 - c. The study of country
 - d. The study of life

Read the comic to answer the question number 9-10

FRESHLY SQUEEZED

BY ED STEIN



9. What happened to the boy?
 - a. Did not pass the test
 - b. Get a score 0 in the lesson
 - c. Bully at school
 - d. Late go to school

10. How does grandpaman solve the problem?

- a. Beat him
- b. Leave it alone
- c. Repay his actions
- d. Using him superior intellect

APPENDIX VI**ANSWER KEY****Post Test**

1. C. Strong Boy
2. B. Help someone
3. B. Give a lift
4. B. Escorted her home but the egg she brought broke
5. D. No, she said thank you to him
6. A. Biology Teacher
7. C. Knowledge most awesome
8. C, Study of life
9. C. Bully at school
10. D. Using him superior intellect

APPENDIX VII

Post- Test II

Read the comic to answer the question number 1-5



1. What he looking for?
 - a. A book
 - b. A birthday gift
 - c. A food
 - d. Nothing
2. What the specific gift?
 - a. Shoes
 - b. Glasses
 - c. Car
 - d. Tablet PC
3. How many kinds a tablet PC?
 - a. three kinds
 - b. four kinds
 - c. five kinds
 - d. six kinds

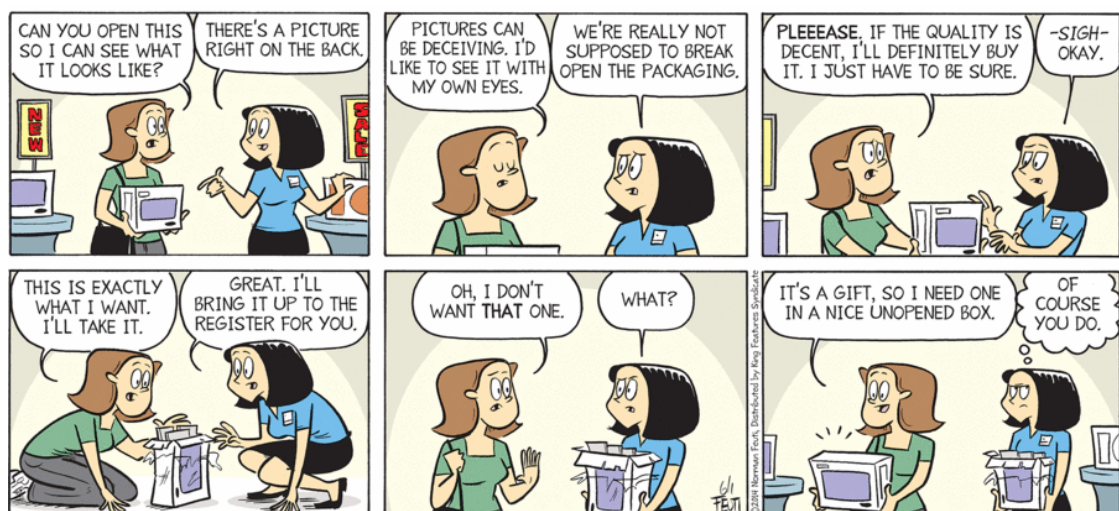
4. What is the price of the tablet he taken?

- a. The Cheapest
- b. The Most Expensive
- c. The Cheap but good quality
- d. The Most Expensive but Good

5. Who is Birthday?

- a. Girlfriend
- b. Mom
- c. Him Self
- d. Sister

Read the question to answer the question number 6-10



6. What is inside the package?

- a. A Picture
- b. A Skincare
- c. Money
- d. Something Surprised

7. Why costumers ask for the package to be opened?

- a. Because she want see it with her own eyes

- b. because she was afraid of being lied to
 - c. because she felt it was an empty package
 - d. because she thought the contents didn't match what was inside
8. Why is the seller afraid if the package is opened?
- a. because she was afraid of being scolded by his boss
 - b. because she was afraid that the buyer would not buy an already opened product
 - c. because she was afraid to destroy the product
 - d. because she has no right to open the product
9. did the buyer finally take the opened product?
- a. No, she did not
 - b. Yes, She did
 - c. She not buy anything
 - d. She buy all items
10. what did the costumers end up taking?
- a. Another nice package
 - b. Another items
 - c. packages that have been opened
 - d. did not buy anything

Appendix VIII**Answer Key****Post-Test II**

1. B. A birthday gift
2. D. Tablet PC
3. C. Five kinds
4. B. The most Expensive
5. C. him self
6. A. a picture
7. A. because she want see it with her own eyes
8. b. because she was afraid that the buyer would not buy an already opened product
9. a. no, she did not
10. a. another nice package

Appendix IX

Students' Score From Pre-Test, Post-Test I And Post Test II

N O	Initial Name	Pre-Test	Post-Test I	Post-Test II
1	AM	70	70	80
2	CS	70	60	80
3	DA	70	80	80
4	FAH	70	80	80
5	GS	70	70	80
6	HAA	70	70	70
7	IH	70	90	90
8	MF	70	70	100
9	MA	80	80	80
10	N	80	80	70
11	NH	60	80	80
12	NDY	70	90	80
13	RDN	70	70	90
14	RS	60	60	80
15	RSS	60	80	100
16	S	60	70	90
17	SN	60	80	70
18	UPS	70	80	90
19	YL	70	80	80
20	ZM	70	80	80
TOTAL		$\sum X = 1370$ $\bar{X} = 68,5$	$\sum X = 1520$ $\bar{X} = 76$	$\sum X = 1650$ $\bar{X} = 82,5$

Appendix X**The Students' Score in Pre-Test**

NO	INITIAL NAME OF STUDENTS	SCORE	
		Pre-Test	Criteria of Success ≥ 75
1	AM	70	Unsuccess
2	CS	70	Unsuccess
3	DA	70	Unsuccess
4	FAH	70	Unsuccess
5	GKS	70	Unsuccess
6	HAA	70	Unsuccess
7	IH	70	Unsuccess
8	MF	70	Unsuccess
9	MA	80	Success
10	N	80	Success
11	NKH	60	Unsuccess
12	NDY	70	Unsuccess
13	RDN	70	Unsuccess
14	RS	60	Unsuccess
15	RSS	60	Unsuccess
16	S	60	Unsuccess
17	SN	60	Unsuccess
18	UPS	70	Unsuccess
19	YL	70	Unsuccess

20	ZM	70	Unsuccess
	TOTAL	$\Sigma X = 1370$ $\bar{X} = 68,5$	

Appendix XI**The Students' Score in Post-Test I**

NO	INITIAL NAME OF STUDENTS	SCORE	
		Post-Test I	Criteria of Success ≥ 75
1	AM	70	Unsuccess
2	CS	60	Unsuccess
3	DA	80	Unsuccess
4	FAH	80	Success
5	GKS	70	Unsuccess
6	HAA	70	Unsuccess
7	IH	90	Success
8	MF	70	Unsuccess
9	MA	80	Success
10	N	80	Success
11	NKH	80	Success
12	NDY	90	Success
13	RDN	70	Unsuccess
14	RS	60	Unsuccess
15	RSS	80	Success
16	S	70	Unsuccess
17	SN	80	Success
18	UPS	80	Success
19	YL	80	Success

20	ZM	80	Success
	TOTAL	$\Sigma X = 1520$ $\bar{X} = 76$	

Appendix XII**The Students' Score in Post Test II**

NO	INITIAL NAME OF STUDENTS	SCORE	
		Post-Test II	Criteria of Success ≥ 75
1	AM	80	Success
2	CS	80	Success
3	DA	80	Success
4	FAH	80	Success
5	GKS	80	Success
6	HAA	70	Unsuccess
7	IH	90	success
8	MF	100	success
9	MA	80	Success
10	N	70	Unsuccess
11	NKH	80	success
12	NDY	80	success
13	RDN	90	success
14	RS	80	success
15	RSS	100	success
16	S	90	success
17	SN	70	Unsuccess
18	UPS	90	Success
19	YL	80	Success

20	ZM	80	Success
	TOTAL	$\Sigma X = 1650$ $\bar{X} = 82,5$	

Appendix XIII

THE OBSERVATION SHEET IN CYCLE I AND CYCLE II

No	Activity	Cycle I				Cycle II			
		1	2	3	4	1	2	3	4
1	Students listen and pay attention to the teacher's explanation and, instruction about narrative text.				√				√
2	Students ask/answer the teacher's Question about narrative text that taught comic book			√					√
3	Students understand to the teacher's, explanation and instruction to read comic book		√					√	
4	Students ask some question to the Teacher about narrative text that taught comic book			√					√
5	Students create narrative text based on the teacher's explanation with comic book			√					√
6	Students do all tasks actively and cooperatively after they taught Narrative text with comic book			√					√
7	Students collect their papers on Time			√					√

Appendix XIV

Interview Sheet With Students In First Meeting

- Researcher : Hi, Good Morning!
- Students : Good Morning Miss
- Researcher : Do you like English?
- Students : No, I don't like miss
- Researcher : Why don't like English?
- Students : Because English is very difficult miss.
- Researcher : In your opinion, is English important to be studied?
- Students : Yes, but English so difficult for me. Need a long time to learn English
- Researcher : What do your difficulties in reading especially in reading comprehension of narrative text?
- Students : I don't have many ideas and vocabularies, I also less in grammar.
- Researcher : Do you know the generic structure of narrative text?
- Students : Yes, there are orientation, complication and resolution.
- Researcher : Thank You for your answer.
- Students : your welcome miss.

Appendix XV

Interview With Students In Last Meeting

Researcher : Good Morning students, how are you?

Students : Morning miss. We are fine.

Researcher : What is your comment after your reading comprehension of narrative text through comic book?

Students : I think comic book is fun miss, I can read comic book during the teaching and learning process or out of the school. I like reading comic book miss

Researcher : Is there any improvement in your reading after learn reading comprehension of narrative text? What is your improvement?

Students : Yes, I understand more about Narrative Text, and I know the generic structure of Narrative text.

Researcher : Are you interested in learning reading comprehension of Narrative Text through Comic book?

Students : I am very interested learn narrative text through comic book, because I really enjoy and I feel relax when reading in comic book,

Researcher : Ok, Thank you so much for your attention and cooperation.

Students : You are welcome miss.

Appendix XVI**Interview Sheet With The Teacher**

- Researcher : Good Morning ma'am
- Teacher : Good Morning
- Researcher : How long have you been teaching here?
- Teacher : I have been teaching here for 10 years
- Researcher : What are your difficulties in teaching especially in reading comprehension of narrative text?
- Teacher : When I teach my students in the class there has problems, such as some of the students don't know vocabularies, less in grammar, and difficult in structure of the text.
- Research : How you can face this problem in the class?
- Teacher : I try to give 5 vocabularies to every student in my class and it must be reminded in one day. I also ask them to add 5 or more vocabularies every day.
- Researcher : What is your goal in teaching especially in reading of narrative text?
- Teacher : I hope the students can comprehending narrative text well, the generic structure of narrative paragraph, and they have good ability and have good ideas in reading comprehension of narrative text.

APPENDIX XVII**DOCUMENTATION****CYCLE I**



APPENDIX XVIII

CYCLE II



APPENDIX XIX

STUDENTS' WORK

PRE- TEST

Date : _____

NAMA : SONIA PTRI AYU
Kelas : X-IPA

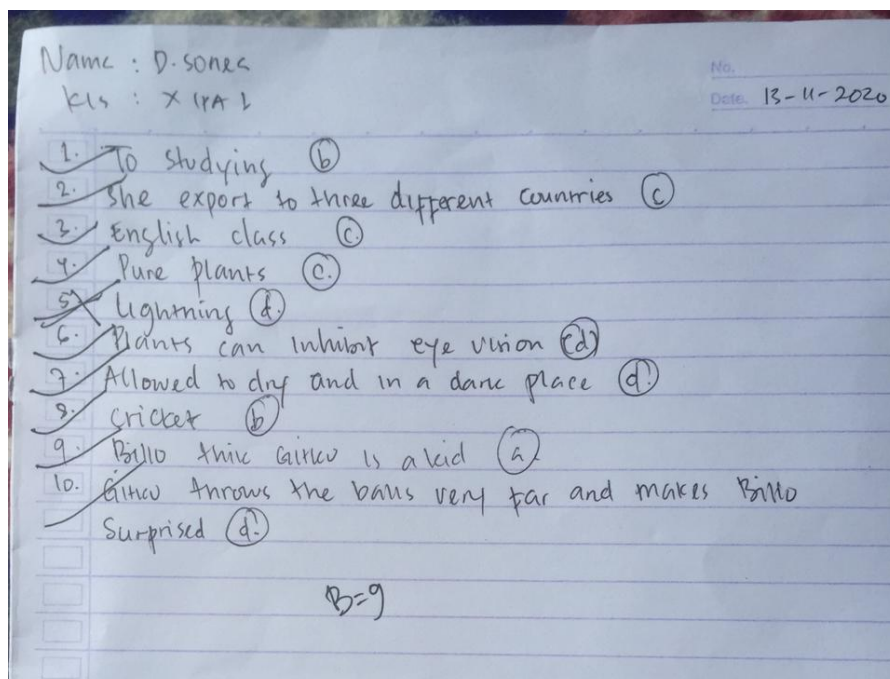
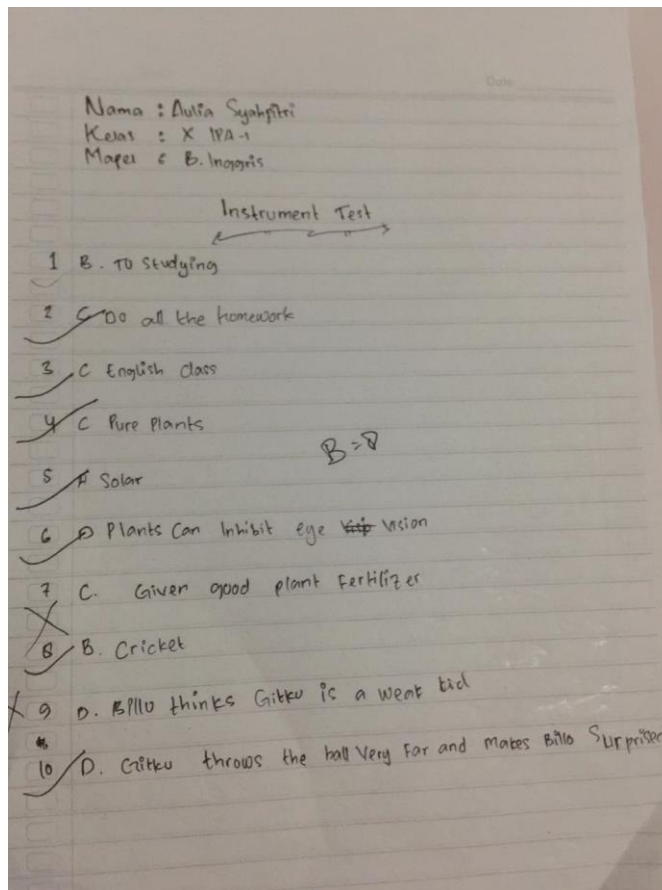
1. ☒ b. To studying
2. ☒ b. Do all the homework
3. ☒ c. English class
4. ☒ c. Pure plants
5. ☒ a. Solar
6. ☒ d. Plants can inhibit eye vision
7. ☒ d. Allowed to dry and in a dark place
8. ☒ d. Cartoon
9. ☒ d. Billo thinks Gritku is a weak kid
10. ☒ d. Gritku throws the ball very far and makes Billo surprised.

B = 7

NAMA : SERLI MUTIA RAHMA
Kls : X IPA

1. ☒ b. to studying
2. ☒ b. do all the homework
3. ☒ c. English class
4. ☒ c. pure plants
5. ☒ d. lightning
6. ☒ a. plants can clean the dirty air
7. ☒ b. every day it is poured with water
8. ☒ b. cricket
9. ☒ a. billo think gritku is a kid far
10. ☒ d. gritku throws the ball very and makes billo surprised

B = 7



POST TEST CYCLE I

Date : _____

<input type="checkbox"/>	Nama : Nur kholilah Hasibuan
<input type="checkbox"/>	Kelas : X-IPA-1
<input type="checkbox"/>	
<input checked="" type="checkbox"/> 1.	c. Strong boy
<input checked="" type="checkbox"/> 2.	b. Help Someone
<input checked="" type="checkbox"/> 3.	b. Give a lift
<input type="checkbox"/> 4. X	C. Escorted her home but the egg she brought broke
<input checked="" type="checkbox"/> 5. X	C. Yes, she cried because her eggs broke
<input checked="" type="checkbox"/> 6.	a. Biology teacher
<input checked="" type="checkbox"/> 7.	C. Knowledge most awesome
<input checked="" type="checkbox"/> 8. X	d. The study OF life
<input checked="" type="checkbox"/> 9.	C. Bully at School
<input checked="" type="checkbox"/> 10. X	a. Beat him

B..6

NO. _____
DATE : _____

<input type="checkbox"/>	Nama : Nuriana
<input type="checkbox"/>	Kls : X IPA ²
<input type="checkbox"/>	M.p : Bahasa Inggris
<input type="checkbox"/>	
<input checked="" type="checkbox"/> 1.	c. Strong boy
<input checked="" type="checkbox"/> 2.	b. Help someone
<input checked="" type="checkbox"/> 3.	b. Give a lift
<input checked="" type="checkbox"/> 4. X	a. Take her home safely
<input checked="" type="checkbox"/> 5.	d. No, she said thank you to him
<input checked="" type="checkbox"/> 6.	a. Biology teacher
<input checked="" type="checkbox"/> 7.	c. Knowledge most awesome
<input checked="" type="checkbox"/> 8. X	a. The study of social
<input checked="" type="checkbox"/> 9.	c. Bully at school
<input checked="" type="checkbox"/> 10.	d. using him superior intellect

B: 8

Mamma: Dosi Ajarah
Kelas: X IPA 1.

1. ~~b.~~ To studying.
2. ~~c.~~ She export to three different countries.
3. ~~c.~~ English class
4. ~~c.~~ Pure Plants
5. ~~d.~~ Lightning.
6. ~~d.~~ Plants can inhibit eye vision.
7. ~~d.~~ Allowed to dry and ~~is~~ in a dark place
8. ~~b.~~ Cricket.
9. ~~a.~~ Billo think Gtlu is a kid.
10. ~~d.~~ Gtlu throws the ball very far and makes Billo surprised

B=9

HABIB AHMAD AL

1. ~~where~~ Is Julia going?
b. to studying
2. ~~What~~ did she do today?
c. She export to three different countries
3. ~~What~~ Is Julia learned?
~~b. the history class~~
c. English class
4. ~~pure~~ plants
5. ~~When~~ energy allows plants to grow
~~b. energy electrical~~ a. solar
6. ~~Plants~~ can inhibit eye vision
7. ~~Plant~~ can beautify the room
B=8
8. ~~What~~ Is billo watching?
b. cricket
9. ~~b.~~ Gtlu ~~can not play cricket~~ smaller than billo
10. ~~Gtlu~~ throws the ball very far and makes billo surprised

POST TEST CYCLE II

No. _____
Date: _____

Nama : Shafira Nur Hafiza
Kelas : X IPA 1

1. ☒ A. Birthday Gift
2. ☒ D. Tablet PC
3. ☒ C. Five kinds
4. ☒ C. The Cheap but good quality
5. ☒ C. Him self
6. ☒ D. Something Surprised
7. ☒ A. Because she want see it with her own eyes
8. ☒ B. Because she was afraid that the buyer would not buy an already opened product
9. ☒ A. No, she did not
10. ☒ A. Another nice package

B = 8

No.
Date

Nama : Aisyah Nur Hafizah
Kelas : X IPA 1

- ✓ 1. a. a book
- ✓ 2. d. Tablet PC
- X 3. a. three kinds
- ✓ 4. b. The most expensive
- X 5. a. Girlfriend
- ✓ 6. a. a picture
- X 7. c. because she felt it was an empty Package
- X 8. a. because she was afraid of being scolded by his boss
- ✓ 9. a. No, she did not
- 10. a. Another nice Package

B=C

APPENDIX XX**DIARY NOTES****Friday, 6 November 2020**

The prosecutor went to school and entered the classroom. In X IPA-1, the class is made up of 20 students. The investigator introduces her and describes the intent of what she is going to do in her class. Next, a little bit of material and instruction about what they are supposed to do is explained by the researcher. After that, a pre-test is taken by the study. It was done to consider the students' abilities to interpret narrative text comprehension.

Saturday, 7 November 2020

The second session was even easier than the first session. The preparation process for teaching was carried out on the basis of the lesson plan. First, the students illustrate how important it is to learn English, especially in reading. The researcher describes about narrative text by comic book after the researcher gave an inspiration for the students. The researcher teaches students how to read narrative text comprehension by comic books and tells students that comic books will increase the capacity of students to read.

Friday, 13 November 2020

In the third session, the researcher discusses and practices more through comic book reading comprehension. And the students were reading a comic with a

pal in front of the school. And when they read the comic with their peers, the students feel so good and friendly.

Saturday, 14 November 2020

That was the 4th session. The researcher is continuing the learning process of instruction. The researcher then gave Post-Test I to the students. Before doing the test, the researcher explained the directions about what to do with the students. The students did the exam alone.

Friday, 20 November 2020

The fifth meeting was here. And this is the first of the Period II sessions. On the basis of the lesson plan, the researcher clarified the content. Next, with a comic strip, the researcher started teaching the learning process. The researcher instructed the students to learn narrative text interpretation. In this conference, students are more positive and excited about learning to read narrative text comprehension.

Saturday, 21 November 2020

The researcher gave the Post-Test II at the sixth conference. The students were serious about completing the test. With the time set by the professor, the students carried out the test by themselves. The students are very enthusiastic and curious. It could be seen from the score that in each test the students were enriched. The researcher interviewed several students after teaching the learning process about how the thinking and its response to their abilities to read narrative text comprehension by comic books.

PERSONAL DETAILS

Full Name	: Fitria Ainur Rahmah
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Place, Date of	: Batang Kuis, 12 February 1999
Nationality	: Indonesia
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SURAT IZIN



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Nomor : B-13837/ITK.V.3/PP.00.9/10/2020

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala MAS Raudhatul Akmal

Assalamulaikum 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	: Fitria Ainur Rahmah
NIM	: 0304162160
Tempat/Tanggal Lahir	: Batang Kuis, 12 Februari 1999
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: JL NUSA INDAH GG. KENANGA BATANG KUIS Kecamatan BATANG KUIS

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MAS Raudhatul Akmal, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

Improving Reading Comprehension of Narrative Text through Comic Book'

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

RESPONSE LATTER



**MADRASAH ALIYAH SWASTA YP. RAUDHATULAKMAL
(MAS YPRA)**
KECAMATAN BATANG KUIS
No. Izin Operasional Sekolah Swasta : 431 Tanggal 15 Juli 2010
Akreditasi : B NSS : 131212070913 NDS : 310550 NPSN : 10264713
22a Nusa Indah Og. Melati Duta Tanjung Sari Kec. Batang Kuis Kab. Deli Serdang Telp. 7389090 Email : raudhatul_akmal@yahoo.com

Batang Kuis, 21 November 2020

No : 196 /MAS/RA/BK/TJ/ XU/ 2020	Kepada Yth :
Lamp : 1 Lembar	Dekan Ketua Program Studi Pendidikan
Hal : Surat Keterangan	Bahasa Inggris
	Universitas Islam Negeri Sumatera Utara
	di
	Tempat

Assalamu'alaikum Wr.Wb.

Dengan hormat,

Sesuai dengan surat No : B-13837/ITK/ITK.V.3/PP.00.9/10/2020, tanggal 03 November 2020 perihal Izin Riset. Dengan ini, kepala MAS Raudhatul Akmal Kecamatan Batang Kuis memberikan Izin Riset kepada :



Nama	: FITRIA AINUR RAHMAH
NIM	: 0304162160
Tempat/Tanggal Lahir	: Batang Kuis, 12 Februari 1999
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)

Bahwa yang nama tersebut diatas adalah benar - benar mengadakan Riset di MAS Raudhatul Akmal Kecamatan Batang Kuis tanggal 03 - 21 November 2020. Untuk Penyusunan Skripsi yang berjudul :

"Improving Reading Comprehension of Narrative Text through Comic Book"

Demikian surat keterangan ini kami berikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Diketahui oleh



 Kepala MAS Raudhatul Akmal
 H. Nurhidayah, MA
 NIP. 19730407 199703 2 001