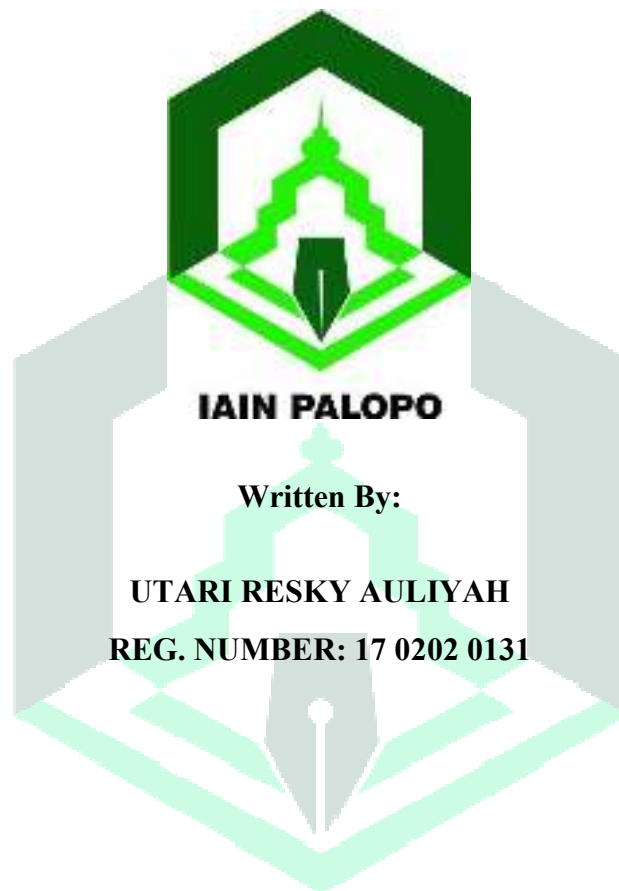


**THE USE OF COMIC STRIPS TO IMPROVE THE STUDENT  
READING COMPREHENSION AT SMAN 6 LUWU**

*A Thesis*

*Presented as Partial Fulfillment for the Attainment of S.Pd Degree in English Education  
Study Program Tarbiyah and Teacher Training Faculty State Islam Institute Of Palopo*



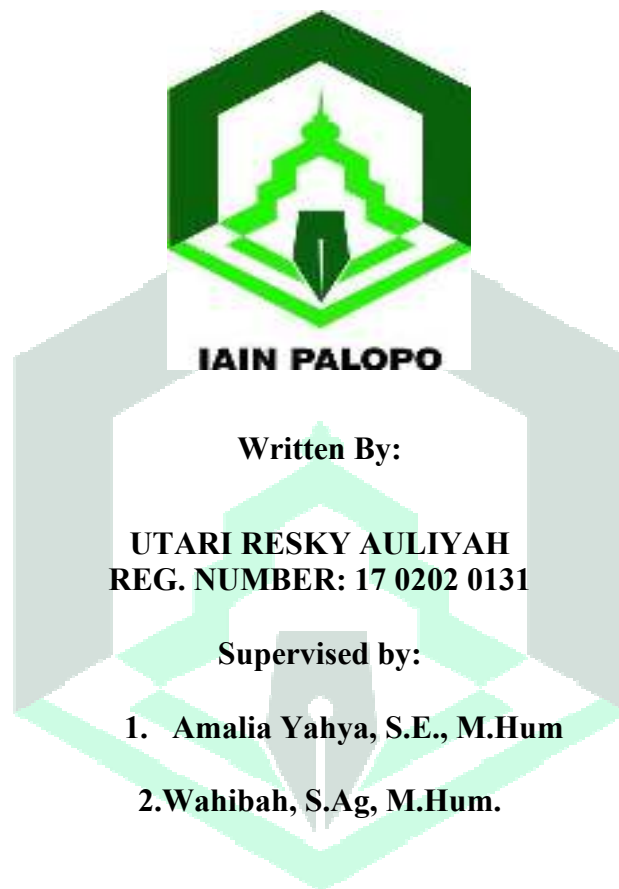
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TARBIYAH AND TEACHERS' TRAINING  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2022**

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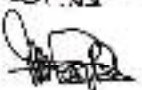

**2022**

### THESIS APPROVAL

This thesis entitled *The use of comic strips to improve the students reading comprehension at IAIN 611961*, which is written by *Umi Resky Zulqoh*, Reg. No. *17 0202 0131*, English Language Education Study Program of Palopo, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo, and has been examined and defended in Munaqasyah session which is carried out on Friday, December 2<sup>nd</sup> 2022. Considered with *Jumadil Awal 1444 H*, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program (S.Pd).

Palopo, December 2<sup>nd</sup> 2022

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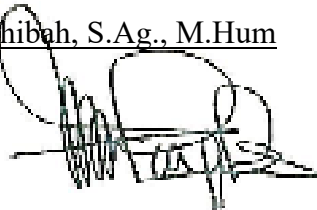
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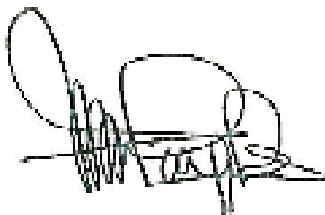
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**Researcher**



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## ACKNOWLEDGMENT



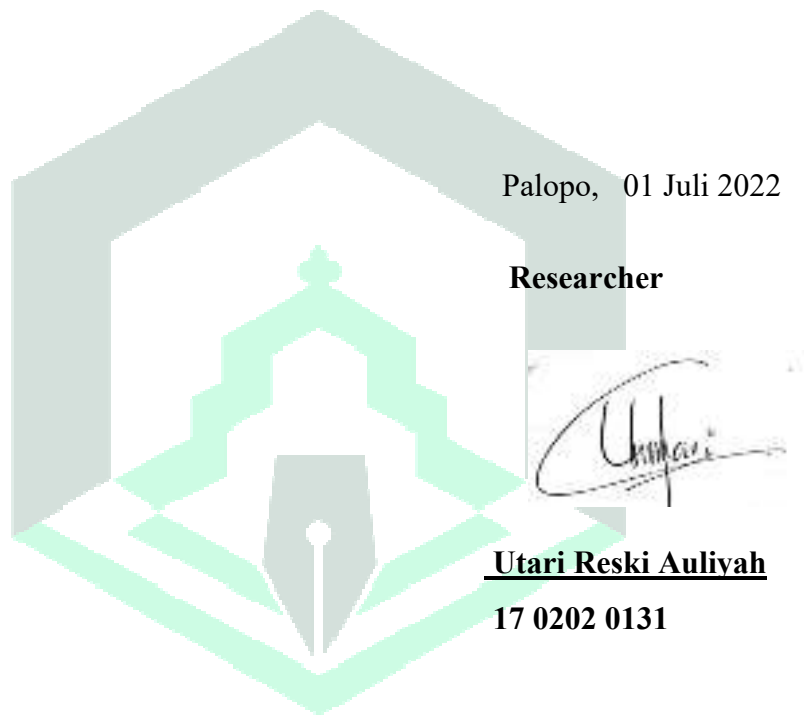
Alhamdulillah Rabbil ‘Aalaamin, the researcher expresses his highest gratitude to Allah SubhanahuWata’ala for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis. Peace and blessing be upon Prophet Muhammad Saw and his companions and his followers.

The thesis entitles ”The use of comic strips to improve the students Reading Comprehension at SMAN 6 LUWU. The researcher realizes that the support and encouragement from many parties are very important for the researcher in the preparation of this thesis. Therefore, the researcher would like to thank:

1. Prof. Dr. Abdul Pirol, M.Ag, as the Rector of IAIN Palopo, along with Rector I, II, and III of IAIN Palopo.
2. Drs. NurdinKaso, M.Pd as the dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo, along with Mr/Mrs. vice deans I, II, and III of Tarbiyah and Teachers Training Faculty of IAIN Palopo.
3. AmaliaYahya, S.E., M.Hum, as the head of the IAIN of Palopo English Education Study Program and as the first consultant, thanks for the time, suggestion, help, idea, and kindness while completing this thesis.
4. Wahibah, S.pd.,M.Pd, as the second consultant, thanks for the time, suggestion, help, idea, and kindness while completing this thesis.

5. Muhammad Iksan S.Pd.,M.pd as the first examiner lecturer who has a provided critical, suggestion, and knowledge to researcher so that this thesis can be better.
6. Andi Tenrisanna Syam, S.Pd., M.Pd as the second examiner who has taken the time to provide advice, guidance and direction to researchers.
7. All lecturers of IAIN Palopo, thanks for guidance, attention, motivation, and knowledge in learning the English language, and also for all staff in IAIN Palopo, thanks for helping.
8. The headmaster of SMAN 6 Luwu and the teachers and staff have provided permission and assistance in conducting this research.
9. For Beloved mother Mrs. Ratna and beloved father Mr. Djasmuddin Pamangin. Who always give love, support, advice, material, motivation, help, goodness, care, and all of things that researcher need to finish the study.
10. For especially classmate Raslina, Sintia Ongki, Indah Lestari and all members of the 2017 Big Courageous who always helped during the process of providing motivation, ideas, knowledge and support for every problem she faced.

The researcher also thanks to the others who cannot be mentioned, who have helped and supported the researcher to finish this thesis. The researcher would be pleased to accept some critics and corrections to this thesis because the researcher realizes that it is not perfect. Hopefully this thesis is useful for those who read and experiences in the field of education.



Palopo, 01 Juli 2022

**Researcher**



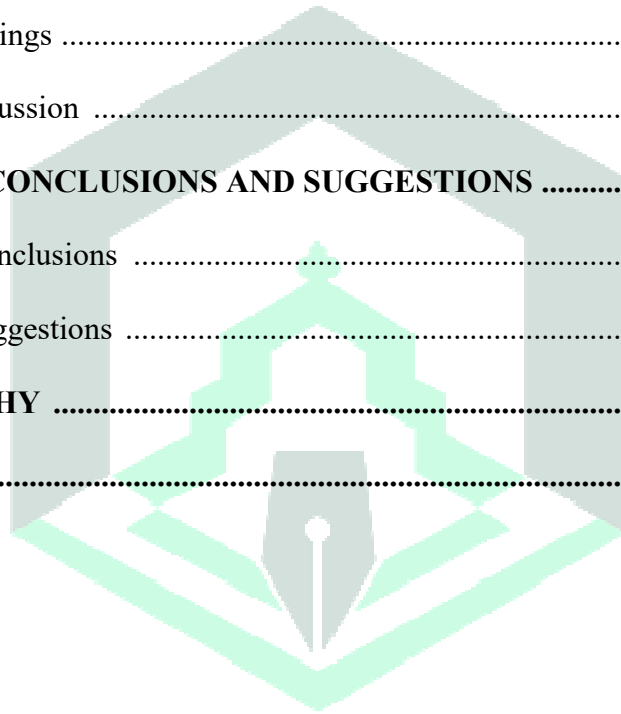
**Utari Reski Auliyah**

**17 0202 0131**

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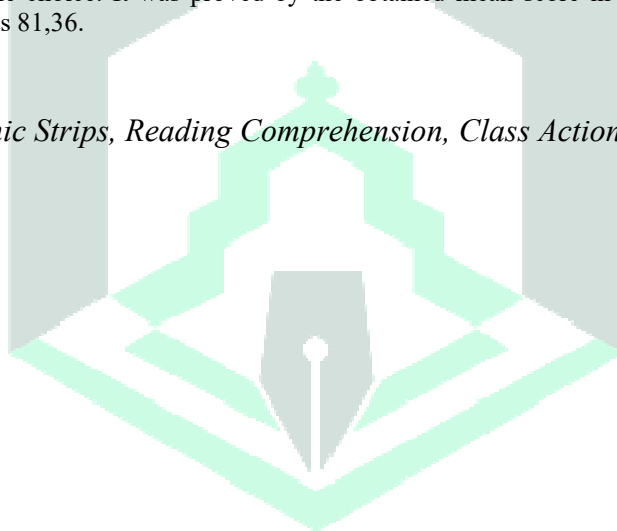


## ABSTRACT

**Utari Resky Auliyah, 2022. “ *The Use Of Comic Strips to Improve the Students Reading Comprehension at SMAN 6 LUWU*”. A thesis Of The English Departement Study Program Faculty Of Tarbiyah And Teacher Training State Islamic Institute Of Palopo. Supervised By: (1) Amalia Yahya And (2) Wahibah**

This purpose of this study was to determine the students' improvement in learning reading comprehension using the comic strips at SMAN 6 Luwu. This research applied class action research, which was taken respondent was 22 students. The researcher starts with the first cycle and the next second cycle. The researcher interestingly tells the comic strips so that students do not feel bored during the learning process and comic strips brings good effect in the class, their can improve reading skill and vocabularies. Using comic strips, the students can easily find the information in teaching reading comprehension especially at literal comprehension (finding specific information) and interpretative comprehension (making conclusion) and can answer the questions in multiple choice. It was proved by the obtained mean score in **cycle I** was 49,0 %, while in **cycle II** was 81,36.

**Keywords:** *Comic Strips, Reading Comprehension, Class Action Research.*



# CHAPTER I

## INTRODUCTION

### *A. Background*

Reading comprehension is important for learning through books, magazines, newspapers, and science and technology education. According to the theory, all students should develop the reading skills necessary to become active readers. Reading has the benefit of teaching students linguistic patterns and efficient methods of utilizing language, as well as assisting them in learning and expressing their ideas. Although many students want to read English-language novels, many cannot provide them. So, they stop studying out of bored and laziness. Writing, speaking, listening, and reading are all crucial components of the four skills and are connected. English language learners often need reading comprehension.<sup>1</sup>

Reading is combining information from a book with one's previous knowledge to comprehend the author's ideas. However, not all Senior High School students are successful at teaching reading comprehension due to the boring learning activity and causing the students to lose interest.

Through reading, we can get much knowledge, study new words, understand concepts, learn language uses, apply grammar rules, and find information. Students require a lot of English references, including journals, brochures, newspapers, magazines, and textbooks. Informal communication is

---

<sup>1</sup> [http://on.wikipedia.org/wiki/speed\\_reading](http://on.wikipedia.org/wiki/speed_reading) accessed on may 25 2021

known to the learners who use this language in casual conversations, whether inside or outside the classroom.

One of difficulty that students faced in reading comprehension is their low level of vocabulary mastery. They also discover different vocabulary and grammar that are unquestionably foreign to their mother tongue. Because of their limited language skills and some students are completely “blind” to English, it is difficult for them to understand and anticipate the correct clues underlying the texts. Students also struggle with integrating word-to-word meanings into meaningful concepts and understanding the text as a whole, ignoring that they can somehow comprehend each word by itself.

Discussing the previous paragraph, the researcher assumes by comic strips to teach English reading skills is one of the teaching strategies that provide the opportunity to learn English more enjoyable. It is hoped that comic strips will make learning English more enjoyable and inspire students to read and pay attention to the material. The comic strip combines images and text to make it easier for the students to comprehend the material and context presented by the researcher

Therefore, the researcher is interested in performing action research on this topic. The researcher’s study’s topic is **”The use of comic strips to improve the students Reading Comprehension at SMAN 6 LUWU”**.



## ***B. Research Question***

Students are less efficient at reading because they feel bored and less active learning. By using comic strips, it is hoped that it can motivate students to read and makes a chance to learn English more fun. Based on the problem discussed above, the researcher formulates the research question as follows:

*To what extent do comic strips improve students reading comprehension at SMAN 6 Luwu?*

## ***C. Objective Of the Research***

The research objectives are based on the formulation of the problem above:

*To determine whether the use of comic strips can improve students' reading comprehension or not.*

## ***D. Significance Of the Research***

The result of this study is expected to be useful theoretically and practically as follows:

### **1. Theoretical Significance**

The result of this research also 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

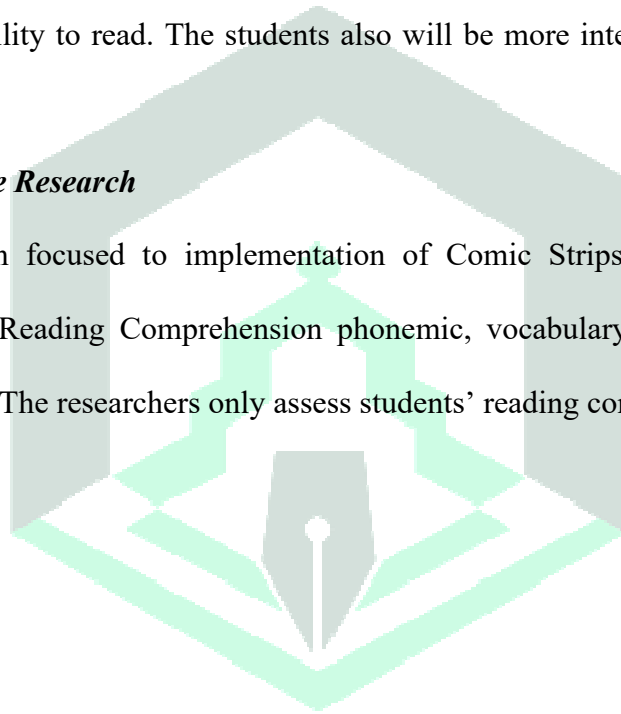
The teacher will have a new media to teach reading using comic strips. Besides that, The teacher can make this media an interesting medium in other the students easy to understand in learning reading comprehension.

### b) The students

The students will be easier to understand the comic strips; it will improve the student's ability to read. The students also will be more interested in reading English text.

### ***E. Scope of the Research***

The research focused to implementation of Comic Strips and among the components of Reading Comprehension phonemic, vocabulary, fluency, reading comprehension. The researchers only assess students' reading comprehension.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous Related Research Finding*

The researcher found some previous studies which are closely related to this research, those researchers:

DG Tallasa studied about comic as media to improve reading comprehension of narrative text, the researcher used pre-experimental research. In the previous consideration, there was a significant difference between the students reading comprehension when the English Comic as Media Method is used , before (67,83) and after (87,36). It implies that the use English Comic as Media method can improve the students achievement in reading comprehension<sup>2</sup>

Yulia Ratnasari learns about using english comic strips in teaching writing of narrative text. This research used pre-experimental research, the researcher gave the test in pre-test and post test. The technique used in collecting the data was quantitative data with t-test. The result of the study showed that the use of English comic strips in teaching writing of narrative text was effective. The mean score of posttest in experimental class was 78.61. Meanwhile, the mean score of posttest in controlled class was 65.54. Therefore, English comic strips can be appropriate media that can be used in teaching writing of narrative text.<sup>3</sup>

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<sup>2</sup> DG Tallasa, “The effectiveness of comic as media to improve reading comprehension of narrative text at second years students of SMP Negeri 1 Barru” (Thesis Makassar Muhammadiyah university 2021), p.48

<sup>3</sup> Yulia Ratnasari , “The effectiveness of using english comic strips in teaching writing of narrative text” (thesis UIN syarif hidayatullah Jakarta, 2014).p.44

Erdina Melyani Aris studied about using comic strips as media to improve students Reading Comprehension. The researcher applied Pre-Experimental method by using one group pre-test and post-test design and collected data by giving pre-test and post-test. The sample for this research was Class 10 IPA 1 of SMA Negeri 7 Maros that consisted of 15 students. Comic Strips brings good effect in teaching reading comprehension because by using Comic Strips, the students be active in the class, their can improve reading skill and vocabularies, and can help students to stimulate students imagination<sup>4</sup>.

The similarity of this research with previous researchs above, the researchers use Comic Strips as media in teaching and learning to get what the researchers search. The difference of this research from previous researchs finding above are the first researcher use Comic Strips to improve students ability at narrative text and the result of that researchs are success, the second research use Comic Strips to improve writing ability and the result of that research is also success. So, in this research, the researcher try to use Comic Strips as media in teaching and learning to find out whether the Comic Strips as media will success like the three of the researchs above to improve students ability in reading comprehension.

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<sup>4</sup> Erdina Melyani Aris, "Using comic strips as media to improve students reading comprehension" 5(thesis UnisMuh Makassar, 2020).p.55

## ***B. Theory of Reading***

### **1. Definition of Reading**

Reading and listening, writing, and speaking are essential skills in learning. Reading is concerned with people's ability to articulate a written text and comprehend its meaning. As a result, the teacher will grasp the concept by adjusting her dialect and considering. Reading is more than just spelling words in a scene; the reader can understand the entire ideas conveyed through written textile, or she can associate sentences connected in each paragraph. Reading is difficult because The reader does not know how to read effectively; however, a well-versed reader in a variety of vocabularies will undoubtedly assist each other or another person in understanding and internet the author's idea<sup>5</sup>

Reading could be viewed as an "interactive" procedure between the text and the reader, resulting in fluid intelligence or reading skill. The reader communicates interactively with the text to elicit significance. Numerous kinds of knowledge are utilized: literary or systemic experience and understanding (via bottom-up processing) and graphic comprehension (through lop-down processing)<sup>6</sup>

Reading is written texts. It is an intricate type of media. Activity, Both exist to understand: the process of reference, recognition, language, recognition,

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<sup>5</sup> Hisna "Improving students reading Achievement Througth PQ4R Strategy at The Eight Class Of SMPN 8 Palopo.2015.

<sup>6</sup> Nasrang "*improving reading skill trough survey, Question, read, Recite, And review (SQ3R) Mhetod At the second year students of man palopo*", thesis s1 (palopo: STAIN Palopo). 2011, p. 8. Unpublished.

comprehension, word, reading and, of words, how symbols correspond to one's perception, perceptual processes spoken by two writings.<sup>7</sup>

Reading ability consists of matching them to anticipate the .is the text that should kill the students. The. The use of Information Reader's Key Teacher with the students will facilitate the comprehension and reading skills of the activities<sup>8</sup>.

## **2. The Purpose of Reading**

### **a) Reading in Search Simple Information and Reading to Skim**

The general reading ability, the readers must scan the text to find a specific word or spesicif part of information. Meanwhile, for reading to skim is the strategy to form the common idea using the basic of reading comprehension and think about the important point.

### **b) Reading to Learn from Text**

It happens in academic and professional context, it also require to remeber about the idea and the supporting idea, and make connection with the reader's knowledge. This way wil help the readers to remember information because this activity could bring stronger conclusion.

### **c) Reading to Combine Information, Write, and Critique Text**

This skill require critical evaluation. The readers combine and take the information that they wants. Then, this is implicate abilities like composing, selecting, and making critique from the material.

### **d) Reading for Common Comprehension**

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<sup>7</sup> H. Douglas Brown, teaching by principles an Intercative Approach to language pedagogy (San Fransisco State University, 2007)

<sup>8</sup> Ria Safira "Improving Student's Reading Skill By Using Group Mapping Activities (GMA) Strategy At The Second Year Of SMA Negeri 5 Luwu".2017

It can be done by fluent readers who read the text very fast and automatically can processing word, and potent to coordination in many process of the text.

### **3. Problem in Reading**

People find many kinds of problems that have never been found before. Usually, compose how to solve them or what to. In this case, the student problems was reading are that he did not know the language all enough the chunk effectively.

As the student, he needs to read many book in order that increases his knowledge. However, some students read without knowing or understanding the main idea and meaning and content of the text. Therefore, research presented the student problem in reading. In additional to that, the research also writes about different expects reading components.

#### **a) Problem structure**

Sentence construction is part of the sentence problem, particularly in reading comprehension. We may utilize structural cues to determine the sort of grammatical category of words represented by the new item—rather than the precise meaning. This informs us of the type of meaning we should be comprehending.

Language depends heavily on sentence form. The reader may grasp the text enough for his purposes if the reader can accurately understand the term. If not, the reader can fit the meaning into the word's definition when looking it up in a dictionary.

#### b) Problem of vocabulary

When we read a book, we believe that the biggest issue is language since it makes it harder for us to comprehend the material.

Nuttal claims that while most students are unaware, they consider. Their attitude toward knowing words may change once they realize that it is normal to have an active vocabulary (the words we know well enough to use or levels and receptive one word generally comprehend when we encounter them but cannot use).<sup>9</sup>

#### c) Word-by-word reading

The reader is obtaining information too slowly to keep her mind occupied and is not completely engaged by the ideas on the page because they enter too slowly. This reader is the reader who reads word by word to people herself or reads a book to comprehend meaning swiftly and to accelerate their reading.

According to the remark above, readers should stop their reading habit since it makes them sluggish readers who cannot speed up their reading, preventing them from improving their comprehension skills.

#### d) Poor concentration

Effective reading requires a great deal of concentration. If the reader struggles to concentrate while reading, she will not be able to immerse herself fully in the process. Lack of focus prevents the reader from reading more quickly

---

<sup>9</sup>*Ibid*, p.33



#### **4. The Kinds of Reading**

##### a) Reading for Pleasure

Reading for pleasure is the readers reads a text that could be fiction or nonfiction based on what they favorite. This activity can make the readers enjoy and have fun.

##### b) Reading Comprehension Skill

Reading comprehension is the activity where the brain, the text, and eyes of readers can embroiled strongly to build a connection. So that, in this circumstances will make the readers learn about what they reads and remember about it.

##### c) Thinking Skill

In thinking skill, when the readers reads a text that use English. Directly make the readers are obliged to think about English. Then, the readers must know the complexity of the text such as the length, English syntax, and English semantic and or logical connection.

##### d) Reading Faster

There are two kinds of reading related the purpose, those are intensive reading and extensive reading. Those are explained as follow:

##### 1) Intensive Reading

Intensive reading means that where the readers reads a text, learn it line by line, and dictionary to get about the grammar of the text itself. Intensive reading has advantages for readers who still in low level, intensive reading is could be possibly the speedy way which can develop vocabulary. Some foreign language

students can successful to get 10 or more comprehension words per day. Furthermore, reading something hard materials will force the learners use some strategies that the learners develop already for facing texts that are too difficult to read comfortably

## 2) Extensive Reading

Extensive reading is considered such as reading faster. The readers read books after books. The readers pay attention to the meaning of the text and not the language. The aims of extensive reading is for fun and information. Thus, we can say that extensive reading is “supplementary reading”.

From theories above, it can be concluded that intensive reading is process when the readers study about the contents on the text that they read, learn that line by line and where the kinds of the text are depend of goals readers. The benefit of Intensive reading is can be nice and rapidly way to develop vocabulary. Meanwhile, extensive reading is considered like read rapidly when the readers reads books by books when the readers pay attention in the meaning of the text not in language. The extensive reading have goal, they are to make readers enjoy and get informations.

## 5. Techniques in Teaching Reading

Reading is seem like an interactive process between language and mind. there are kinds of activities that related with connected to activities at the reading class, they are : Pre-reading, during/whilst reading activities, and postreading activities.

#### a) Pre-Reading

In pre-reading activities that activities related with students' background knowledge, objective of reading class, learning activities, and motivating the students. This part, the teacher try to turn on students scheme connected to focus in the topic of the text that show about key words, asking question that connected to the topic or clarify briefly that contained of the text. Pre-reading is to motivate the students to get interest in reading and get the students attention to the text. Pre-reading are activities that have aim to pushing the students' to understanding about reading text.

#### b) During/Whilst Reading Activities

During reading activities is a activities which a reader do while reading activities is ongoing. To make readers have too much interaction to a text, readers must be guided when they reading activities. In whilst reading including :

- 1) Identifying main idea on the text
- 2) Find out details on the text
- 3) Follow a sequence
- 4) Make conclusion from the text
- 5) Knowing the discourse pattern

#### c) Post-Reading

Activities In the post reading activities are the activities will do by reader after they reading the text. This activities purpose to recheck the reader understanding the topic of text after they read and this activities can be in form of discussion. The students are asked to do discussion the writer's ideas. This

discussion possible depend on class size. If the class have big size, that will be good to make groups discussion but if the class have small size , that will be good to make all students discussion.

#### d) Testing Reading

A test is a measure something for assessing the attainment of the objectives at training system that have a set of questions and just accept the correct answers. The test have some characteristics such as knowledge, ability, attitude, intelligence etc. Testing show how the way questions or statements find the feedback or response and answer will be assessed and evaluated.

### ***C. Reading Comprehension***

#### **1. Definition of Reading Comprehension**

Reading comprehension mean that a process to understanding the contents of the text to get some information. Reading comprehension is understand what have been read. If people reading a text but dont really understand what they read, that is not reading. Reading comprehension is also a process to get some ideas through of analyzing and evaluating the writer opinion that written in the text. Reading comprehension is a process for readers to understand all the information in the text, including the author's opinion.

Reading comprehension is a process that implicate memory, thinking abstractly, visualization, and understanding all vocabularies as good as knowing how to properly decode. In short reading comprehension is process of brain that producing the meaning of the text. Reading comprehension as a difficult process that implicate interaction of a lot components. The components such as the

readers, readers background knowledge, readers reading technique, text, readers who get interest in the subject and the readers knowledge of the type of text. In addition, comprehension not only depend on the readers characteristics like previous knowledge and working memory, but comprehension have a language processes like base reading skills, decoding, vocabulary, structure sensitivity text, conclusion and motivation. All components involved interact with another in comprehending on the text. When conclusion come out in those interactions, the readers find trouble in reading comprehension. As readers mature in their comprehension skills, the readers can do progress efficiently from the basic learning to read to the the last aim of reading to learn.

## **2. Reading Comprehension Strategies**

Reading comprehension as a result perceiving a written text in order to understand the contents. There are three types of recall score to measure reading comprehension, they are : recall score of common ideas, main ideas and non main ideas. Reading comprehension usually refers to the amount of understanding readers have when they read the text. This is show up how nice the readers understand the implicit and explicit meaning in the contents of the text that they read. It can be concluded that reading comprehension will increase if the teacher use reading strategies which suitable for the students. Reading comprehension skill will be such as follows :

### **a) Skimming**

Use skimming technique, the readers can get general sense of passage or book but not in spesific details. The aim of skimming technique is do not read all the

text thoroughly but skimming is used to find out what kind of information that the readers looking for and if it does determine what to read more closely.

#### b) Scanning

Use scanning, the readers have to glance quickly through a text to looking for specific information ( example : name, date, etc) or to find out initial impression of whether the content of the text is suitable with what the readers wants. When the readers use scanning technique, the readers let them eyes wonder over the text until they get what they search, whether it is a place, a kind of foods, a kind of verb, specific information.

#### c) Previewing

By previewing for just few second, we can get some information on the text that we are going to read. If we know how to preview any kind of the text , including pleasure reading books, magazine articles, tests, and textbook assignment. d. Close Reading Close reading needs to pay attention to all the words and sentences to understand its full meaning.

#### d) Guessing from Context

Guessing from the context is a good strategy to use when we find out the words that we do not know when we reading. Use our prior to get clues of ideas. f. Paraphrasing Paraphrasing is an expression of meaning of a word or phrase using other words or phrase but the words or phrase have same meaning with words or phrase before. Paraphrasing make the meaning easier to understand.

#### e) Proses of the Reading Comprehension

There are three kinds process of build meaning of the text are explained below:

#### 1. Bottom-up processing

Bottom-up processing is the process of reading that discuss about phonemic units. In bottom-up processing, the readers must knowing about multiplicity of linguistic signal like letters, morphemes, syllables, words, phrases, grammatical signal, and discourse markers (Brown, 2001:299).

#### 2. Top-down processing

In top-down processing related with readers knowledge of syntax and semantic to build a meaning of the text. The readers create a meaning by take readers early though through text being read.

#### 3. Interactive processing

Interactive processing is composite by top-down and bottom-up processing. In interactive processes, the readers wonder what probable meaning of the text, after that, switch to bottom-up processes to make sure that whether this is what the writer want to says in the text.

### **4. Skills of Reading Comprehension**

Reading comprehension is dialogue between the author and readers. When readers reading text in silently rather orally, they are needs ability to able communicate with the author. There are four skills in reading comprehension, they are :

#### 1. Literal Reading

Literal reading refers to get meaning of ideas or information that explicitly in the text. There is some spesific reading skill in literal level of comprehension, they are : Identifying specific information or not details. Sequencing ideas when explicitly are given and follow the intruction. These skills, especially the first and two scanning skill.

a) Identifiying Specific Information

This reading need one focus in we attention just on one some particular information or detail that we need from the text and the rest of the text may be not be read anymore. The information may be a name, a date, a scientific term, or a place or anythings, looking for which motivavates the person to read. Search for a detail, the readers must search for signal in the environment of the required information or in the information itself.

b) Sequencing Events or Ideas

Result of meaning full reading from the reader's ability to follow thru the write. This is because that the conversation that comprise of words and sentence that not just grammatical related relate with another but also logically connected and sequences of idea as provided from the writer to bring through him to sum up, outline, infer correctly.

2. Interpretative

Reading Interpretative reading implicate among liner or create conclusion. This is proces of getting ideas that implied rather than stated directly. This level sue higher thinking ability because the query in interpretation category are concerned with the answers which are not stated directly in the text but



recommend or implied. According to Mukulecky (2011:218) says that in exegest from the reader read among lines , make connection between individual stated ideas, make inferences, make conclusion, read among the lines to get inferences, or implied meaning from the text.

a) Implication Implication is conclusion expectancy that possible implied logically or understand, but not saying directly from the authour's argument on the text or expression.

b) Conclusion Inference draw with factual proof in a statement about nature of phenomenon.

c) Generalization Generalization is declaration about behavior of a similar big population based on the observable behavior of similar but smaller sample group.

d) Prediction Prediction is a declaration about future behavior or action.

e) Critical Reading This is part of reading comprehension that have higher level between the two before. This is related with evaluation. Create of personal judgment of an accuracy values. The right of what is reading in making judgment the reader have to gather, interpret, apply analysis the information.

f) Creative Reading Creative reading is use distinction thinking skill then the literal comprehension and interpretation. The reader tries to get alternative solution from the message that the writtertry to tell.<sup>10</sup>

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<sup>10</sup> Edrina Melya Aris, "USING COMIC STRIPS AS MEDIA TO IMPROVE STUDENTS READING COMPREHENSION" (Thesis UM Makassar 2021).p.13

## ***D. Vocabulary and Reading Comprhension***

### **1. Reading comprehension and vocabulary are connected**

Comprehension is the ability to understand and use what the read or learned. Vocabulary is the body of words. Reading comprehension involves understanding, analyzing, and synthesizing words, sentences, and ideas. Words are everywhere, so as we improve word knowledge, vocabulary, and improve comprehension.

### **2. Vocabulary and Comprehension Research**

Studies have shown that when you don't have a large vocabulary to draw upon, comprehension is depressed. In fact, Biemiller (2005) stated, "Lacking either adequate word identification skills or adecuite vocabulary". So, improving vocabulary improves comprehension

### **3. How do improve vocabulary and comprehension**

According to Eric Jensen, author of Brain-Based Learning, there are three basic ways the brain construcs meaning. When learning a new word, can use:

- a) Relevance
- b) Emotion
- c) Patterns and Connection

Each of those three ways uses association to construct both meaning and retention. Relevance is relating the word to something that is relatable. Emotion is having an emotional reaction, you really liked something or didn't like something. You can bring up that specific part by reminding a student that they didn't like the

selection. Connection or patterns are making a connection with the vocabulary word like the example of the word.

## ***E. Comic Strips***

### **1) Definition of Comic Strips**

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 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 narrative text, published serially in newspapers.”<sup>11</sup>

### **2) Teaching Reading Using Comic Strips**

Comic strips will help students engage with the text and then comprehend it easily. In addition, Pictures are there to help students understand the story. Once students are engaged and understand part of the story, they will want to find out more. One of the interesting appropriate media in teaching reading is comics. Using comic strips in the teaching-learning process, teachers can take advantage of motivating students. Comic strips have a sequence story. It motivates students to continue reading and become more involved in the content of the story. Comic strips can be used in teaching media which is an essential component of language. Using comic strips in process teaching learning make the teacher easy, especially

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<sup>11</sup> Eldon E. Snyder, *Teaching the Sociology of Sport: "Using a Comic Strip in the Classroom"*. Vol. 25, No. 3 (Jul., 1997), p. 239

students reading comprehension.<sup>12</sup> There are produces to teaching reading by using comic strips based on Carolina :

- a) The teacher distributes materials/media in the form of a collection of comic strips to the students and makes sure all students get material.
- b) The teacher explains what activities students will do later.
- c) Teachers ensure all students can read properly and well, that is by asking a few students who are considered less able to read it back.
- d) The teacher evaluates students to see if they understand what they read

### **3) Types of exercise**

The exercises at the end of each story promote comprehension, vocabulary, verbal and written skills, and critical thinking skills. It is not necessary to use all of the exercises. The general order of the exercises is: I. Understanding the Story II. Vocabulary III. Now you Talk IV. Now you Create V. Role Play VI. Ideas for Using the Audio Recordings For a few stories, there are other exercises offered: Now you Chant Grammar and Grammar Practice Pronunciation Trivia Questions

#### **a) Understanding the Story**

This type includes discussing the main idea, multiple choice of the main idea, and answering questions about the story. The teacher may add other questions. After this exercise, it is helpful to have a few pairs or groups report their conclusions to the class. Others could disagree or ask questions. Don't ask all the groups to report, because that becomes too repetitious. Be sure to call on the

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<sup>12</sup>NaniSusanti “*The influence of using comic strips towards student’ the first semester of tenth grade of SMK IT ICERA BABATAN in the 2019/2020 Academic Year*”(thesis state Islamic University RadenIntan Lampung), p.29.

students who may be too shy to volunteer. This exercise allows the teacher to find out the depth of the students' understanding of the stories.

#### b) Vocabulary

Included are a variety of vocabulary exercises: matching, completing the sentence, explaining words to a partner, writing new sentences, explaining words in context. The exercises require the students to apply their understanding of the words, rather than just provide a definition. Research has proved that this type of vocabulary exercise helps students to apply the word in an authentic, natural way. The more often the student 'retrieves' the word, the more likely the word will be remembered.

#### c) Now you Talk

These exercises are uniform, asking the students to discuss, in pairs or in small groups, questions about the story. The teacher may add other questions that might come up. After the discussion, the teacher may ask for some groups to report. As always, it is important to limit this reporting while being sure to call on more quiet students.

#### d) Now you Create

This section includes drawing suggestions and some writing (extending the story, opinion, writing lyrics, writing dialog). Again, the teacher may add topics and also give suggestions about the appropriate length for the task. This exercise is suitable for a homework assignment. Upon returning to class, or after the students write in class, the teacher could call on volunteers who would like to read or show what they created. Students should not be required to read their work

to the class. Another idea is to have a place in the class or in the hallway where students can display their work. This increases the audience and thus their motivation to create. It also allows other students to continue learning and practicing new language.

#### e) Role Play

In this section there are 3 to 6 situations, either re-enactments of a scene or of problems posed in the story, or an imaginative scene that could have happened in the story. Give the students time to prepare their dialogs. The teacher needs to determine whether that particular class needs to write down the dialogs or do the dialog extemporaneously. If the number of students in the class is larger than the number of roles provided by the 3 to 6 situations listed, more than one pair may be assigned the same situation. The role plays will be different when done by different pairs. Students usually enjoy this exercise. If students in your class have never done a role play, it would be helpful if the teacher and a brave student, or two students, model one of the situations. With young teenagers, it takes several classes for students to get used to the idea of role play. Once they do, it becomes one of the most powerful tools in the teacher's repertoire to learning and practicing new language. Please be confident that you as the teacher will know when to use as many or as few of these exercises as seems appropriate with different classes. You want to use the material to create as much interaction among your students as possible. Also, feel free to create new activities that will deepen your students' learning.

#### f) Ideas for Using the Audio Recordings

The CD contains audio recordings of the stories in dramatized form. The stories have been performed so that the listener can follow the story on the page. Here are some ways to use the audio: After the first reading, the students could do choral reading with the audio, thereby practicing intonation and pronunciation. The students could take parts and imitate the characters on the audio .. The students could dramatize the story in mime, without sound, while playing the audio. The students could create new lines for the story, and read them like a play. Students can discuss the different voices in a particular story. Students could film other students dramatizing or lip synching with the recording. The recordings can be used for dictation exercises. A variation could be to ask some students to listen for one voice, and other students to listen for another. Ask students to listen and describe the background noises on the audio.<sup>13</sup>

#### **4) Kinds of Comic**

There are five types of comics:<sup>14</sup>

a) Comic Strip

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<sup>13</sup> Myrthis mixon and relo andes 2005 “Why English comics for the classroom” Peru.

<sup>14</sup><http://www.ayoksinau.com/pengertian-komik-menurut-para-ahli-ciri-ciri-komik-dan-jenis-jenis-komik-ayoksinau-com/>.



*Figure 2.1 example comic strips*

This comic provides a brief plot, but it is always crammed with the whole story. Comic strips of comic fragments are only drawn from a few illustration panels that normally consist of 3-6 panels. This style of comic normally just tells the heart of the dilemma and focuses on one issue at a time. However, the plot of this comic does not have to end there; it can continue indefinitely. The topic of discussion often differs, ranging from current events to funny stories. We see a lot of this kind of comics in weekly publications, whether they be a-magazines, children's college magazines, or teen magazines. It is normally published in daily or teen magazines. It is normally published in daily or weekly newspapers whether it is in a newspaper.

b) Comic cartoon





*Figure 2.2 Example of comic cartoon*

Usually, with just one glance, the material of this comic focuses more on the portrait of a big figure, who may be a basketball player, an artist, or even a state official. For the most part, the material focuses on comedy, parody, or critique. The images and writings in the comic must be able to convey a straightforward message to the reader so that they can grasp the comic's goal and intent.

c) Comic book



*Figure 2.3 example of comic book*

A book with various tales and images is called a comic book. The narrative may now be told in its entirety in a single book with no more than 20 pages remaining. The storylines in this sort of comic book are often spread over numerous pages. The story often has a wide range, including satire, love stories, and superheroes. Most comic novels, for instance, have sometimes climbed as high as number 30, and some have even done so. The comic novels Slam Dunk, Naruto, One Piece, and Dragon Ball, are some of your favorites.

d) Manga



*Figure 2.4 example of manga*

Since we are all acquainted with anime, this comic is Japanese or Japanese-made and employs a distinct style of art than most other comics. Most manga stories are printed in black and white, despite some manga comics being vibrant. The audience for this comedy is diverse in age. This comic has piqued readers' attention with various hotly contested subjects, including action, romance, sports, pirates, detectives, fear, and more. Manga is often understood from left to right.

e) Comic Web



*Figure 2.4 example of comic web*

Since there are currently many websites for these comics, online comics might be one of the top choices for individuals who like to read comics in today's contemporary world. The audience for readers is increased since everyone with an internet connection may watch comics digitally. Still, locating the comics you want to read is also more convenient and simple.

## **5. Design of Comic**

Some tools that can use by the students are student-friendly and that are easy and simple to use. Comics have several components: panels, gutters, balloons, and captions.

1. The panels: Each page is normally composed of the number of rectangular frames named panels
2. The gutter: Each panel is separated from 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.

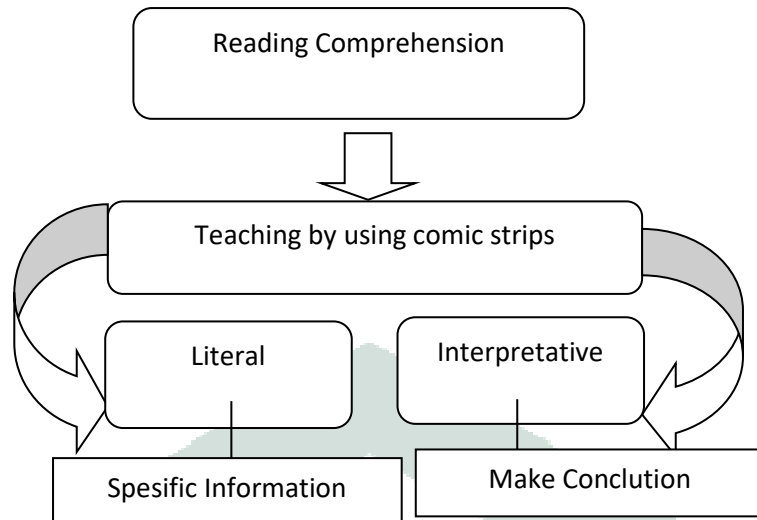
#### **6) Advantages of Comic Strips and Disadvantages of Using Comic Strips**

There are some advantages of the use of Marathon Technique in teaching reading, as follows:

- a) Help the students to understand content and context that teachers have to teach easily,
- b) By using comic strips, it is hoped that it can motivate students to read and pay attention to the material. It will create a fun learning in English
- c) Comic can help the readers to get the right visualizations
- d) It improves student's creative working skills
- e) Students are encouraged to express their creativity
- f) It grabs the attention of reluctant readers.

A teacher may use the potential of a comic in motivating the students. The main role of the comic book in teaching is its strength in motivating the students' interest. Therefore, the use of comics as a medium of teaching is more effective. A teacher should help the students to find a good and enjoyable comic that 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.

#### ***D. Conceptual Framework***



Comic strips is a series of picture contains a story consist of only a few panels but expresses the whole idea Comic strips will help students engage with the text and then comprehend it easily. In addition, Pictures are there to help students understand the story. Once students are engaged and understand part of the story, they will want to find out more. One of the interesting appropriate media in teaching reading is comics. Using comic strips in the teaching-learning process, teachers can take advantage of motivating students. Comic strips have a sequence story. It motivates students to continue reading and become more involved in the content of the story. Comic strips can be used in teaching media which is an essential component of language. Using comic strips in process teaching learning make the teacher easy, especially students reading comprehension.

## CHAPTER III

### METHOD OF THE RESEARCH

#### ***A. Research Method***

The design used in this study is Classroom Action Research (CAR). Action research is any systematic inquiry conducted by the teacher, researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular school operates, how they teach, and how well their students learn.<sup>15</sup> It means that CAR is aimed to overcome problems in the teaching-learning process to improve educational practice. The characteristic of classroom action research are:

1. Situational, contextual, small scale, realized, and are directly relevant to the real situation in the world of work.

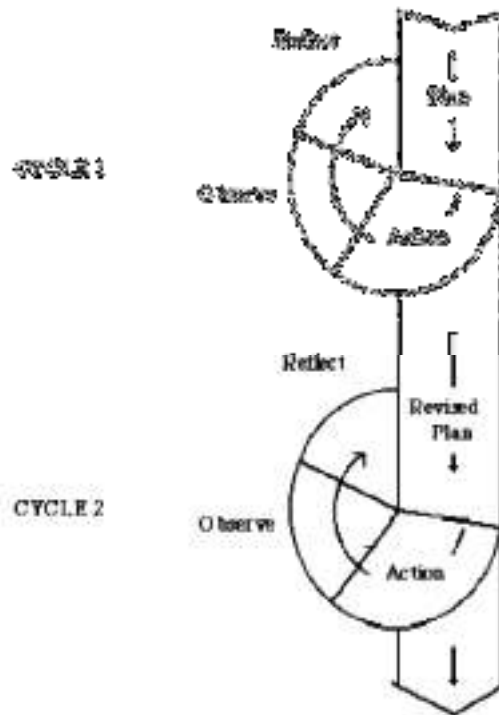
2. Flexible and adaptive

3. Classroom action research commits to the improvement of education in action research conducted systematic monitoring to generate valid data

Implementing activities for conducting fact-finding in social problem-solving in the classroom raises the standard of treatment and action. Use the cycle CAR review process, which consists of the following four steps, to accomplish these goals.:

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<sup>15</sup>TitaNurulFajriyani, *“Improving Students Writing Ability Through Clustering Technique”*(Thesis Department Of English Education Faculty of Tarbiyah and Teachers’ Training SyarifHidayatullah State Islamic University Jakarta 2011), p.17.



Class action cycle developed by Kemmis and McTaggart.<sup>16</sup>

The concept developed by Kemmis and Mc Taggart in this model is the component of acting, observing, combined with the reason that the two activities can not be separated as one each other because the two activities must be carried out at one unit of time. As soon as an activity is carried out, observation activities must be carried out as soon as possible. Then, the result of these observations serve as the basis for steps. Reflection is looking at what has happened. From these reflections then complied series of actions and re-observations in accordance with the context and setting problem.

<sup>16</sup> Pionir, J. (2013). *Classroom Action Research*, 107-114

## ***B. Research Participant***

While the data sources are students and collaborators when teaching-learning process activity.

1. Students are a learner. In this research, students are important objects as a source of the data
2. Teacher is an observer. The teacher will observe the researcher

## ***C. Instrument of the Research***

The instrument of this research is one of reading test. The researcher used the comic strips to measure the students' capacity to improve reading comprehension specially in specific information and make conclusion before and after giving the action. The researcher gave the students questions that include 11 questions, 10 multiple choices and 1 essay.

## ***D. Procedures of the Research***

The procedure of this research consisted of two cycles, but I will only use cycle 1 first, if it does not work then I will use cycle 2. If the two cycles cannot improve the students' scores. The researcher does the next cycle until the score of students can be achieved.

(1) Planning: the researcher will conduct several meetings, teacher as a friend to collaborate and cooperate discuss in action planning techniques with make learning program activity.

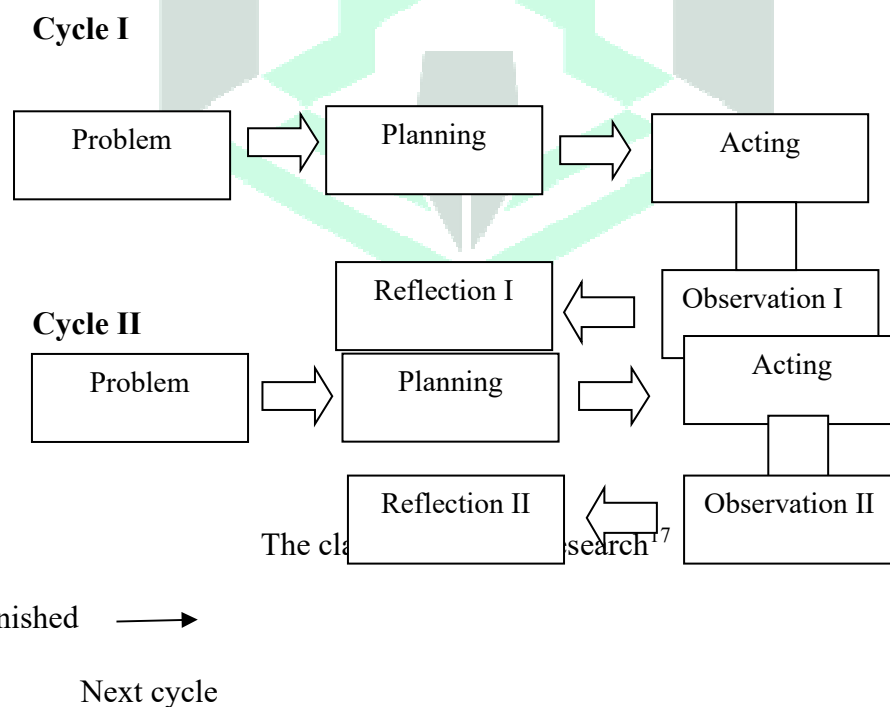
(2) Action: the researcher will do everything that had been planned. Acting means a process of activity that is done or implementation of planning, in action. The



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 is conducted by the teacher. Implementation activities carried out during the learning process take place, and after the learning takes place when the implementation learning takes place that observed is the behavior of teachers and student behavior<sup>21</sup> in the 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 looks for the solution to resolve the problem encountered so that action can run effectively and efficiently in the next cycle.



<sup>17</sup>Baedhowi, *Membimbing Guru Dalam Penelitian Tindakan Kelas*, (Jakarta, Januari 2010), p.15.

### ***E. Data analysis***

The data collected in every cycle observation were analyzed descriptively through the percentage technique.

1. Reading test result: Students' score on reading test was counted by using the formula as follow :

$$Score = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

2. Calculating the mean score of the student's reading comprehension test by using the following formula :

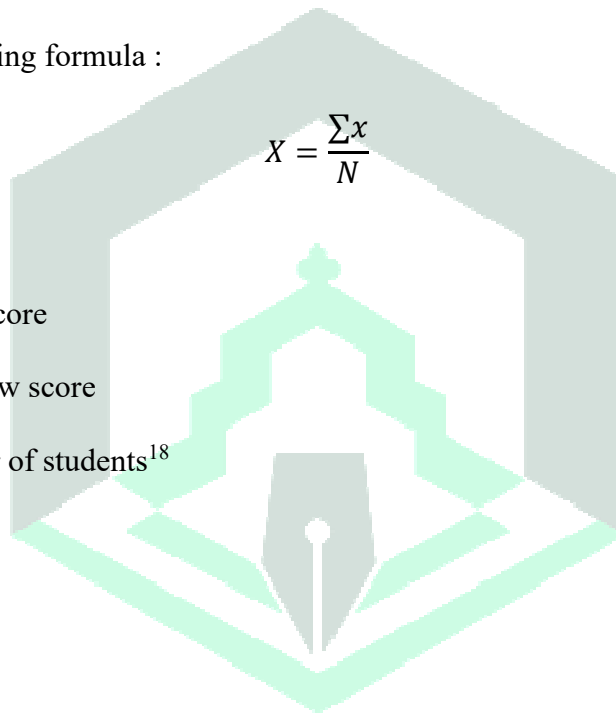
$$X = \frac{\sum x}{N}$$

Where :

X = The mean score

$\sum x$  = the total raw score

N = The number of students<sup>18</sup>



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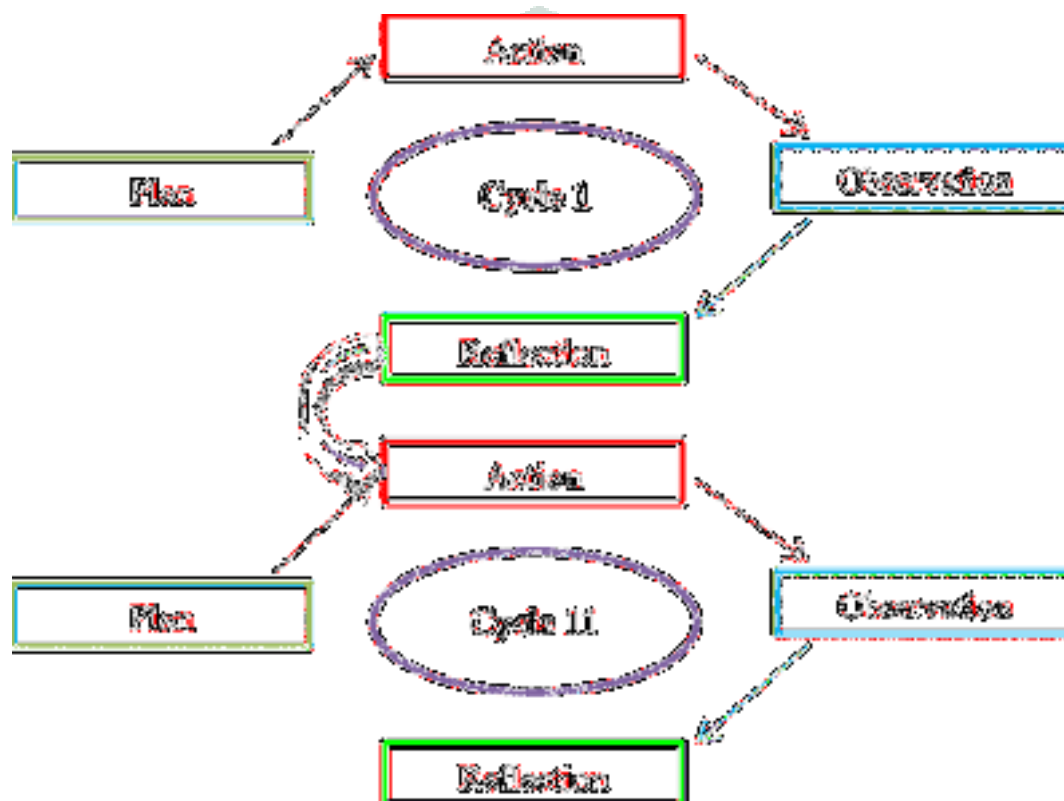
<sup>18</sup>Zulfiani, "Improving Students' Reading Comprehension on narrative text through story mapping at junior high school 8 palopo".(Unpublished Thesis IAIN Palopo), p.43.2009

## BAB IV

### RESEARCH FINDINGS AND DISCUSSION

#### *A. Findings*

The research findings explained the cycles of this current research's teaching and learning process. In this case, there were two cycles. Those are Cycle 1 and Cycle 2, described as follows:



Class action cycle developed by Kemmis and McTaggart

#### *Cycle I*

##### **1. Planning**

- a. Analyze the curriculum of the ten grade Students at SMAN 6 Luwu

- b. Made the lesson plan about the comic strips teaching reading comprehension
- c. Prepared the test for cycle 1
- d. Made the instrument used in cycle 1 of classroom action research.

## **2. Acting**

In the first cycle, there some activities that the researcher had done, they were: (1) the researcher began the class by greeting, (2) reciting basmallah together, (3) checked the students' attendance and (4) explain the aim of the lesson.

Then, the researcher continue to main treatment by using comic strips a media in teaching reading comprehension. The researcher gave the student material and explained about comic strips and reading comprehension. The researcher distributes comic strips and then the researcher and students determine specific information and make conclusion . After the researcher finish explain about material the researcher gave the students test sheet

## **3. Observation**

The researcher's observed in this cycle found that the class condition was noisy when the researcher explained the material. The students were busy with their activities and not focused on learning. Most students still can not use comic strips to understand the reading text because comic strips are not familiar to them. They still do not understand how to understand the meaning of the text in comic strips which has been read.

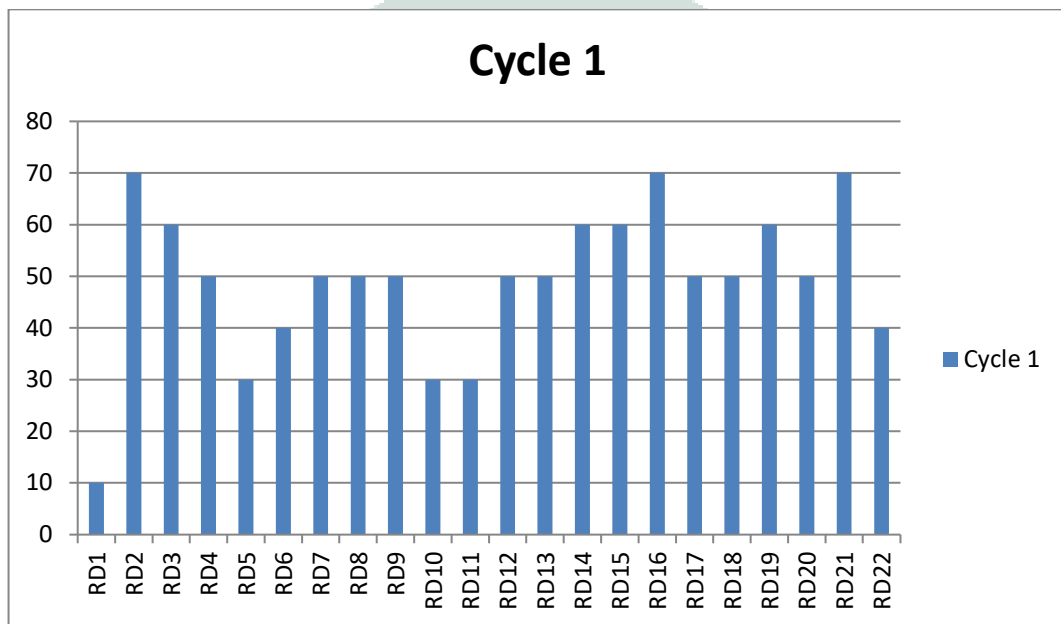
**a. Student Score obtained through Score**

Evaluation of students' ability in reading comprehension showed that the student's mastery of reading comprehension was mostly in a low score. The mean score was only 49,0% (see table 1).

No	Respondents	Score
1	001	10
2	002	70
3	003	60
4	004	50
5	005	30
6	006	40
7	007	50
8	008	50
9	009	50
10	010	30
11	011	30
12	012	50
13	013	50
14	014	60
15	015	60
16	016	70
17	017	50

18	018	50
19	019	60
20	020	50
21	021	70
22	022	40
	<b>Total</b>	<b>1.080</b>
		<b>Mean Score : 49.0</b>

**Table 1 : The result of the test in cycle 1**



**b. Descriptive analysis of Students Participation**

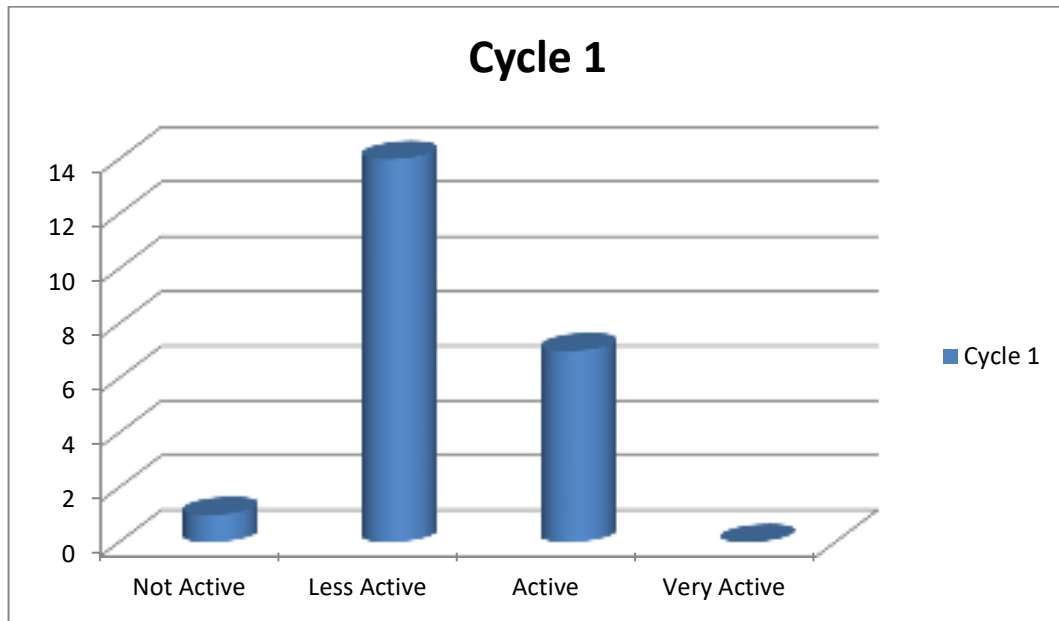
The result of observation students activities during the teaching and learning procces. It can be seen in the table below

No.	Respondents	Students Participation			
		Not Active	Less Active	Active	Very Active

1	001				
2	002				
3	003				
4	004				
5	005				
6	006				
7	007				
8	008				
9	009				
10	010				
11	011				
12	012				
13	013				
14	014				
15	015				
16	016				
17	017				
18	018				
19	019				
20	020				
21	021				
22	022				

	Jumlah	1	14	7	
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**Table 3 : The Observation of students participation in cycle I**



### **a. Reflecting**

There were significant weaknesses in the first cycle :

1. Most of the students could not answer correctly on the test because comic strips were still not familiar. So the students could not make a correct answers on multiple-choice tests. They confused to know the meaning of the story in comic strips. Based on the respondents' interview results, comic strips are unfamiliar because these comics were new to them. The researcher explained this material quickly, so the students could not understand the material well.
2. Most students were not active in the learning process because they were just silent in the class and could not give feedback about the material. Only 7 were active, 14 were less active, and 1 was not active.
3. The evaluation means the score was 49,0 % (see table 1)



4. In the discussion, only some students were actively asked about the material and gave responses about the topic that the researcher gave.

Based on the respondents' interview results, they were not active because they did not understand the material. Since the researcher did not explain comprehensively about the material. The teacher was quick in teaching the material and had less spirit. In addition, the researcher realized there were still some weaknesses in teaching, like the researcher's position when teaching or explaining the material. The weakness above proved that in this cycle, I failed or was far from the target. So, it would continue in cycle II.

## *Cycle II*

### **1. 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 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

## 2. Acting

The researcher gave more explanation about reading comprehension by using comic strips. Before the students answer the test. Same as in the first cycle, the researcher distributes comic strips and then the researcher and students determine specific information and make conclusion together. The researcher walks around the students and tells the comic interestingly. And the researcher gave the ice breaking so that students do not get bored and focus more on learning material. The researcher tells what is discussed in the comic strips while the students look at the comic strips and listen to what the researcher explains. The researcher also asked the students what they knew about the text.

## 3. Observation

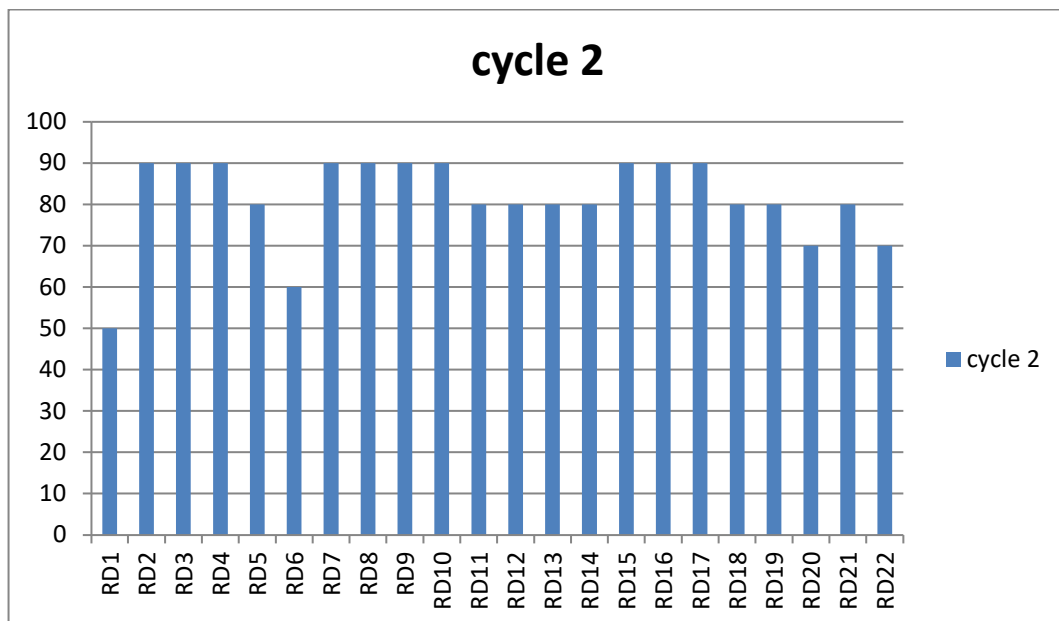
The researcher's observed in this cycle found that the class condition was better than in cycle 1. When the researcher explained the material. Most of the students pay attention and focus on the learning process.

### a. Student's Score obtained through Score

Evaluation on the students reading comprehension showed that the students got better score than the first cycle. The mean score was 81, 36 % (see table 5)

No	Respondents	Score
1	001	50
2	002	90
3	003	90
4	004	90

5	005	80
6	006	60
7	007	90
8	008	90
9	009	90
10	010	80
11	011	80
12	012	80
13	013	80
14	014	90
15	015	90
16	016	90
17	017	90
18	018	80
19	019	80
20	020	70
21	021	80
22	022	70
	<b>Total</b>	<b>1.550</b>
	<b>Mean Score : 81.36</b>	



*Table 6 : Diagram Students Score in cycle II*

#### 4. Reflecting

Some successful points in the second cycle, as; most of the students were easier to make notes based on the text so that they could answer the question well. The students understood how to find the mean of the comic strips to improve students reading comprehension. There were 11 students very active in the learning process. 7 students were active, 3 students were less active, and 1 student was not active. Most students were active in the learning process, asking about the material, giving feedback about the material, and being active in the teacher's questions. None of the students were active. The students were less active since they did not give a comment or respond to the material. It means that there was an improvement in students' participation from cycle 1 (49.0%) to cycle 2 (81.36). The ideal means score also has been achieved. In the first cycle was

## ***B. Discussion***

Looking at the finding, the researcher presented the discussion of data some of students. The section present the result of data analysis. It aims describing the students improvement in reading comprehension through comic strips. Based on the data finding, the researcher presented the discussion of data given to the students.

### **1. The First Cycle**

Based on the analysis from the students test in the cycle I, the mean score in the first cycle is 49,0. The obsevation activities in the first cycle, the research found some weaknes in learning process. They are: a) Most of students did not really active in learning activites , only 7 students were active, 14 students were less active and 1 students were not active. b) some of students were still not familiar about comic strips. c) There were only some students were very active in giving responds about the material. In this cycle the reseacher was still not success in applying the comic strips because the mean score obtained by students (49,0) , so the researcher continued to the cycle II.

Based on the interview result to the respondents, the respondents were not really active, because they did not understand about the material. Since the researcher did not explain comprehensively about the material. The reseacher was quick in teaching the material and less spirit in teaching. Besides that, the researcher should pay attention the condition of the class, and the condition of the students, because sometimes the students felt bored. In addition, the reseacher realize that there were still some weakness in teaching, like the position of the

researcher when teaching or explanation the material. The researcher just sitting down in her chairs when she was explaining the material.

## **2. Second Cycle**

This cycle is repaired from the first cycle. There were some changes in teaching learning process from the first cycle. The researcher was repaired the weaknesses in teaching in this cycle. So, there was development from the students in second cycle in studying reading comprehension . In the second cycle, the researcher not only gave material to the students, but also gave some motivation. The students also need motivation to gave the spirit their self in study hard.

The mean score of the students test in the second cycle is 81,36. The result of the observation of the students activities showed that most of the students active in learning activities. The students are easier to answer the question. They choose the correct answer of the text. So, the students had better achievement and the researcher has known by using comic strips to improve the students reading comprehension.

The researcher could be concluded that the use of comic strips can improve the students' reading comprehension. It could be seen from the mean score from the cycle II it is better than cycle I. And the researcher could control the class better and the students were active and interested in learning English and easy to in comprehending.

The Effectiveness of English Comic as Media to Improve Reading Comprehension of Narrative Text at the Second Grade Students of SMP NEGERI 1 BARRU Under the thesis of English Education Department at Faculty of

Teachers Training and Education of Makassar Muhammadiyah of University<sup>19</sup>. Guided by Ummi Khaerati Syam and Muh. Arief Muhsin. This research aimed to find out the influence of English Comic as Media on students reading comprehension that focus on level of literal and interpretative of comprehension. The researcher applied pre-experimental method with one group pretest and post-test. The sample of this research was class VII A of SMP NEGERI 1 BARRU which consisted of 30 students. The sample was taken by using purposive sampling method. The research findings showed that the second grade of SMP NEGERI 1 BARRU had Fair score in pre-test. After given treatment their reading comprehension was significantly improved. The result of the research were the mean score of pre - test in Literal (main Idea) score of pretest was 58.6 and post-test was 86.56. In sequence of detail the score of pretest was 56.4 and post-test was 92.6 with t-test value Literal is greater than t-table ( $13.26 > 2.45$ ). Mean score of interpretative in pre - test was 63.63 and post-test was 82 with the t-test value is greater that t-table ( $8.34 > 2.45$ ). The result of calculating t-test of the indicators in the student's t-test (Literal and Interpretative) was greater than t-table  $21.60 > 2.45$ . It means that there was significance different between before and after giving the treatment. It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It was concluded that the use of OKRE Influence the students' reading comprehension. Based the explanation above it can be concluded that using English Comic as Media is influence and improve students' reading comprehension especially in literals and interpretative levels.

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<sup>19</sup> DG tallasa, *"the effectiveness of English comic as media to improve Reading Comprehension of Narrative Test at the second grade students of SMP NEGERI 1 BARRU"*.p.viii

Therefore, teaching reading comprehension of narrative text by using English Comic as Media is effective.

This research aims to know whether Comic Strips as Media can improve students reading comprehension especially at literal comprehension (main idea and finding spesific information) and interpretative comprehension (making conclusion) in First Grade Students of SMA Negeri 7 Maros. The researcher applied Pre-Experimental method by using one gruop pre-test and post-test design and collected data by giving pre-test and post-test. The sample for this research was Class 10 IPA 1 of SMA Negeri 7 Maros that consisted of 15 students. The sample was taken by using Simple Random Sampling Technique. The improvement of the students literal comprehension by using Comic Strips as Media at First Grade of SMA Negeri 7 Maros was good. Comic Strips brings good effect in teaching reading comprehension because by using Comic Strips, the students be aktif in the class, their can improve reding skill and vocabularies, and can help students to stimulate students imagination powers meawhile the improvement of the students interpretative comprehension by using Comic Strips as Media at First Grade of SMA Negeri 7 Maros was become good. The effect of Comic Strips in teaching reading comprehension in term of interpretative comprehension help students to stimulate students imagination powers before they write conclusion and improve students vocabularies.<sup>20</sup>

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<sup>20</sup> Erdina Melyani Aris, *"using comic strips as media to improve students reading comprehension at SMAN 7 Maros)p.xi*



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### *A. Conclusion*

After finishing the research, the researcher concludes that :

1. Comic strips are effective in improving students Reading Comprehension. To the students in the Eleventh Grade of Senior High School 6 Luwu. Because by using comic strips, the students find it easier to find the information in teaching reading comprehension and can answer the questions on multiple choice. It was proved by the obtained mean score in cycle I was 49,0 %, while in cycle II was 81,36%

1. The students are interested and positively perceive that using comic strips can develop their reading comprehension. They were interested in studying reading comprehension by using comic strips. The teaching and learning process became more enjoyable and interesting, and all students were involved in the teaching and learning process. It can be proven by the result of this research, which shows significance.

## ***B. Suggestion***

Based on the conclusions above, the researcher offers some suggestions to the learners and teachers are follows:

1. The teachers should apply teaching reading comprehension through comic strips as one of the appropriate ways to teach English, especially teaching reading comprehension.

2. For the students

Reading is an important subject to learn, but most students have difficulties comprehending a text. Therefore, students must be serious and pay attention to the teacher's explanation in teaching and learning. To improve reading skills, students must develop their vocabulary mastery and do many exercises to comprehend a text better.

3. For the next researcher

The writer hopes that the next researchers can use this study as a reference to conduct their research in the same field. There may be another research design that uses comic strips as a medium in teaching reading comprehension or the other genres.

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## CURRICULUM VITAE



**UTARI RESKY AULIYAH**, she was born on Oktober 01<sup>st</sup> 1999, in Palopo. She is the first child from the four child. She has one brother and two sisters from the marriage of her parents Mr. Jasmuddin and Mrs. Ratna. In 2011 she was graduated from SDN 99 Pongrakka. In 2014, she graduated from SMPN 4 Masamba and in 2017 she graduated from SMAN 2 Masamba.

In 2022, the writer completed her study in State Islamic Institute of Palopo in English Department, Tarbiyah and Teacher Training Faculty S-1 degree. At the end of her study, she could finished her thesis in entitle “The Use of Comic Strips to Improve the Student Reading Comprehension at SMAN 6 Luwu”.

