



**THE USE OF COMIC STRIPS TO IMPROVE THE STUDENTS'  
READING COMPREHENSION OF NARRATIVE TEXT**  
*(An Action Research at the Seventh Grade Students of MTSN 3 Medan in  
Academic Year 2019/2020)*

**A SKRIPSI**

*Submitted to the Faculty of Tarbiya and Teachers Training UIN-SU Medan as a  
Partial Fulfillment of the Requirements for Degree of Sarjana Pendidikan*

By:

**NURUL ANIDA**  
**NIM : 34.15.1.034**

**DEPARTMENT OF ENGLISH EDUCATION**  
**FACULTY OF TARBIYA AND TEACHERS TRAINING**  
**STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**  
**MEDAN**  
**2019**



**THE USE OF COMIC STRIPS TO IMPROVE THE STUDENTS'  
READING COMPREHENSION OF NARRATIVE TEXT**  
*(An Action Research at the Seventh Grade Students of MTSN 3 Medan in  
Academic Year 2019/2020)*

**A SKRIPSI**

*Submitted to the Faculty of Tarbiya and Teachers Training UIN-SU Medan as a  
Partial Fulfillment of the Requirements for Degree of Sarjana Pendidikan*

By:

**NURUL ANIDA**  
**NIM : 34.15.1.034**

**Advisor I**

**Advisor II**

**Prof.Dr. Didik Santoso, M.Pd**  
**NIP. 19660616 199403 1 006**

**Utami Dewi, S.Pd., M.Hum**  
**NIP. 19820227 2008012 009**

**DEPARTMENT OF ENGLISH EDUCATION**  
**FACULTY OF TARBIYA AND TEACHERS TRAINING**  
**STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**  
**MEDAN**

**2019**

Nomor : Istimewa

Medan, Oktober 2019

Lamp : -

Kepada Yth;

Prihal : Skripsi  
Ilmu Keguruan

Bapak Dekan Fakultas Tarbiyah dan

UIN-SU

di –

Tempat

Assalamualaikum Wr.Wb

Setelah membaca, meneliti, dan memberikan saran-saran perbaikan  
seperlunya terhadap skripsi mahasiswi :

**Nama : Nurul Anida**

**NIM : 34.151.034**

**Jur / Prodi : Pendidikan Bahasa Inggris**

**Judul : “The Use of Comic Strips to Improve the Students’ Reading  
Comprehension of Narrative Text”**

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

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

Wassalamualaikum, Wr, Wb.

**Advisor I**

**Advisor II**

**Prof.Dr. DidikSantoso ,M.Pd**  
**NIP. 19660616 199403 1 006**

**UtamiDewi, S.Pd., M.Hum**  
**NIP. 19820227 2008012 009**

## **PERNYATAAN KEASLIAN SKRIPSI**

Saya yang bertanda tangan dibawah ini:

Nama : **Nurul Anida**

NIM : 34.15.1.034

Jurusan/Prodi : Pendidikan Bahasa Inggris

Judul : **The Use of Comic Strips to Improve the Students' Reading Comprehension of Narrative Text** (*An Action Research at the Seventh Grade Students of MTSN 3 Medan in Academic Year 2019/20120*)

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

Medan, November 2018

Yang Membuat Pernyataan

**NURUL ANIDA**

**NIM.34151034**

## **ABSTRACT**

**Anida, Nurul. 2019. The Use of Comic Strips to Improve the Students' Reading Comprehension of Narrative Text (*An Action Research at the Seventh Grade Students of MTSN 3 Medan in Academic Year 2019/20120*)**

**Keywords : Comic strips, reading comprehension and narrative text.**

This study was conducted to find out the improvement of students' reading comprehension of narrative text through comic strips. The sample of study was 32 students taken from one class. It was accomplished in two cycles. Each cycles consisted of four steps. They are planning, action, observation and reflection. The first cycle consisted of two meetings including pre-test, giving material and post-test I. The second cycle consisted of one meeting. They were given material and post test II. The test were given to the students were pre-test, post test I in the first cycle and post test II in the second cycle. Based on the result of the research, it could be concluded that teaching reading narrative text by using comic strips could improve the students' achievement in comprehending the narrative text. It could be seen that the higher score of writing test was 95. Before using comic strips, the students' achievement in reading narrative text was low. It could be seen that 11 students who passed the test and 21 students failed in the test.

## ACKNOWLEDGMENTS

In the name of Allah, The beneficent, the Merciful. Praise and Gratitude be to Allah for giving the strength and guidance for the writer, so that this thesis can be finished accordingly. Peace and blessing be upon Prophet Muhammad *Shallallaahu 'alaihi wa salaam*, his family, his relatives, and all his followers. The written of this skripsi entitled “**The Use of Comic Strips to Improve the Students’ Reading Comprehension of Narrative Text at the Seventh Grade Students of MTSN 3 Medan in Academic Year 2019/2020**”. This thesis is written to fulfill one requirement to obtain the *sarjana degree* at Department of English Education of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.

Finishing this researcher, I have encountered some difficulties such as collecting the references, finding the data and especially in analyzing the data. I realized that without much help from numerous people, this thesis wouldn’t finish effectively. That’s way obviously I would like to thanks to the following people:

1. **Dr. Amiruddin Siahaan, M. Pd** as the Dekan of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.
2. **Dr. Sholihatul Hamidah Daulay, M.Hum** as the Head of English Department for the facilities that given to me during the completion this thesis.
3. **Prof.Dr.Didik Santoso,M.Pd**as my first advisor who has given His charm ideas, suggestion, correction, beneficial opinion and encouragement in process of writing this thesis. She also gives warm support and advises me to be more patient on finishing this thesis.
4. **Utami Dewi,S.Pd,M.Humas** my second advisor who also gives me guidance, dedication, support, suggestion, correction during writing this thesis. She also gives his warm support and advises me to be more patient on finishing this thesis.
5. **All lecturers** in the English Department for teaching precious knowledge, sharing philosophy of life, and giving wonderful study experience.

6. The principal of MTSn 3 Medan, **Dra.Hj.N.Cici Mahruliana,M.Si** and the English teacher **Mrs.Yusi Elfida, S.Pd** and all of the students of MTSn 3 Medan who helped the writer during the research.
7. My beloved Mother **Mrs. Nurkhastini** and my beloved father **Mr. Achmad.** who always give me love, support, advice, material, motivation, help, goodness, care, and all of things that I need to finish my study. And to my lovely sister **Khairunnisa S.Kep** and my younger brother **Fakhri Aulia Siddiq.** Big thanks for your endless love.
8. All my families : aunty Yusi Elfida and Fitriyani and also my one and only uncle Mhd Taufik who has gave me their warm support and advise me to be more patient on finishing this thesis
9. All of my beloved friends in the 17<sup>th</sup> alumnus of Dyah Galih Agung at Darul Arafah Raya Boarding School a.k.a The Geese who was helped me and gave me their warm support and advise me to be more patient on finishing this thesis.
10. All my beloved friends in the same struggle **PBI-5stambuk 2015**, thank you so much for your motivation, advice and help until the end of present study.

The words are not enough to say appreciations for your help and contributions on this thesis. May Allah guide you always and give you happiness in your life. The writer would be pleasure to accept some critics and corrections to this thesis because the writer realize that it is not perfect. Hopefully this thesis useful for those who read and experiences in the field of education.

Medan, November 2018

**Nurul Anida**

**34. 15.1.034**

## TABLE OF CONTENT

<b>ACKNOWLEDGEMENT .....</b>	<b>i</b>
<b>TABLE OF CONTENT .....</b>	<b>iii</b>
<b>LIST OF APPENDIXES.....</b>	<b>v</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>.1</b>
A. Background of the Problem.....	1
B. The Identification of the Problem .....	4
C. The Limitation of the Problem .....	4
D. The Research Problem .....	4
E. The Objective of the Study.....	4
F. The Significance of the Research .....	5
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>6</b>
A. Theoretical Framework.....	6
1. Reading Comprehension of Narrative Text .....	6
a. Reading Comprehension .....	6
b. Narrative Text .....	9
2. Comic Strips.....	11
a. Definition of Comic Strips .....	11
b. Principle of Comic Strips .....	12
c. Design of Cpmic Strips .....	13
d. Procedure of Comic Strips .....	14
e. The Advantages and Disadvantages of Using Comis Strips .....	14

B. Related Studies .....	16
C. Conceptual Framework .....	17
D. Actional Hypothesis .....	17
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>18</b>
A. Research Setting.....	18
B. Data and Data source.....	18
C. Research Method.....	19
D. Technique of Data Collection .....	21
E. Technique of Analyzing the Data.....	22
F. Establishing Trustworthiness .....	24
<b>CHAPTER IV : RESEARCH FINDING AND DISCUSSION.....</b>	<b>25</b>
A. The Research Finding.....	25
1. Preliminary Study.....	25
2. Cycle I .....	26
3. Cycle II.....	30
B. Discussion .....	34
<b>CHAPTER V : CONCLUSION AND SUGGESTION.....</b>	<b>45</b>
A. Conclusion.....	36
B. Suggestion .....	37
<b>REFERENCES .....</b>	<b>38</b>
<b>APPENDIXES .....</b>	<b>40</b>

## **LIST OF APPENDIX**

### **Appendix Title Page**

I Lesson Plan I.....	40
II Observation Sheet for The First Cycle .....	46
III Observation Sheet for The Second Cyle .....	48
IV Interview with Transcript (Before Action) .....	50
V Interview with Transcript (After Action Cycle I) .....	56
VI Pre-Test .....	65
VII Post-Test .....	68
VIIThe Students' Score of Pre-Test .....	74
VIII The Students' Score of Post-Test I.....	75
IX The Students' Score of Post-test II.....	76
X The The Students' Score on Pre-test, Post-test I, Post-test II.....	77
XI Documentation .....	82

# CHAPTER I

## INTRODUCTION

### A. The Background of the Problem

The objective of teaching reading comprehension according to curriculum 2013 is to understand the meaning of the text in a simple interpersonal and transactional written discourse. Reading comprehension always appears in the questions in exam, whether in mid term exam, final semester exam, or National exam. The form of questions are varied, such as determining the main idea of the text, finding the closest meaning of a word and finding some informations from the text. Without good understanding, it is difficult for the students to answer those questions.

Based curriculum 2013, there are some texts which have to be mastered by junior high school students. One of the texts is the narrative text. Narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.<sup>1</sup>The text consists of orientation, complication, or problems and resolution. The students are expected to understand the narrative text, but many students still find the difficulties in reaching the goal. Students face several problems when they read narrative text. Mostly, the students find the difficulty in orientation the text.

This case is also happens in the ninth grade students of MTSN 3 Medan. From the preliminary research and the observation which was done by the

---

<sup>1</sup> Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan, 1998), p.3

researcher by investigating the teacher who taught English almost the seventh grade students of MTSN 3 Medan still have difficulties in comprehending the reading text. It proved when they read the text they do not understand the content of it.

One of the difficulty that students faced in reading comprehension is the low mastery of students' vocabulary, they face new vocabulary and grammar that are definitely different from their mother language. It is hard for them to guess and predict the correct cues behind the texts because of their imperfect knowledge of the language because some students are totally "blind" in English. Another difficulty is that students faced is the students can understand each word separately, but students have difficulty when connecting word-to-word meanings into ideas that have meaning, and also understand the text as a whole.

There are several reasons why students are low on reading. Firstly, students are less efficient in reading because they feel bored and less active in the learning process. Secondly, the use of learning strategies that the teacher used. Some teachers who teach reading still use an old method and strategy. Their classroom environment is dull and uninteresting. It makes students are not interested to learn about the materials. As a consequence, their ability in reading comprehension is still far from the expected goal.

Teaching reading skill should be oriented to make students able to comprehend the text. A teacher should select appropriate method to make the students easier to understand the material and not make students feel bored in learning process. Basically, a fun learning condition will make students creative.

One of criteria professional teacher is a teacher should be able to solve and implement good teaching technique.<sup>2</sup> In order to make it works well, teachers need to use several kinds of media to teach English such as picture, game, song, poster, realia, and etc. Young learners usually respond well to being asked to use their imagination, they may well be involved in puzzle like activities, in making things, in drawing, in games, in physical movement or in songs.<sup>3</sup> It means that English teacher should not remain passive or give up all efforts to make improvements.

Discussing about the case above, the researcher assumes that the teaching English on reading skill by using comic strips is one of teaching aid that makes a chance to learn English more fun. Comic strips is combining pictures and sentence, so it will help the students to understand content and context that teacher has taught easily. By using comic strips, it is hoped that it can motivate students to read and pay attention to the material and it will create a fun learning in English.

So, in this study, the researcher is interested in conducting an action research. The action research was conduct is entitled ***“The Use of Comic Strips to Improve the Students’ Reading Comprehension of Narrative Text”***

---

<sup>2</sup>Oemar Hamalik, *Pendidikan Guru Berdasarkan Pendekatan Kompetensi*, (Jakarta: Bumi Aksara, 2002), p. 38

<sup>3</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Longman, 2002), p. 38

## **B. The Identification of the Problem**

Based on the background of the problem above, there are two factors that influence the low level of the students' reading comprehension of the narrative text : internal and external. Internally, the students are less efficient in reading because they feel bored and less active in the learning process. Externally, the use of learning strategies that the teacher used.

## **C. The Limitation of the Problem**

The researcher limits and focuses this research only to improving the students' reading comprehension of narrative text by using comic strips of the seventh grade students of MTSN 3 Medan in academic year 2019/2020.

## **D. The Research Problem**

Based on the limitation of the problem, the research problem of this study can be formulated as follows: How can comic strips improve the students reading comprehension of the narrative text?

## **E. The Objective of the Study**

The objective of this research is to improve students reading comprehension of the narrative text by using comic strips in teaching reading comprehension for the seventh grade students of MTSN 3 Medan in the academic year 2019/2020.

## **F. The Significance of the Research**

The results of this study are expected to give both theoretical and practical benefits as follows:

### **1. Theoretical Significance**

The result of this study is expected to make a new way to create fun learning in teaching English so the students will be motivated to read and pay attention to the material.

### **2. Practical Significance**

#### **a. The Teacher**

The teacher will have a new media to teach reading by using comic strip. Beside of that, The teacher can make this media to be an interesting media in other the students easy to understand in learning reading in narrative text.

#### **b. The Students**

The students will be easier to understand the text, espescially on narrative text. It will improve the student's ability in reading. The students also will be more interesting to read an English text.

#### **c. Other Researcher**

The result of this study can be used as a reference. It is hoped can give more information and contributes the knowledge about story map as a media to teach reading skill.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

Theoretical framework of this research is presented and discussed as the following:

##### 1. Reading Comprehension of Narrative Text

###### a. Reading Comprehension

According to Grabe and Stoller, for general, reading comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately.<sup>4</sup> Reading comprehension refers to reading with understanding. The understanding the written text means extracting the information from it as efficient as possible. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, world knowledge, and fluency.<sup>5</sup> Reading comprehension is most likely to occur when students are reading what they want to read or at least what they see some good reason to read.<sup>6</sup>

In Islam, reading also considered as one of important skills, our beloved prophet Muhammad SAW got the revelation from Allah SWT through Jibril that reflect an instruction to read (Iqra'') as what is stated in Surah Al Alaq verse 1 as follows :

---

<sup>4</sup>William Grabe and Fredericka L. Stoller, *Teaching and Researching Reading*, (Harlow: Pearson Education Limited, 2002) ,p.17

<sup>5</sup>Janette K. Klingner, Sharon Vaughn and Alison Boardman, *Teaching Reading Comprehension to students with Learning Difficulties* (London : The Guilford Press, 2007) p.2.

<sup>6</sup>Edhitia Gloria Simanjuntak, *Developing Reading Skill for English Foreign Language Students*, (Jakarta: Depdikbud, 1988), p.4

## أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

Proclaim! (or Read!) in the name of the God, Who created (Al Alaq : 1)

Based on this verse, Allah SWT asks Prophet Muhammad SAW to read. Then, there are various objects to be read, they are the verses of Allah SWT that written in the Qur'an and the verses of Allah that does not written in the Qur'an. Such reading books for getting information about the knowledge. The important of reading has been written in the holy Qur'an.

Basically, interest on reading is one of the internal factors that has influence in reading comprehension. By the interesting material, interest in reading could be increased. It can be assumed that the role of text including their elements in reading comprehension is very important. One of interesting material is by using comic strips that students have already known. Many reading comprehension studies consider the extent to which visuals, that is any graphic display that portrays all or some accompanying text's content, help reader to comprehend information from text. Reading comics is more than the material in hand, that it involves a certain immersion into the visuals to facilitate students. Because, visuals have good effect on readers. Researchers have outlined five major functions of visuals in reading<sup>7</sup> (Liu, 2004: 226):

- a. Representation: visuals repeat the text's content or substantially overlap with text
- b. Organization: visuals enhance the text's coherence  
Interpretation: visuals provide the reader with more concrete information

---

<sup>7</sup>Jun Liu, *Effects of Comic Strips on L2 Learners' Reading Comprehension*, in *Tesol Quarterly*, (vol. 38, no. 2/ June, 2004), p.226

- c. Transformation: visuals target critical information in the text and recode it in a more memorable form.
- d. Decoration: visuals are used for their aesthetic properties or to spark readers' interest in the text

From some definitions above can be simply that reading comprehension relates to understanding and thinking process to get the message from the reading material. In other words, the reader is understanding all or most of the thoughts the author intended to communicate. Thus, reading comprehension involves other skills such as recalling word meaning, finding answer to questions answered explicitly or in paraphrase, drawing inference from the context, and grabbing idea in the content.

According to Longman Dictionary of Applied Linguistics<sup>8</sup>, there are four types of reading comprehension often distinguished based on the reader's purpose and types of reading used. These are the level of reading comprehension, as follows: 1) Literal Comprehension Reading is order to understand, remember or recall the information explicitly contained in a passage. 2) Inferential comprehension Reading is in order to find information which is not explicitly stated in passage using the reader's experience and intuition and by referring. 3) Critical comprehension Reading is in order to compare information in a passage with the reader's own knowledge and values. 4) Appreciative comprehension Reading is in order to gain emotional or the kind of valued response from passage.

From the statement above, to achieve comprehension in reading, in literal comprehension the readers has to know the information explicitly. In

---

<sup>8</sup> Jack C Richard, John T Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics*, (Harlow : Longman, 1990), p.233

interpretative comprehension the reader has to retain the information implicitly. The last, in the critical comprehension, the reader has to be able to evaluate the information by giving a question and critique the information.

## **b. Narrative Text**

Narrative text is a text that tells a story and, in doing so, entertains the audience.<sup>9</sup> Narrative text can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends). Anderson and Kathy describe many different types of narrative; namely humour, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure.<sup>10</sup>

Narrative text deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.<sup>11</sup> It means that is reading a narrative paragraph, the researcher reads the action or the events that happened in chronological order which has a definite beginning and definite ending.

Narrative is telling a story.<sup>12</sup> Then to be interesting, a good story must have interesting content. It should tell about an event our audience would find engaging. We might even think of our narrative as a movie in which readers see people in

---

<sup>9</sup>Mark Anderson. Loc. cit.

<sup>10</sup>*Ibid* p. 18

<sup>11</sup>Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, p. 204

<sup>12</sup>Sadler, R.K. and T.A.S Hayllar, *Text in Action I, an English Workbook*, (Macmillan: Macmillan, 2000), p.12

action and hear them speak. Therefore, it should be detailed and clear, with event engaged in order in which they happened or in some other effective way.

Narrative text's social function is to entertain or amuse the readers. The generic structure of narrative text is orientation, complication, and resolution. Orientation introduces main characters, setting, and time. Complication tells the problem happens among the characters. And resolution contains the problem resolved.

In a satisfying narrative, a resolution of complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this of course possible in certain types of narrative, which leave us wondering how the end is).

There are several common forms of narrative text which are studied at high school. First is legend. Legend is narrative of human actions that are perceived both by teller and listeners to take place within human history. Some define legend as folktale. The example legend are: Sangkuriang, Malin Kundang, The legend of Tangkuban Perahu etc. Second is fable. Fable means a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. The example of fable are: mouse deer and crocodile, the ants and grasshopper, etc. Third is fairy tale. Fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes and usually magic or enchantment. The example of fairy tale are: Cinderella, Snow White, Beauty And The Beast etc. The last is science fiction. Science fiction means fiction based upon some imagined development or the

exploration of atendency in society. Some example of science fictionare: To The Moon From the Earth by Jules Verne,Starship Trooper by Robert Heinlein etc.

In conclusion, reading comprehension of narrative text is the ability to understand the information in a narrative text and interpret it appropriately.

## **2. Comic Strips**

### **a. Definition of Comic Strip**

Comic strips and cartoons are two effective instructional tools to use in class with students from different grades. They are effective because they engage students in meaningful learning experiences where they get to practice key skills such as writing, reading, speaking and communicating. By definition, a comic strip is "an open-ended dramatic narrative about a recurring set of characters told in a series of drawings, often including dialogue in balloons and a narrative text, published serially in newspapers".<sup>13</sup>

There are many definitions of “comics.” Will Eisner define comics simply as “sequential art”.<sup>14</sup>While Scott McCloud states comic strips as “juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer.”<sup>15</sup>Their definitions are similar, they are focus on comics as a string of images that are read one after another to produce meaning.

A comic strip is defined in this study as a series of pictures inside boxes that tell a story. Among visual genres, comic strips catch many researchers’

---

<sup>13</sup>Eldon E. Snyder, *Teaching the Sociology of Sport: Using a Comic Strip in the Classroom*. Vol. 25, No. 3 (Jul., 1997), p. 239

<sup>14</sup> Will Eisner, *Comics and Sequential Art*, (Poorhouse Press, 1985), p.7

<sup>15</sup>Scott McCloud, *Understanding Comics*, (New York: HarperCollins, 1994), p.7

attention because they are communicative, popular, accessible, and readable, and they combine aesthetic perception with intellectual pursuit.<sup>16</sup>

In a comic-strip, verbal and nonverbal messages play the same important roles. The clues from illustrations help deliver implicit messages. The old saying “a picture is worth a thousand words” fits the creation of comic strips well. Since readers of comic strips figure out the genuine meaning by looking at both the narrative and nonnarrative information, translators are supposed to render both verbal and nonverbal messages accurately and appropriately to enable the target audience to grasp the message more thoroughly and more effectively. Moreover, comic strips can be described as the short version of comics.

To make it simple, comic strip is a unification of serial comic, work of art among fine literary works in which there are usual forms of the verbal explanation in fixed sequence and has cartoon story as theme. Usually it is published in news paper.

#### **b. Principles of Comic Strip**

Here are some principles of comic strip as a reasons why teacher might want to include comic strips in the classroom instruction :<sup>17</sup> (1) Comics are fun, interesting and motivating, (2) Comics promote a wide variety of skills: cognitive, intellectual, social, and cultural, (3) Can be used with students in different school grades, (4) Can be used to teach different school subjects, (5) Can help students develop higher-order thinking skills (sequencing, predicting, inferring, synthesizing, analyzing, evaluating...etc), (6) Enhance students engagement with

---

<sup>16</sup>Jun Liu, *op.cit.*p.230

<sup>17</sup>Snyder, *Op.Cit.*p243

multimodal texts, (7) Make students aware of the multimodal means through which meanings are constructed and communicated, (8) Ideal teaching tools for teaching a target language, (9) Visually illustrated content is much easier to process, understand and remember, (10) Can be used to teach reading, writing, listening, and speaking skills.

### **c. Design of Comic Strips**

Some tools that can be used to the students are student-friendly and that are easy and simple to use. According Saraceni, comics have several components: panels, gutters, balloons and captions:<sup>18</sup>(1)The panels: Each page is normally composed of a number of rectangular frames named panels,(2)The gutter: Each panel is separated from the others by a blank space called the gutter,(3)The balloon: The use of balloons, in which text is inserted and imposed into the panel which contains the pictures, is one of the principal characteristics of comics. Other types of print such as children's books and advertising also combine images and words, but the use of balloons is unique to comics.

The balloons contain direct speech, but significant proportions of it are essentially narrative. It shows that a character is speaking (in the first person) and this makes the reader's involvement in the story much deeper. Balloons may report speech or thought. The tail of the balloon indicates the character who is speaking or thinking, (4)The caption: The caption is not inside the panel, but is always a separate entity, at the top or bottom of the panel. The text in the caption

---

<sup>18</sup>Mario Saraceni, *The Language of Comics*, (London: Routledge, 2003), p.7-10

represents the narrator's voice and adds information to the dialogues in the balloons.

#### **d. Procedure of Comic Strips**

The visualization of comic strips has ability to bear concept and provide discourse structure. Visualizing is creating pictures in our minds. When we read we create an image in our mind. We read and create this image with what we know or have experienced. Things come alive when we use sensory images. When students visualize, they create their 'own movie' in their minds. Teachers can use comic strips to help the students make their mental movies.

Comic strips can be regarded as a potential material in teaching and learning process to motivate students' interest. Among visuals genre, comic strips is more communicative, popular, accessible and readable. In short, comic as media in teaching and learning process will be more effective. There are different ways to integrate comic strips in the classroom. Here are the abbreviated list of ideas based on various sources : (1) Digital storytelling: students (in small groups or individually) create a narrative storyline and illustrate it with relevant graphics, (2) Students use comic strips to visually retell a story they have read, (3) Use comic strips to introduce a topic and have students brainstorm ideas, (4) Use comic strips in language learning to teach vocabulary, grammar, communication (use of language in contextual situations), writing, and reading.

Teacher has always used pictures or graphics, whether drawn, taken from books, newspaper and magazines, or photographs to facilitate learning. Pictures can be in the form of flashcards (smallish cards which we can hold up for our

students to see), large wall pictures (big enough for everyone to see details), cue cards (small cards which students use in pair or groupwork), photograph, illustration (typically in a text book). Some teacher also use projected slides, images from an overhead projector, or projected computer images. Teacher also draw pictures on the board to help with explanation and language work.

#### **e. The Advantages and Disadvantages of Using Comic Strips**

There are some advantages of the use of Marathon Technique in teaching reading, as following: (1) Help the students to understand content and context that teacher have teach easily, (2) By using comic strips, it is hope that it can motivate students to read and pay attention to the material. It will create fun learning in English, (3) Comic can help the readers to get the right visualizations,(5) It improves students's creative working skills, (6) Students are encouraged to express their creativity, (7) It grabs the attention of reluctant readers.

There are some disadvantages of the use of Marathon Technique in teaching reading, as following: (1) Limited range of facial expressions, (2) Need more time to search or to make it.

A teacher may use the potential of comic in motivating the students. The main role of comic book in teaching is its strength in motivating the students' interest. It is better to combine the use of comic with a particular method of teaching. Therefore, the use of comic as a medium of teaching is more effective. A teacher should help the students to find a good and enjoyable comic which is appropriate to the way the students think and the students' age. In addition, a teacher should help them get broader information and knowledge from the comic.

## B. Related Studies

There are two related studies that will be described below : First, was made by Agung Wahyu Nugroho<sup>19</sup>Based on his research, He states that using comic strips as teaching media/aids in teaching narrative text can improve the students' reading skill and also motivate the students in learning English, especially narrative text. It can be seen from the significant improvement of students' score from the comparison between control group and experimental group.

The second, a thesis was made by Lilis Armilasari<sup>20</sup>Based on her research, She states that there was significant difference of students' achievements in understanding the reading text between those taught using comic strips media with discussion technique and those taught by picture series at the eight grade students of MTSn Sukoharjo. The measurement showed that the increasing line of the understanding the reading text of the experimental group was higher than the understanding the reading text of the control group.

From the two of the previous researches above there are similarities in this research that is discussing about the successful of using comic strips as a media in teaching reading and the research method. Meanwhile, there are similarities on each thesis above with the researcher's thesis. Those are the media which is used by the researcher and the subject which the research is hold.

---

<sup>19</sup>Agung Wahyu Nugroho, "*The Effectiveness of Teaching Reading Using Comic Strip to Facilitate Students' Reading Comprehension On Narrative Text*", Thesis of Sarjana Degree in English Education Program of Islamic Education and Teacher Training Faculty the State Islamic Institute of Surakarta (2017)

<sup>20</sup>Lilis Armilasari, "*The Effectiveness of Using Comic Strips in Teaching Students' Reading Comprehension Skill*" Thesis of Sarjana Degree in English Education Program of Islamic Education and Teacher Training Faculty the State Islamic Institute of Surakarta (2016)

### **C. Conceptual Framework**

Based on the theoretical framework, The use of comic strips can improve the students' ability in comprehending the text because this technique is very helpful for the students, they will be very helped by the picture on the comic strip to understand what the text tell them about. The purpose of this strategy, is to improve the students' reading comprehension of narrative text by using comic strips.

### **D. Actional Hypothesis**

The hypothesis in this research is "comic strips can improve the students' reading comprehension skill".

## **CHAPTER III**

### **METHODOLOGY OF RESEARCH**

#### **A. Research Setting**

This research is an action research. The research will be located at MTSN 3 Medan at Melati XIII Street, Helvetia Tengah, Kec. Medan Helvetia, Medan City, North Sumatera. The researcher chosen this location because some reasons, they was : (1) this school is not far from the researcher's house, (2) the English teacher never use comic strips in teaching reading, and (3) the English teacher still use the traditional method in teaching English.

The subject in this research was the students of seventh grade of two (7-2) of MTsN 3 Medan Academic Year 2019/2020 that consist of 32 students.

#### **B. Data and Data Source**

The data of this research is Classroom Action Research by observing the improvement of students' reading comprehension of narrative text by using comic strips.

While the data sources are students and collaborator, when teaching learning process activity. (1) Students are a learner, in this research students are the important object as a source of the data, (2) Teacher is a collaborator, the collaborator assisted the researcher in conducting the action research.

### C. Research Method

This research will apply classroom action research. This research intends to improve students' reading comprehension of narrative text by using comic strips in teaching reading comprehension for the seventh grade students of MTSN 3 Medan in the academic year 2019/2020.

According to Kemmis and Taggart stated that action research is a form of research reflection self that collectively do researcher in a social situation in order to improve reasoning and justice of thereon social or education practice, and social them, as they writing about this practice and toward place situation do this practice.<sup>21</sup>

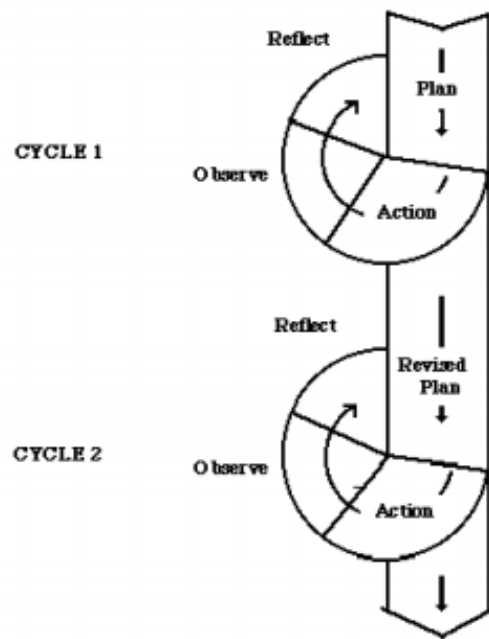
Based on theory on Classroom Action Research above, it concluded that the classroom action research is working, the application and activities to fact finding in solve the problem of social situation in improving the quality of action and analyze to the treatment. Thus, it involved four steps, namely: planning, action, observation, and reflection with each of these activities being systematically and self critically implement and interrelate.

**Figure 3.1.** Cycle of Classroom Action Research :<sup>22</sup>

---

<sup>21</sup>EffiAswita Lubis, *Metodologi Penelitian Pendidikan*. (Bandung: IKAPI, 2015), p.147

<sup>22</sup>Tatang M. Amirin, "Classroom Action Research ( *penelitian tindak kelas* ) : Langkah awal." *tatangmanguny.wordpress.com*. (2009), Accessed on, 2<sup>nd</sup> August 2019



The procedure of this research consisted of two cycles. Before going to cycle, the researcher conducts pre-test to students. Then, the researcher does the first cycle and second cycle. If the two cycles cannot improve the students' score. The researcher does the next cycle until the score of students can be achieved.

The diagram above will be explained as follows: (1) Planning : the researcher will conduct several meetings, teacher as friend to collaborate and cooperate discuss in action planning technique with make learning program activity. (2) Acting : the researcher will do everything that had been planned. Acting means a process of activity that is done or implementation of planning, in action. The researcher teaches how to improve the students' reading comprehension by using comic strips in the process of teaching and learning. (3) Observing : in this stage will conduct an observation of how the learning process conducted by teacher. Implementation activities carried out during the learning process takes place, and after the learning takes place, when the implementation learning takes place that observed is the behavior of teachers and student behavior

in learning process. (4) Reflecting : in this stage of reflection the researcher performs data analysis about the learning process. The data obtained were assessed, what happen and the cause of the occurrence. And then the researcher looking for solution to resolve problem encountered so that action can run effectively and efficiently in the next cycle.

#### **D. Technique of Data Collection**

To collect the data, the researcher use four techniques:

##### **1. Observation**

In observation, the researcher conduct the observation to find out any related information to this study, they was: the location, facilities, teaching learning process, the condition of the students at the location of research. The researcher observation about the situation in the classroom while teaching-learning processes taking place.

##### **2. Test**

The researcher will do a Pre-Test and Post-Test. The pre-test is before the learning process to measure students' understanding in narrative reading at first, so it will be held in the first meeting. Post-Test will be the second test after the teacher gives treatments to the students by using comic strip, to know the progression of the students' reading comprehension.

##### **3. Interview**

Interview is a conversation aimed get information, usually it consist of two person or more. Interview was conduct to get information about students' ability in understanding narrative text before giving treatment. The researcher will do the interviews to the English teacher and the students by

asking some question listen in the interview guide. The purpose of interview will be to collect the data about the students' difficulties in comprehending narrative text. So, interview will only conduct an analyzing situation. The English teacher and some students had been interview.

#### 4. Documentation

Documentation is one of source as documentation for researcher to catch every moment which considered important. The photography was taken while the teacher taught the students in front of the classroom. It was taken when the students did the writing descriptive test, and during the teaching learning process in the classroom. From the photo will be found that the students were active and enthusiastic during the teaching learning process.

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

The technique of data analysis of this study is using qualitative and quantitative data. The qualitative data is analyzed from the interview sheet and observation sheet during the teaching-learning process. While quantitative data is analyze from the score of the students that has been giving to them. The researcher searched the mean of each test from every cycle. The researcher applied the following formula :

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

Where :

M = The mean of the student score

$\sum X$  = Total score

N = The number of the students

The criteria of the test are content, organization, vocabulary, and language use.

While the qualitative data analysis consists of three components that constitute concurrent flows and activity: data condensation, data display, and conclusion drawing and verification.<sup>23</sup>

#### 1. Data Condensation

Data Condensation is the process of selecting, focusing simplifying, abstracting and transforming the data that appear in written –up fields notes or transcriptions. It means that the researcher had been reducing the data before, during, after the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

#### 2. Data Display

The next step is analyzing the data is data display. It is an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyzed what will happen with the data presented. In this study, the researcher will use the

---

<sup>23</sup>Andrea Daniel, *Perception Gaps between Headquarters and Subsidiary Managers: Differing Perspectives on Subsidiary Roles and Their Implications*, (Wiesbaden: Gabler, 2010)p.138

multiple choices in displaying the data, because it is most common data display will be used in qualitative research.

### 3. Conclusion Drawing and Verification

The last step of analysis that will draw conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition.

The conclusion in qualitative research is a new discovery that can be an answer of the research problem. The conclusion was in the from description of the object of this study. Finally, in this step the researcher will get the result and conclusion of the research.

### **F. Establishing Trustworthiness**

Trustworthiness, according to Lincoln and Guba involves credibility, transferability, dependability, and confirmability. These four concepts are extension or adaptations, of the traditional categories of internal validity, external validity, reliability and objectivity.<sup>24</sup>The researcher only use the credibility, specifically in triangulation. The researcher only limits on the triangulation, namely: source triangulation and methodological triangulation.

---

<sup>24</sup>Clive Opie, *Doing Educational Research*, (USA: Sage Publication, 2004), p. 69

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. The Research Finding**

In this study, the researcher would like to describe the result of preliminary study, cycle I and cycle II, as follows:

##### **1. Preliminary Study**

In the preliminary study, the researcher administered the reading test to the students in order to know the students' ability in reading comprehension before using the comic strips was applied. The result of the pre-test showed that the students' reading comprehension ability was still low. Which means that their average was under 75. (Look at appendix IX p. 76) The students" who got point up 75 were 11, and 21 students" unsuccessful. In addition, the total score of the students" score was 1960 the mean of the score was 61,25. That quantitative data proved that the students' pronunciation ability was low.

Qualitatively, the students' pronunciation is also not so good. This can be proven by the interview from one of the students, "*Susah Miss karna gak tau artinya.*"(Look at appendix V p.68) The researcher found that the student got difficult knowoing the meaning of the text. This data strengthen by another data expressed by the student two, as below "*Susah baca tulisannya,gatau cara bacanya Miss*" (see appendix V p.69) here, the student said that it was difficult to know how to read the text and made her not motivated in learning reading English. Two data above showed the difficulties got from the students, supported by another data from student, she stated that "*kadang ga ngerti ini apa bacaannya*

*apa artinya*” (See appendix V p.69) here, the student expressed that she confuse about the meaning of the text. Beside difficult in understanding the meaning of the words, the students are also lack motivation in reading because it was not their habitual activity. The researcher also has done interview the English Teacher. It could be seen from the following data : *Banyak Kadang mereka sering kesusahan dalam mengerti kata bahasa Inggrisnya karena kan bahas Inggris itu banyak artinya ya,ada yang satu kata memiliki arti ganda*”. From the teacher’s point of view, the students face a difficulty in understanding of the words because they lack of vocabulary mastery. All the factors that caused their bad reading skill should be solved in order to reach the target of learning English based on the Based on *Kriteria Ketuntasan Minimum* (Minimum Passing Grade). Based on the result of analysis above, it can be concluded that the students’ reading comprehension was low. Therefore, the researcher would like to improve the students’ reading comprehension ability through comic strips in the next cycle.

## 2. Cycle I

The results of cycle I are categorized into: planning, action, observation, and reflection, as follows:

### **Planning**

In this step, the researcher shared with the teacher in every activity. The activities for planning such as : (1) the researcher identified the teaching-learning design such as arranging lesson plan (Appendix 1,page 47) to guide the teaching-learning process which was using comic strips as media and developed learning activities, (2) preparing the material that was used in teaching reading

comprehension (board marker, eraser, comic strips and etc) (3) preparing observation guide (Appendix 2,page 53), (4) conducting interview (Appendix 3,page 54), (5) conducting the test (Appendix 4,page 62), and (6) preparing the camera to take the photograph (Appendix 4,page ). There were some points that had been done by the researcher, all the points are put in the lesson plan(Appendix 1,page 47 ), they were: competency standard, basic competences, indicator, the objectives of learning, prepare the text in subject matter, learning method, steps of learning activities, learning sources, assessment.

### **Action**

The first cycle was conducted on Friday, October 11th 2019 and Saturday, October 12th 2019. It had been done during one week in one cycle which consisted of two meetings. In each meeting, there some activities that the researcher had done, they were: (1) the teacher began the class by greeting, (2) reciting basmallah together, (3) checked the students' attendance and (3) explain the aim of the lesson.

Then,the researcher continue to main treatment by using comic strips as a media in tecahing reading comprehension of narrative text to the students. Every single meeting had same procedure in using comic strips. The use of comic strips were involved in three steps : (1) showing the comic strips (2) divided students into 8 groups consists of 4 members each group. Each group got a narrative text and a comic strips (3) break down the text into an elements of narrative text such as characters, setting, orientation, complication and resolution in a form of comic

strips given, (4) presenting their work in front of the class. Then, students are asked to revise together.

### **Observation**

The observation was done to observe how the students' behavior and what the students' problem during the teaching learning process (Appendix 2 ,page 55 ). From the result of observation, it found that most of the students' had participated effectively during teaching and learning process and also when they read comic strips in the class although some of them still lack and of understanding about narrative text. It was found that the some students' faced difficulties to write a narrative text. They still confused to understand about it. Because of that, some students' still made noise, and try to cheat their friends' worksheet.

The result of the post test of the first cycle, it showed that the total score of the students was 2.290 and the mean score of the student was 71,5625 and the number of the students' who did the test was 32 students. The students' who got point up 75 were 14, and 18 students' unsuccessful. It showed that the students' score was still low although there was proven between the pre-test and the post-test I .

The data was also obtained from interview with the students and the teacher. The result of interview with the students stated that, "*menyenangkan miss*"-RG, "*jadi lebih mudah pahamnya kalau pake comic strips*"-MM (See appendix 3,page 66-67). The student stated that comic strips is a fun learning and can help him in getting well in comprehending the text well. That data also

supported by another data which is come from another student , he said *“jadi lebih mudah pahamnya kalau pake comic strips gini”*-MM (See appendix VI P.70) Here, he stated that he got easier in understanding the text. The two data above strengthen by another data which come from the English teacher, she stated *“sudah ada peningkatan ya dik kalau saya lihat. Anak-anak juga sudah termotivasi dengan baik .Kesalahan-kesalahan dalam memahami teks juga sudah menunjukkan penurunan dik”*(Appendix 3,page 64) here, she find out that she there are improvement in this cycle.

From data above, it can be concluded that students’ reading comprehension of narrative text was improved but still low. On the other hand, it can be said that post-test of cycle I was categorized unsuccesfull.

## **Reflection**

The researcher evaluated the teaching learning process in the end of the meeting. Through the reflection, the researcher knew the result of the students after did the test because the students’ ability in comprehending the narrative text post-test I in the first cycle was categorized unsucces, the researcher would continue in the second cycle.

The researcher was remake the new materials in the second cycle to made the students focus in study comprehending the text, and the researcher would change the steps in activities while learning to make students not only focus for researcher’s behavior but focus on the material and explanation. From the students’ information and the students’ score above, the researcher stated that it is continued in cycle two in hoping to be better than before. The second cycle was

held to achieve the improvement score of the students in reading comprehension of narrative text.

### **3. Cycle II**

The researcher chosen to continue the research in the second cycle. The second cycle was conducted on Monday, October 14th 2019 that consist of one meeting and one test. The aim of second cycle was to improve the students' score in reading narrative text in the post test of the first cycle. Then, the researcher added some activities in the second cycle that have done while teaching reading narrative text in four steps: planning, action, observing, and reflecting such as follow :

#### **Planning**

In this phase, the researcher with the teacher begun by identified the problem and the alternative to solve the problem, the researcher use the same lesson plan but emphasized the teaching learning process in teaching at reading narrative text. In this cycle, the researcher explained more deeply about the material in supposed the students' could improve and knew well about explanation at reading comprehension of narrative text from the researcher. Besides that, the researcher as the teacher used the strategy to make the students' more interested and developed their creativity and also more focused in the material. The researcher also created the supportive situation in the class during teaching learning process.

## **Action**

The steps of this cycle were same as before, there were: introduction, main activity, and closing. The second cycle was conducted on Monday, October 14th 2019. It was followed by 32 students. The teacher began the class by greeting, reciting basmallah together and checked the students' attendance and explain the aim of the lesson. The implementation of using comic strips in this cycle were three steps :

In the main activity, there were some activities had done by the researcher, they were : (1) showing the comic strips (2) divided students into 8 groups consists of 4 members each group. Each group got a narrative text and a comic strips (3) break down the text into an elements of narrative text such as characters, setting, orientation, complication and resolution in a form of comic strips given, (4) presenting their work in front of the class. Then, students are asked to revise together.

In the end of the lesson, teacher reviewed the material. After that, the researcher gave a test to the students individually. The test which was given by the teacher was same from the first cycle. They were assigned to answer some questions related to the text given. After the students finished, the teacher ask students to collect their task.

## **Observation**

In this step, all of the activities during teaching and learning process had been observed. The result of observation was collected as the data, which is used as a basic reflection. In this phrase, the researcher used comic strips as a media to

make the students more focussed and interested. The activity of students" was observed (See appendix 2 ,page 57) the result showed that most of the students" did not have problems anymore about the meaning of the words. They liked to read the comic strips which given by teacher. They were active during teaching learning process and more enthusiastic than before.

The result of post test in the second cycle showed that the total score of the students was 2.600 and the students' mean was 81,25. The students" that got success the test were 27, and the students" did not get success were 5 and the number of students" who took the test was 32. It means that the second cycle was categorized successful.

The result of analysis data showed that there was an improvement on the students" achievement in comprehending narrative text. It was showed from the mean of pre-test was 61,25 the mean post-test I in the first cycle was 71,5625 and the mean of post-test II in the second cycle was 81,25 (See appendix ). From the data, it indicated that using comic strips in learning narrative text in reading was effective, and the data above can be concluded that the students" achievement in reading narrative text have been increased by using comic strips.

The data above was also supported by the data taken by the interview with the students and the teacher. the researcher asked the English Teacher about the students achievement in the second cycle *"sudah lebih bagus dari yang kemarin dik", "mereka sudah lebih paham,kemudian vocabnya juga sudah menunjukkan peningkatan yang berarti dik"* (See appendix 3,page 70).

Moreover, the researcher concluded that the researcher found the students' score improved after checked the students' test, and the researcher's ability in teaching reading comprehension of narrative text showed the improvement too. The researcher motivated the students, it made the students' score improved. Most of students' score improved from the first test to the third test. It made the researcher felt to stop until this cycle (cycle II) because the students' score in the second cycle had improved than in the first cycle.

### **Reflection**

The feedback process from the action that has been done before was taken from the result of interview, observation, and test. The researcher concluded the students' score improved after checked the students' test. The researcher motivated the students and made the students' interest in learning pronunciation then their scores are improved. Most of students' score improved from the first test to the third test. Most of students' score in the second cycle had improved than in the first cycle. It means that comic strips was an effective and suitable for them in improving the students' reading comprehension. Therefore, It made the researcher felt to stop until this cycle (cycle II) because the students score was increased.

### **B. Discussion**

The research was conducted to find out the improvement of students' reading comprehension of narrative text through comic strips. The comic strips was one of many media which can be used by the researcher in teaching English especially to help the students to comprehending the narrative text well.

The research that had been done by the researcher indicated that comic strips was effective or could be used in teaching reading. It could be seen from the tables that showed us the improvement of students' score from pre-test, posttest of cycle I and post-test of cycle II. The improvement because of the teacher knew how to control the class. Besides that, comic strips helped the students to understand the subject easily. Based on quantitative data could be seen the students' achievement in writing narrative text improved and become well in the first meeting to the next meeting.

Based on quantitative data could be seen the students' achievement in reading comprehension of narrative text improved and become well in the first meeting to the next meeting. It was showed from the mean of pre-test was 61,25 the mean post-test I in the first cycle was 71,5625 and the mean of post-test II in the second cycle was 81,25.

Based on the data qualitative, it was taken from the result of observation and interview. It was found that the class ran effectively and the students more active while learning. The students focused and paid attention to the researcher when the researcher explained about the lesson. And the students were enthusiastic and interested in learning English. Then, there was the improvement of the researcher in teaching English especially reading narrative text. It could be proven from the result of observation that the researcher could activate the students in learning. It made the students' score improved and achieved the target (KKM).

From the explanation above, the research could be concluded that the use of comic strips can improve the students' reading comprehension of narrative text. It could be seen from quantitative data which the students' score got better in every test: pre test, post test I, and post test II. And also it could be showed by the qualitative data which prove the researcher could control the class better and the students were active and interested in learning English and easy to in comprehending the narrative text.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

In post-test of cycle 1, the results were established from quantitative and qualitative data. Quantitatively, the students score were improved but still categorized unsuccessful because only 14 students who improved and passed the MPG. Qualitatively, the result of the observation showed that their reading comprehension was improved but still low, while in the interview sheet showed that the students was increased but they still difficult and confuse how to understanding the meaning of the text in English .

In post-test of cycle 2, the results of the research were gained from both quantitative and qualitative data. Quantitatively, it showed the students got higher score of pronunciation test after using this technique. There are 27 students were categorized successful and passed the MPG. It means that the students' reading comprehension was improved. The data also strengthened by the qualitative data from the observation and the interview with the students and the teacher. It shows that they feel more better in reading narrative text by using this technique.

Based on the result of the research, it could be concluded that teaching reading narrative text by using comic strips could improve the students' achievement in comprehending the narrative text.

## **B. Suggestion**

In this study, the writer would like to offer some suggestions to improve the students' reading comprehension in narrative texts in order to get the better result.

### **1. For English teacher**

English teacher should be able to use media to teach the students in order to make them interest in learning English especially in reading skill. The use of comic strips in teaching and learning process can attract the students' interest and motivation. The researcher suggests to English teachers to use comic strips as one of media in classroom to teach reading skills in narrative text or other genres.

### **2. For the students**

Reading is important subject to be learnt, but most of students have difficulties in comprehending a text. Therefore, students have to be serious and pay attention to the teacher's explanation in teaching and learning process. To improve reading skill, students have to develop their vocabulary mastery and do many exercises in order to get a better achievement in comprehending a text.

### **1. For the next researcher**

The writer hopes that the next researchers can use this study as a reference to conduct their research on the same field. It is really possible that there will be another research design which use comic strips as a media in teaching reading comprehension in narrative text or the other genres.

## REFERENCES

- Amirin, Tatang M, (2009). "*Classroom Action Research (penelitian tindakan kelas): Langkahawal*". *tangmanguy.wordpress.com*. Accessed on, 2nd August 2019
- Aswita, Effi Lubis, (2015). *Metodologi Penelitian Pendidikan*. Bandung, IKAPI
- Daniel, Andrea, (2010). *Perception Gaps between Headquarters and Subsidiary Managers : Differing Perspective on Subsidiary Roles and Their Implications*, Wiesbane : Gabler
- Depdiknas, (2006) Kurikulum Satuan Tingkat Pendidikan, (Jakarta : CV Timur Putra Mandiri
- Eisner, Will, (1985) *Comics and Sequential Art*, (Poorhouse)
- Gerrot, Linda and Peter Wignel, (1994) *Making Sense of Functional Grammar: An Introductory of Workbook*
- Grabe, William and Fredericka L. Stoller, (2002). *Teaching and Researching Reading*, Harlow: Pearson Education Limited
- Gunawan, W. Adi, (2012) *Genius Learning Strategy Petunjuk Praktis untuk Menerapkan Accelerated Learning*, (Jakarta: PT. Gramedia Pustaka Utama).
- Hamalik, Oemar, (2002). *Pendidikan Guru Berdasarkan Pendekatan Kompetensi*, (Jakarta: Bumi Aksara)
- Harmer, Jeremy, (2002). *The Practice of English Language Teaching*, Harlow: Longman.
- Janette K. Klingner, Sharon Vaughn and Alison Boardman, (2007). *Teaching Reading Comprehension to students with Learning Difficulties* (London: The Guilford Press).

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

Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan

McCloud, S. (1994). *Understanding Comics*. New York: HarperCollins.

Opie, Clive (2004). *Doing Educational Research*, USA : Sage Publication

Richards, John T Platt and Heidi Weber. 1990, *Longman Dictionary of Applied Linguistics*, (Harlow : Longman)

Rubin, D, (1993). *A Practical Approach to Teaching Reading*, (Boston, MA: Allyn and Bacon).

Sadler, R.K. and T.A.S Hayllar, (2000). *Text in Action I, an English Workbook*, Macmillan: Macmillan.

Saraceni, M, (2003). *The Language of Comics*. London: Routledge.

Simanjuntak, Edhitia Gloria, (1988). *Developing Reading Skills for EFL Students*. Jakarta: DEPDIBUD

Snyder, E, (1997). *Teaching the sociology of sport: Using a comic strip in the classroom*. Teaching Sociology.

## Appendix 1

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

Sekolah	: MTSN 3 Medan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII (Tujuh) / 1
Standar Kompetensi	: 12.1 Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>narrative</i> .
Indikator	: a. Mengidentifikasi <i>generic structure</i> teks <i>narrative</i> b. Memahami isi teks <i>narrative</i>
Karakter	: Jujur dan bekerjasama
Jenis Teks	: Transaksional/Interpersonal
Tema	: <i>Folktale</i>
Aspek/Skill	: Membaca
Alokasi Waktu	: 6 x 45 menit

#### 1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Mengidentifikasi *generic structure* teks *narrative*
- Memahami teks *narrative*

## 2. Materi Pembelajaran

- Definition of narrative text: A narrative text is a text that tells a story and its goal is to entertain the reader.
- Generic structure:
  - a. Orientation
  - b. Complication
  - c. Resolution
- Language Features of Narrative
  - a. Nouns that identify the specific characters and places in the story
  - b. Adjectives that provide accurate descriptions of the characters and settings.
  - c. Verbs that show the actions that occur in the story (past tense)
  - d. Time words that connect events, telling when they occurred.

Snow White	
Orientation	<u>Once upon a time</u> there <i>lived</i> a little girl named <b>Snow White</b> . She <i>lived</i> with her <b>Aunt and Uncle</b> because her parents <i>were</i> dead.
Complication 1	<u>One day</u> she <i>heard</i> her <b>Uncle and Aunt</b> <i>talking</i> about leaving <b>Snow White</b> in the castle because <b>they</b> both <i>wanted to go</i> to America and <b>they</b> <i>didn't have</i> enough money to take <b>Snow White</b> .
Resolution 1	<b>Snow White</b> <i>did not want</i> her <b>Uncle and Aunt</b> to do this so she <i>decided</i> it <i>would be</i> best if she <i>ran away</i> . <u>The next morning</u> she <i>ran away</i> from home <i>when</i> her <b>Aunt and Uncle</b> were <i>having</i> breakfast. She <i>ran away</i> into the woods.
Complication 2	<u>Then</u> she <i>saw</i> this little cottage. She <i>knocked</i> but no one <i>answered</i> so she <i>went</i> inside and <i>fell asleep</i> .
Resolution 2	<u>Meanwhile</u> , <b>the seven dwarfs</b> <i>were coming</i> home from work. <b>They</b> <i>went</i> inside. There <b>they</b> <i>found</i> <b>Snow White</b> <i>sleeping</i> . <u>Then</u> <b>Snow White</b> <i>woke up</i> . She <i>saw</i> <b>the dwarfs</b> . The dwarfs <i>said</i> , "what <i>is</i> your name?" <b>Snow White</b> <i>said</i> , "My name <i>is</i> <b>Snow White</b> ."  <b>Doc</b> , one of the dwarfs, <i>said</i> , "If you wish, you <i>may</i> live here with us." <b>Snow White</b> <i>said</i> , "Oh could I? Thank you." <u>Then</u> <b>Snow White</b> <i>told</i> <b>the dwarfs</b> the whole story and <b>Snow White</b> and the <b>7 dwarfs</b> <i>lived</i> happily ever after.

## 3. Metode Pembelajaran/teknik : ceramah/diskusi

## 4. Langkah-langkah Kegiatan

### a. Kegiatan Pendahuluan

- Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)

- Guru memberikan sebuah warmer up untuk menstimulus semangat siswa sebelum memulai pelajaran.
- Guru menjelaskan tujuan dan manfaat pembelajaran
- Guru memberi gambaran tentang pelajaran yang akan berlangsung

**b. Kegiatan Inti**

- Guru memperlihatkan sebuah comic strips kepada siswa, kemudian membuat pertanyaan pancingan tentang apa yang mereka pikirkan tentang situasi dalam comic strips.
- Guru membacakan text dalam comic strip dan meminta siswa menirukan dengan intonasi dan pelafalan yang benar
- Guru meminta siswa untuk bersama sama membahas keseluruhan isi comic strips
- Guru menerangkan struktur narrative text
- Siswa mengerjakan latihan soal narrative text
- Mendiskusikan hasil latihan siswa

**c. Kegiatan Penutup**

- Refleksi tentang apa yang telah dipelajari hari ini
- Menanyakan siswa tentang hal yang belum jelas
- Doa
- Salam

**5. Sumber Belajar:**

- Sumber-sumber lain yang relevan
- Comic strips

**6. Penilaian**

a. Teknik: Menjawab pertanyaan secara tertulis

b. Bentuk: Multiple Choice

**Pedoman Penilaian**

Rubrik Penilaian

No	Grade	Qualification	Range Score	Level Descriptor
1	A	Excellent	85-100	The Student:  - Constructs meaning identifying stated and

				<p>implied information, main ideas and some supporting details, in texts with familiar and unfamiliar language</p> <ul style="list-style-type: none"> <li>- Interprets some aspects of format and style, and author's purpose for writing</li> <li>- Engages with the text by identifying ideas, opinions and attitudes in the text and making substantial connections with own experiences, attitudes and points of view</li> <li>- Show through understanding of the content of the text as a whole</li> </ul>
2	B	Good	70-84	<p>The student:</p> <ul style="list-style-type: none"> <li>- Constructs meaning identifying stated and implied information, main ideas and some supporting details, in texts with familiar and unfamiliar language</li> <li>- Interprets most aspects of format and style, and author's purpose for writing</li> <li>- Usually engages with the text by identifying ideas, opinions and attitudes in the text and making sample connections with own experiences, attitudes and points of view</li> <li>- Show considerable understanding of the content of the text as a whole</li> </ul>
3	C	Average	55-69	The student:

				<ul style="list-style-type: none"> <li>- Construct meaning identifying stated and implied information, main ideas and some supporting details, in texts with familiar and unfamiliar language</li> <li>- Interprets some aspects of format and style, and author's purpose for writing</li> <li>- Occasionally engages with the texts by identifying ideas, opinions and attitudes in the text and making some connection with own experiences, attitudes and point of view</li> <li>- Shows some understanding of the content of the text as well</li> </ul>
4	D	Poor	50-54	<ul style="list-style-type: none"> <li>- Had difficulty constructing meaning from stated and implied information, main ideas or supporting details in texts with familiar and unfamiliar language</li> <li>- Has difficulty interpreting aspect of format style, and author's purpose for writing</li> <li>- Make a limited attempt to engage with the text by identifying ideas, opinions and attitudes in the text; makes minimal</li> </ul>

				connections with own experiences, attitudes and points of view  - Show limited understanding of the content of the text as a whole
5	E	Very Poor	$\leq$	The student does not reach a standard described by any of descriptors above

Mengetahui,

Guru Kelas

Medan, Oktober 2019

Peneliti

YusiElfida,S.Pd

NIP.196908192005012005

Nurul Anida

NIM.34.15.1034

## Appendix 2

### Observation Sheet

#### OBSERVATION SHEET CYCLE I

Give a checklist in column “yes” or “no” based on your observation

No	Topic	Yes	No
<b>The Teacher</b>			
1	The teacher comes on time	✓	
2	The teacher greets the students and check the attendance list	✓	
3	The teacher motivates the students		✓
4	The teacher prepare the teaching material to the students		✓
5	The teacher divides the students into four or five groups that consisted of five students	✓	
6	The teacher explains about report text, generic structure, and language features.	✓	
7	The teacher gives examples by showing the picture		✓
8	The teacher gives the chance to the students to ask about report text	✓	
9	The teacher responds to the students’ question	✓	
10	The teacher shows a picture to the students		✓
11	The teacher asks the students in group to write a report text by considering the picture		✓
12	The teacher concludes the material	✓	
<b>The Students</b>			
1	The students come on time to the class	✓	
2	The students respond to the teacher’s greeting and listen the motivation	✓	

3	The students pay attention to the teacher's explanation		✓
4	The students sit in the chair and participate actively in the classroom	✓	
5	The students make a noisy in the class	✓	
6	The students discuss the material given	✓	
7	The students do the teacher's instruction		✓
8	The students do the test in group seriously		✓
9	The students asks the teacher about something that is not clear	✓	
10	The students interest and feel enthusiastic during the teaching learning process		✓

## OBSERVATION SHEET CYCLE II

Give a checklist in column “yes” or “no” based on your observation

No	Topic	Yes	No
<b>The Teacher</b>			
1	The teacher comes on time	✓	
2	The teacher greets the students and check the attendance list	✓	
3	The teacher motivates the students	✓	
4	The teacher prepare the teaching material to the students	✓	
5	The teacher divides the students into four or five groups that consisted of five students	✓	
6	The teacher explains about report text, generic structure, and language features.	✓	
7	The teacher gives examples by showing the pictures	✓	
8	The teacher gives the chance to the students to ask about report text	✓	
9	The teacher responds to the students’ question	✓	
10	The teacher shows a picture to the students	✓	
11	The teacher asks the students in group to write a descriptive text text by considering the picture.	✓	
12	The teacher concludes the material	✓	
<b>The Students</b>			
1	The students come on time to the class	✓	
2	The students respond to the teacher’s greeting and listen the motivation	✓	
3	The students pay attention to the teacher’s explanation	✓	
4	The students sit in the chair and participate actively in the class	✓	

5	The students make a noisy in the class	✓	
6	The students discuss the material given	✓	
7	The students do the teacher's instruction	✓	
8	The students do the test in group seriously	✓	
9	The students asks the teacher about something that is not clear	✓	
10	The students interest and feel enthusiastic during the teaching learning process	✓	

### **Appendix 3**

#### **Interview Transcript 1 (Before Actions)**

**Hari/Tanggal : Jumat / 11 Oktober 2019**

**Ruang : Ruang Guru**

**Keterangan : P (Peneliti)**

**YS (Guru Bahasa Inggris)**

**P : Apakah murid-murid kelas 7-2 suka pelajaran Bahasa Inggris Bu?**

**YS : Suka dik**

**P : Kalau reading skill nya anak-anak bagaimana Bu? Apakah sudah baik?**

**YS : Kalau menurut saya mereka masih belum begitu bagus dik**

**P : Kurang begitu bagus bagaimana ya Bu maksudnya?**

**YS : Ya masih banyak yang belum bisa memahami teks bahasa Inggris dengan benar dik.**

**P : Menurut Ibu, apakah reading skill itu penting ?**

**YS : Penting dik, penting sekali malah. Karena tanpa kemampuan membaca dan memahami teks bahasa Inggris, mereka akan tertinggal di masa depan. Sekarang kan jaman sudah modern, sudah canggih, kita mudah berhubungan dengan bangsa luar, nah pasti selain speaking kita juga harus dituntut untuk menguasai reading juga kan.**

**P : Oh iya-iya Bu, misalnya seperti membaca artikel dari luar gitu ya Bu. Nah lalu apa saja kesulitan yang ditemui siswa saat mereka membaca teks bahasa Inggris Bu?**

**YS : Kendalanya itu dengan masalah vocabulary. Kadang anak-anak masih banyak yang bingung dik.**

- P** : Oh jadi banyak masalah di vocab nya ya Bu?
- YS** : Iya dik
- P** : Kalau masalah vocab berarti mereka cenderung tidak menguasai banyak vocabulary ya Bu?
- YS** : Benar dik, kadang mereka sering kesusahan dalam mengerti kata bahasa inggrisnya karena kan bahasa Inggris itu banyak artinya ya,ada yang satu kata memiliki arti ganda begitu dik.
- P** : Kalau saat membaca narrative text, kesulitan yang ditemui seperti apa ya Bu?
- YS** : Lha itu tadi dik, narrative kan harus pakai bentuk past tense ya verbnya, nah anak-anak kadang banyak yang lupa, harusnya pakai verb 2 malah pakai verb 1, harusnya pakai did not, anak-anak malah pakai do not atau does not.
- P** : Apa saja upaya yang Ibu lakukan dalam meningkatkan kemampuan membaca siswa Bu?
- YS** : Saya biasanya memberikan mereka PR-PR dan tugas-tugas untuk membaca teks bahasa Inggris dik lalu saya suruh satu persatu maju untuk meneceritakan apa yang dia pahami dari teks tersebut
- P** : Oh jadi dengan diberikan pekerjaan rumah seperti itu ya Bu?
- YS** : Iya dik sehingga anak-anak jadi lebih banyak latihannya..
- P** : Hemm iyaiya Bu. Hehe pertanyaan terakhir Bu, bagaimana pendapat Ibu tentang rencana penggunaan Comic Strips untuk meningkatkan kemampuan membaca teks narrative Bu?
- YS** : Sangat bagius dan sangat setuju sekali karena itu pengetahuan baru bagi anak.

## **Interview Transcript 2 (Before Actions)**

**Hari/Tanggal : Jumat / 11 Oktober 2019**

**Ruang : Teras Kelas**

**Keterangan : P (Peneliti)**

**S1 (Naya Aqilla Lubis)**

**S2 (Salsabila Thitania)**

**S3 (Amanda Kinanti)**

**S4 ( Raisya Hafni H)**

**P : Halo adek-adek Miss mau tanya tanya sedikit nih**

**S1234 : Tanya tanya apa Miss?**

**P : Tanya-tanya tentang Bahasa Inggris dek.**

**S3 : Waduh gak bisa bahasa Inggris aku Miss.**

**P : Pertanyaannya gampang-gampang kok, bukan kaya soal bahasa Inggris hehe. Mau ya bantuin Miss?**

**S1234 : Oke Miss**

**P : Adek-adek, kalian suka ngga sama Bahasa Inggris?**

**S1 : Ya lumayan Miss. Suka si suka tapi kadang susah Miss.**

**P : Kalau Dek Raisya gimana? Suka ngga Dek?**

**S4 : Sama Miss, lumayan suka juga tapi kadang susah ngga ngerti artinya hehe.**

**P : Oh gitu ya, kalo yang lain gimana nih, suka ngga sama Bahasa Inggris?**

**S2 : Aku suka Miss.**

**S3 : Kalo aku gak terlalu suka sih Miss.**

**P : Gak sukanya kenapa?**

**S3 : Susah sih Miss pelajarannya.**

**P** : Oh gitu ya. Kalau reading menurut kalian gimana gampang atau susah?

**S1** : Sulit Miss, susah banget.

**S2** : Susah Miss.

**P** : Kalo Dek Amanda gimana?

**S3** : Susah Miss hehe.

**P** : Kalo Dek Raisya gimana?

**S4** : Ya susah juga Miss, karena kan tulisannya rumit Miss.

**P** : Terus kalian itu sering ngga sih melakukan aktivitas menulis menggunakan bahasa Inggris?

**S4** : Ngga sih Miss, soalnya takut salah, paling cuma di sekolah aja kalo misal ada tugas.

**P** : Kalo yang lain gimana?

**S1** : Hehe gak pernah Miss, males Miss bacanya takut besalahan.

**S2** : Iya Miss, bingung juga baca kata Inggrisnya.

**P** : Nah sekarang kalo misal kalian disuruh baca pake Bahasa Inggris PD nggak, percaya diri ngga adek-adek semua?

**S2** : Nggak PD Miss hehe.

### **Interview Transcript 3 (Before Actions)**

**Hari/Tanggal : Jumat / 11 Oktober 2019****Senin**

**Ruang : Teras Kelas**

**Keterangan : P (Peneliti)**

**S1 (Dhini Yulia Ananda)**

**S2 (Rifqi Hawari)**

**S3 (Malikha Ihwi)**

**P : Adek-adek, apa kalian suka Bahasa Inggris?**

**S1 : Suka, tapi tergantung gurunya sih Miss.**

**S2 : Aku suka tapi kadang ga ngerti artinya.**

**S3 : Aku sih suka tapi kadang juga gak ngerti artinya Miss.**

**P : menurut kalian mudah gak sih baca teks Bahasa Inggris?**

**S1&S2: Ya gampang-gampang susah Miss.**

**S3 : Kadang mudah, kadang susah Miss.**

**P : Gampang-gampang susah gimana maksudnya?**

**S1 : Ya gitu deh Miss. Kadang gampang tapi kadang susah.**

**P : Lha kalian sering membaca teks bahasa Inggris ngga sih Dek?**

**S2 : Ya kalo pas di kelas aja Miss.**

**P : Kalo di rumah sering coba-coba baca teks Bahasa Inggris ngga Adekadek?**

**S2 : Ngga pernah Miss, males Miss.**

**S3 : Iya Miss, takut salah Miss.**

**P : Kalo reading, biasanya gurunya ngasih apa Dek?**

**S1 : Dikasih teks, terus disuruh baca terus disuruh nulis juga.**

**P : Oh gitu, lalu kesulitan apa sih yang kalian temui saat membaca teks ber-Bahasa Inggris?**

- S3** : Susah baca tulisannya, gatau cara bacanya gimana Miss.
- S2** : Ho oh Miss kadang ga ngerti ini apa bacaannya apa artinya.
- R** : Kalo Dek Dini kesulitannnya apa Dek?
- S1** : Sama kayak mereka Miss
- R** : Lalu usaha apa yang kalian lakukan untuk mengatasi masalah-masalah tersebut?
- S2** : Ya ditanya sama gurunya Miss.
- S1** : Sama kadang liat di kamus Miss.
- R** : Kalo Dek Malikha gimana?
- S3** : Sama Miss, kadang cari di kamus sama liat di google translate gimana cara bacanya

#### **Interview Transcript 4 (After Action Cycle I)**

**Hari/Tanggal** : Sabtu / 12 Oktober 2019

**Ruang** : Ruang Guru

**Keterangan** : P (Peneliti)

**YS (Guru Bahasa Inggris)**

P : Bagaimana pendapat Ibu tentang kemampuan reading comprehension siswa pada Cycle I ini Bu?

YS : Sudah ada peningkatan ya dik kalo saya lihat. Anak-anak juga sudah termotivasi dengan baik. Kesalahan-kesalahan dalam memahami teks juga sudah menunjukkan penurunan dik.

P : Kalau pendapat Ibu mengenai kegiatan yang dilakukan dengan menggunakan Comic Strips ini bagaimana Pak?

YS : Bagus dik, Comic Strips ini merupakan media yang bagus dan menarik ya dik. Ada gambarnya jadi anak-anak tidak bosan teks melulu, lalu ada percakapannya juga kan itu, jadi bisa lebih memancing daya tangkap dan pemahaman anak-anak tentang cerita nya. Anak-anak juga sudah mulai menikmati hal yang baru, yang belum mereka rasakan sebelumnya. Mereka membaca dengan bantuan media Comic Strips. Mereka tampak antusias.

P : Bagaimana dengan penyampaian materi yang saya lakukan Bu?

YS : Cukup jelas dik, tapi mungkin adiknya ngomongnya terlalu cepat, kemarin banyak anak yang kelihatannya susah memahami instruksi instruksi dari adiknya ketika mereka mengerjakan tugas.

P : Oh ya Pak, hehe. Lalu menurut Ibu, apa ya Ibu kekurangan yang ada pada Cycle I, Bu?

YS : Ini dik, kemarin kan anak-anak langsung disuruh membaca kan dik, kalo kaya gitu, saya rasa jadi terlalu berat untuk anak-anak karena mereka langsung disuruh memahami teksnya. Harusnya sebelum mereka membaca teks tersebut, alangkah baiknya kalo ada pemberian vocabulary dulu jadi anak-anak bisa sedikit demi sedikit mengerti dik. Step by step dik.

P : Oh iya iya Bu, kemarin memang saya tidak ada memberikan vocabulary Bu. Lalu saran untuk cycle selanjutnya bagaimana Bu?

YS : Ya itu tadi dik, kalo bisa ngajarnya jangan cepet-cepet ngomongnya, supaya anak-anak bisa lebih memahami apa yang adik sampaikan. Lalu kalau bisa beri vocabulary dulu kepada anak-anak supaya anak-anak bisa lebih jelas mengerti makna kata tersebut agar kemampuan membaca mereka bisa terus mengalami peningkatan dik.

P : Selain itu apakah ada lagi dik?

YS : Tidak ada dik. Secara general sudah bagus kok dik, Cuma sedikit saran saya tadi.

P : Oh ya Bu, terima kasih Bu.

### **Interview Transcript 5 (After Action Cycle 1)**

**Hari/Tanggal** : Sabtu / 12 Oktober 2019

**Ruang** : Teras Kelas

**Keterangan** : P (Peneliti)

**S1 (Rianda Gusti)**

**S2 (Nawil Alrizqan)**

**R** : Adek-adek, gimana pendapat kalian tentang kegiatan pembelajaran selama Cycle I?

**S1** : Meyenangkan Miss, Enak.

**S2** : Iya Miss, gampang pahamnya

**P** : Kalo penggunaan Comic Strips-nya menurut kalian gimana, membantu kalian dalam memahami teks narrative ngga?

**S2** : Membantu Miss.

**S1** : Jelas Miss, membantu banget.

**P** : Membantu bangetnya kaya gimana?

**S1** : Kan ada gambarnya Miss jadi dari gambar itu bisa diliat dia lagi ngapain, apa yang dimaksud dari teksnya itu, jadi enak bisa membantu kita Miss.

**P** : Jadi kalian bisa kaya langsung tau apa yang dimaksud sama teksnya ya?

**S1** : He eh Miss.

**P** : Kalo Dek Nawil gimana?

**S2** : Membantu banget Miss. Menarik juga. Comicnya gambarnya menarik jadi kita gak bosan Miss.

**P** : Lalu kesulitan apa yang masih ditemui di Cycle I Dek?

**S2** : Hm apa ya, paling cuma lupa kalo pake verb 2 gitu Miss.

**P** : Kalo Dek Rianda?

**S1** : Sama kaya Nawil Miss.

**P** : Kalo penyampaian materi dari Miss gimana Dek?

**S1** : Penyampaian materi gimana maksudnya Miss?

**P** : Cara Miss ngajar kalian gimana, mudah diterima ngga?

**S1** : Oh... udah Miss, tapi kadang Miss ngajarnya terlalu cepet, jadi susah nangkep omongannya Miss . Tapi cukup jelas sih Miss neranginnya.

**S2** : Aku paham kok kalo diajar sama Miss.

**P** : Nah pembelajaran seperti apa yang kalian harapkan pada Cycle II nanti Adek-adek?

**S2** : Ya kaya gini aja Miss, pake Comic lagi. Menyenangkan e Miss.

### **Interview Transcript 6 (After Action Cycle I)**

**Hari/Tanggal** : Sabtu / 12 Oktober 2019

**Ruang** : Teras Kelas

**Keterangan** : P (Peneliti)

**S (Muhammad Milhan)**

**P** : Dek, pembelajaran di kelas selama memakai Comic Strips ini gimana?

**S** : Bagus Miss. Senang.

**P** : Senangnya gimana?

**S** : Jadi lebih mudah pahamnya kalo pake Comic Strips.

**P** : Masih ada kesulitan ngga pas Cycle I?

**S** : Masih Miss.

**P** : Kesulitannya di bagian apa?

**S** : Masih agak susah paham kata katanya.

**P** : Tapi Comic Strips ini membantu kamu dalam memahami teks ngga?

**S** : Lumayan membantu Miss.

**P** : Membantunya gimana?

**S** : Ya bisa lebih ngerti. Soalnya kan itu kan ada gambarnya juga Miss.

**P** : Terus tentang penyampaian materi dari Miss, menurut kamu gimana?

**S** : Lumayan jelas Miss. Tapi Miss sering cepet-cepet ngomongnya. Jadi kadang susah mahaminya.

**P** : Oh gitu ya. Engg lalu menurut kamu kekurangannya di Cycle I apa?

**S** : Ya itu Miss ngomongnya terlalu cepet.

**P** : Terus ada lagi ngga?

**S** : Emmmm apa ya, gak da Miss.

**P** : Pertanyaan terakhir, kegiatan yang diharapkan untuk Cycle selanjutnya apa ya?

**S** : Ya semoga lebih seru lagi Miss.

**P** : Seru yang gimana?

**S** : Yang santai. Pake Comic lagi Miss.

### **Interview Transcript 7 (After Action Cycle II)**

**Hari/Tanggal : Senin / 14 Oktober 2019**

**Ruang : Ruang Guru**

**Keterangan : P (Peneliti)**

**YS (Guru Bahasa Inggris)**

P : Bu, bagaimana pendapat Ibu tentang reading comprehension siswa dalam pada cycle ini Bu?

YS : Sudah lebih bagus dari cycle kemarin dik.

P : Apakah menurut Ibu ada peningkatan dalam reading skill siswa mahami teks narrative,Bu?

YS : Ada Mbak.

P : Dalam hal apa ya Bu?

YS : Mereka sudah paham, kemudian vocabnya juga sudah menunjukkan peningkatan yang berarti dik.

P : Oh ya Bu. Ada lagi Bu yang ingin Ibu sampaikan?

YS : Tidak dik, kalau menurut saya ya seperti itu tadi.

P : Oh baik Bu. Terimakasih Bu

YS : Ya sama-sama dik

### **Interview Transcript 8 (After Action Cycle II)**

**Hari/Tanggal** : **Senin / 14 Oktober 2019**

**Ruang** : **Teras Kelas**

**Keterangan** : **P (Peneliti)**

**S (Atiqah Ramadhani Siagian)**

**P** : Dek gimana pendapat kamu tentang pembelajaran di Cycle II ini? Lebih menyenangkan dan mudah diterima dari pada yang di Cycle I kemarin?

**S** : Iya Miss yang sekarang lebih menyenangkan dan lumayan lebih bisa diterima materinya soalnya Miss kan udah dilambatin ngomongnya.

**P** : Oh gitu yaa.. terus pas memahami teks di Cycle II ini Adek merasa lebih mudah ngga pahamnya?

**S** : Ya lebih mudah Miss. Sekarang udah banyak paham

**P** : Lalu yang dirasa mengalami peningkatan pada bagian apa?

**S** : Maksudnya bagian apa gimana Miss?

**P** : Yang menurut kamu mengalami peningkatan itu di bagian orientation, resolution, atau apa?

**S** : Hampir semua mengalami kemajuan sih Miss. Aku sekarang udah lebih paham Miss.

**P** : Hehehe ya ya ya Dek. Makasih yaa

**Interview Transcript 9 (After Action Cycle II)**

**Hari/Tanggal : Senin / 14 Oktober 2019**

**Ruang : Teras Kelas**

**Keterangan : P (Peneliti)**

**S (Afnan Athaya Nasution)**

**P : Menurut Dek Afnan pembelajaran di Cycle II ini gimana Dek?**

**S : Gimana ya Miss... menyenangkan Miss.**

**P : Merasakan ada peningkatan dalam menulis teks narrative ngga setelah Cycle II ini dibandingkan dengan di Cycle I?**

**S : Hmmm... kalo menurut aku sendiri sih ada Miss.**

**P : Nah kalo ada, peningkatannya dalam hal apa?**

**S : Banyak Miss,vocab aku juga bertambah**

**P : Iya dek. Jadi sekarang kamu merasa lebih mudah memahami teks narrative?**

**S : Iya Miss kalo dibandingin sama yang Cycle I kemarin.**

**P : Sekarang jadi lebih mudah paham isinya ngga?**

**S : Lebih mudah Miss.**

## Appendix 4

### Pre-test

**Read the following text to answer questions number 1 to 3.**

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

1. From the text we know that ....

- ☐ A. Only one rooster can rule the roost
- ☐ B. The roosters are fighting to flap their wings
- ☐ C. The eagle had watched them all day
- ☐ D. The farm needs a new king

2. What is the main idea of paragraph 3?

- ☐ A. An eagle watching the rooster from a distance
- ☐ B. The loosing rooster came out from its hiding place
- ☐ C. The eagle took the winning rooster as its prey
- ☐ D. The winning rooster celebrates its winning proudly

3. What can we learn from the story?

- ☐ A. There's always a bigger enemy in this life
- ☐ B. Your friend can be your enemy
- ☐ C. Always grab an opportunity before you
- ☐ D. Don't be cocky when we have achieved our goal

**Read the following text to answer questions number 4 to 7.**

---

### **Mouse Deer and Mr. Crocodile**

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly.They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly,"said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

4. Why did mouse deer want to go across the river?

- ☐ A. Because he was very hungry
- ☐ B. Because he wanted to cheat Mr. Crocodile
- ☐ C. He wanted to eat some dying trees
- ☐ D. He was afraid of the current of the river

5. How many crocodiles were there in the story above?

- ☐ A. Three crocodiles
- ☐ B. Ten crocodiles
- ☐ C. Thirteen crocodiles
- ☐ D. Not mentioned

6. " .... But we are a large group, I can't count it precisely," The underlined word has closest meaning with ....

- ☐ A. Accurately
- ☐ B. Objectively
- ☐ C. Definitely
- ☐ D. Obviously

7. After reading the text, we may conclude that the mouse deer was ....

- ☐ A. Very greedy animal
- ☐ B. Cunning animal
- ☐ C. Dumb animal
- ☐ D. Frightened animal

Read the following text to answer questions number 8 to 10.

### **The Bear and the Two Friends**

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

8. What can we get from the story?

- ☐ A. We have to save ourselves
- ☐ B. We have to learn how to climb

- ☐ C. Bear will not harm a dead man
- ☐ D. True friend always stand by us in ups and downs

9. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to ....

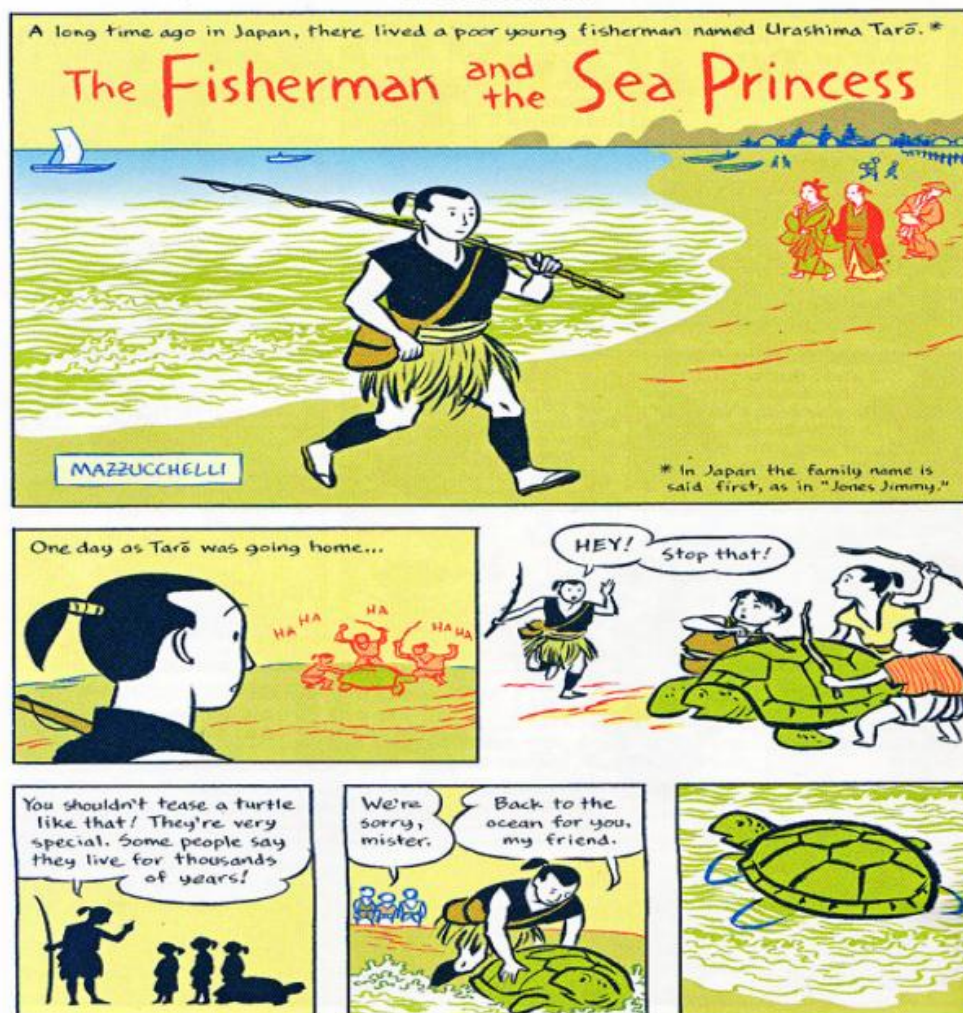
- ☐ A. The bear
- ☐ B. The dead man
- ☐ C. The friend who cannot climb
- ☐ D. The friend who climb the tree

10. Where do you think the story happened?

- ☐ A. In the river
  - ☐ B. In the park
  - ☐ C. In the woods
  - ☐ D. In the zoo
- 

### **Post-test**

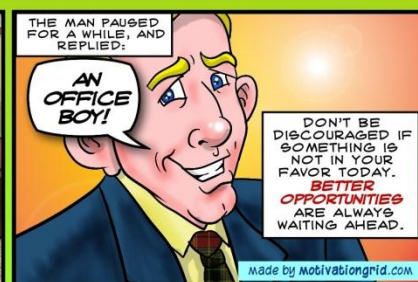
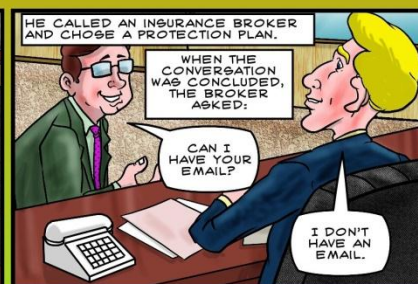
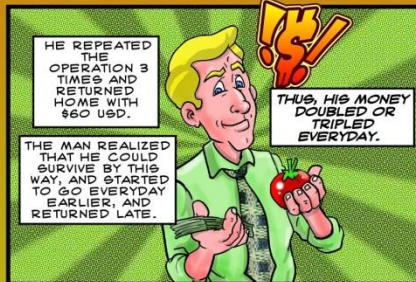
**Look at the comic strips below to answer the question number 1 to 3**



1. From the text we know that ....
  - a. Turtle live for thousands of years
  - b. The fisherman is cruel
  - c. The fisherman is rich
  - d. The children love the turtle
2. What we can learn from the story?
  - a. Killing animals is a good thing
  - b. Turtles must be saved because they're very special
  - c. Children are never wrong
  - d. Teasing turtle is never mind
3. Where do you think the story happen?
  - a. In the zoo
  - b. In the kitchen
  - c. In the sea
  - d. In the room

**Look at the comic strips below to answer the question number 4 to 7**

# THE TOMATO STORY



Made by Motivationgrid.com

4. What is the main idea of the comic strips?
  - a. Looking for a job
  - b. A guy who don't have email address
  - c. The guy who have better opportunities
  - d. A guy who sell tomatos
5. From the text, we know that..
  - a. There is always a better opportunities behind a failure
  - b. Tomatos are delicious
  - c. We must have an email address when seeking jobs
  - d. Tomatos make people rich
6. What does the guy do after rejected by the company?
  - a. Looking for another jobs
  - b. Sign in an email
  - c. Buy 10kg tomatos
  - d. Sleep
7. What is the moral value from the comic strips above?
  - a. You have to fight through some bad days to earn the best days of your life
  - b. You have to sell tomatos after rejected by a company
  - c. You have to be rich
  - d. You must have an email address

**Look at the comic strips below to answer the question number 8 to 10**



8. What the text is about?
  - a. A guy who hate Cranberry
  - b. Christmas without mother
  - c. A girl who has a special tradition when christmas
  - d. Fruitcake

9. Why does every christmast the girl buy the stuff that none of her friends like it?
- a. Because she hates her friends
  - b. Because she miss her mother
  - c. Because she feels like home when eating those stuff
  - d. Because she's crazy
10. Where do you think the story happen?
- a. In the street
  - b. In the kitchen
  - c. In the office
  - d. In the floor

## Appendix 5

### The Students' Score Before Treatment (Pre-Test)

No	Initial of Students' Name	Score	
		Pre-test	Criteria of Succes $\geq 80$
1	AR	80	Success
2	ANZ	50	Unsuccess
3	ATN	40	Unsuccess
4	AK	80	Success
5	AA	30	Unsuccess
6	ARS	70	Unsuccess
7	BAS	30	Unsuccess
8	DAP	50	Unsuccess
9	DYA	80	Success
10	FD	40	Unsuccess
11	FAM	70	Unsuccess
12	FH	70	Unsuccess
13	HNS	40	Unsuccess
14	IAF	40	Unsuccess
15	MI	50	Unsuccess
16	MF	50	Unsuccess
17	MK	50	Unsuccess
18	MM	80	Success

19	NA	50	Unsuccess
20	NAL	40	Unsuccess
21	NKD	80	<b>Success</b>
22	NFA	80	<b>Success</b>
23	RP	40	Unsuccess
24	RHH	50	Unsuccess
25	RAK	80	<b>Success</b>
26	RG	40	Unsuccess
27	RH	80	<b>Success</b>
28	ST	80	<b>Success</b>
29	SAZT	70	Unsuccess
30	SW	80	<b>Success</b>
31	YD	30	Unsuccess
32	ZNAT	80	<b>Success</b>
Total	$\sum X = 1960$ $M = 61,25$		

## Appendix 6

### The Students' Score In Post-Test I

No	Initial of Students' Name	Score	
		Post-test I	Criteria of Succes $\geq 80$
1	AR	70	<b>Success</b>
2	ANZ	70	Unsuccess
3	ATN	60	Unsuccess
4	AK	80	<b>Success</b>
5	AA	60	Unsuccess
6	ARS	80	<b>Success</b>
7	BAS	70	Unsuccess
8	DAP	60	Unsuccess
9	DYA	80	<b>Success</b>
10	FD	60	Unsuccess
11	FAM	80	<b>Success</b>
12	FH	60	Unsuccess
13	HNS	60	Unsuccess
14	IAF	70	Unsuccess
15	MI	70	Unsuccess
16	MF	70	Unsuccess
17	MK	70	Unsuccess
18	MM	80	<b>Success</b>

19	NA	60	Unsuccess
20	NAL	70	Unsuccess
21	NKD	80	<b>Success</b>
22	NFA	80	<b>Success</b>
23	RP	80	<b>Success</b>
24	RHH	60	Unsuccess
25	RAK	80	<b>Success</b>
26	RG	70	Unsuccess
27	RH	80	<b>Success</b>
28	ST	80	<b>Success</b>
29	SAZT	70	Unsuccess
30	SW	80	<b>Success</b>
31	YD	70	Unsuccess
32	ZNAT	80	<b>Success</b>
Total	$\sum X = 2290$ $M = 71,5625$		

## Appendix 7

### The Students' Score In Post-Test II

No	Initial of Students' Name	Score	
		Post-test II	Criteria of Success $\geq 80$
1	AR	80	Success
2	ANZ	80	Success
3	ATN	80	Success
4	AK	90	Success
5	AA	90	Success
6	ARS	80	Success
7	BAS	80	Success
8	DAP	80	Success
9	DYA	80	Success
10	FD	80	Success
11	FAM	80	Success
12	FH	80	Success
13	HNS	70	Unsuccess
14	IAF	80	Success
15	MI	80	Success
16	MF	80	Success
17	MK	70	Unsuccess
18	MM	90	Success

19	NA	70	Unsuccess
20	NAL	80	<b>Success</b>
21	NKD	80	<b>Success</b>
22	NFA	90	<b>Success</b>
23	RP	90	<b>Success</b>
24	RHH	80	<b>Success</b>
25	RAK	80	<b>Success</b>
26	RG	80	<b>Success</b>
27	RH	90	<b>Success</b>
28	ST	90	<b>Success</b>
29	SAZT	80	<b>Success</b>
30	SW	80	<b>Success</b>
31	YD	80	<b>Success</b>
32	ZNAT	80	<b>Success</b>
Total	$\sum X = 2600$ $M = 81,25$		

## Appendix 8

### The Students' Score on Pre-Test, Post-Test I, and Post Test II

No	Initial Names	Values		
		Pre-test	Post-test I	Post-test II
1	AR	80	70	80
2	ANZ	50	70	80
3	ATN	40	60	80
4	AK	80	80	90
5	AA	30	60	90
6	ARS	70	80	80
7	BAS	30	70	80
8	DAP	50	60	80
9	DYA	80	80	80
10	FD	40	60	80
11	FAM	70	80	80
12	FH	70	60	80
13	HNS	40	60	70
14	IAF	40	70	80
15	MI	50	70	80
16	MF	50	70	80
17	MK	50	70	70
18	MM	80	80	90
19	NA	50	60	70

20	NAL	40	70	80
21	NKD	80	80	80
22	NFA	80	80	90
23	RP	40	80	90
24	RHH	50	60	80
25	RAK	80	80	80
26	RG	40	70	80
27	RH	80	80	90
28	ST	80	80	90
29	SAZT	70	70	80
30	SW	80	80	80
31	YD	30	70	80
32	ZNAT	80	80	80
	Total	$\sum X = 1960$ $M = 61,25$	$\sum X = 2290$ $M = 71,5625$	$\sum X = 2600$ $M = 81,25$

**Appendix 9**  
**Documentation of Cycle I**







## Documentation of Cycle II



