

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING GRAPHIC NOVEL ON STUDENTS`
READING COMPREHENSION AT THE EIGHTH GRADE
OF MTS MIFTAHUL HUDA SILIR SARI LABUHAN RATU EAST
LAMPUNG**

By :

INATARISA NURLISA

STUDENT NUMBER: 1901051032



TARBIYAH AND TEACHER'S TRAINING FACULTY

ENGLISH EDUCATION STUDY PROGRAM

STATE ISLAMIC INSTITUTE OF METRO

1445 H/2024 M

**THE INFLUENCE OF USING GRAPHIC NOVEL ON STUDENTS`
READING COMPREHENSION AT THE EIGHTH GRADE
OF MTS MIFTAHUL HUDA SILIR SARI LABUHAN RATU EAST
LAMPUNG**

Presented as Partial Fulfillment of the Requirements for a Degree of Sarjana
Pendidikan (S.Pd) In the English Education Department

By:

INATARISA NURLISA

Student Number: 1901051032

Tarbiyah and Teachers Training Faculty
English Education Department

Sponsor : Trisna Dinillah Harya, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2024 M

ABSTRACT

By

Inatarisa Nurlisa

THE INFLUENCE OF USING GRAPHIC NOVEL ON STUDENTS' READING COMPREHENSION AT THE EIGHTH GRADE OF MTS MIFTAHUL HUDA SILIR SARI LABUHAN RATU EAST LAMPUNG

This research aims to examine the impact of using graphic novels on the reading comprehension of eighth-grade students at MTs Miftahul Huda Silir Labuhan Ratu. Reading comprehension is essential for academic success, and many students face challenges in understanding English texts. The study employed a quasi-experimental design with pre-tests and post-tests to assess the effectiveness of graphic novels in improving students' reading comprehension skills.

The results demonstrated significant differences between the experimental and control groups, with the experimental group showing higher comprehension scores. Independent Sample T-Test analysis revealed a p-value of 0.000, indicating a positive and substantial impact of graphic novels on students' reading comprehension. Thus, graphic novels are recommended as a valuable media to enhance reading comprehension in EFL settings.

Keywords: *Graphic Novels, Reading Comprehension, Eighth Grade, MTs Miftahul Huda Silir Labuhan Ratu, EFL Learning, Quasi-Experimental Study, Language Learning, Educational Innovation*

ABSTRAK

Oleh

Inatarisa Nurlisa

PENGARUH PENGGUNAAN NOVEL GRAFIS TERHADAP PEMAHAMAN BACAAN SISWA KELAS DELAPAN MTS MIFTAHUL HUDA SILIR SARI LABUHAN RATU LAMPUNG TIMUR

Penelitian ini bertujuan untuk menguji dampak penggunaan novel grafis terhadap pemahaman membaca siswa kelas delapan di MTs Miftahul Huda Silir Labuhan Ratu. Pemahaman membaca sangat penting untuk keberhasilan akademik, dan banyak siswa menghadapi tantangan dalam memahami teks bahasa Inggris. Penelitian ini menggunakan desain kuasi-eksperimental dengan pre-test dan post-test untuk menilai efektivitas novel grafis dalam meningkatkan kemampuan membaca pemahaman siswa.

Hasilnya menunjukkan perbedaan yang signifikan antara kelompok eksperimen dan kelompok kontrol, dengan kelompok eksperimen menunjukkan skor pemahaman yang lebih tinggi. Analisis Independent Sample T-Test menunjukkan nilai p-value sebesar 0,000, yang menunjukkan dampak positif dan substansial dari novel grafis terhadap pemahaman membaca siswa. Dengan demikian, novel grafis direkomendasikan sebagai media yang berharga untuk meningkatkan pemahaman membaca dalam lingkungan EFL.

Kata kunci: *Novel Grafis, Pemahaman Membaca, Kelas Delapan, MTs Miftahul Huda Silir Labuhan Ratu, Pembelajaran Bahasa Inggris, Studi Kuasi Eksperimen, Pembelajaran Bahasa, Inovasi Pendidikan*



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**


Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47298; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

APPROVAL PAGE

Title : THE INFLUENCE OF USING GRAPHIC NOVEL ON
STUDENT READING COMPREHENSION AT THE
EIGHT GRADE OF MTS MIFTAHUL HUDA SILIR SARI
LABUHAN RATU
Name : Inatarisa Nurlisa
Student Number : 1901051032
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic
Institute of Metro.

Head of English Education Departement

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 27 December 2024
Supervisor


Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Inatarisa Nurlisa**

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Inatarisa Nurlisa
Student Number : 1901051032
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : THE INFLUENCE OF USING GRAPHIC NOVEL ON
STUDENT READING COMPREHENSION AT THE
EIGHT GRADE OF MTS MIFTAHUL HUDA SILIR SARI
LABUHAN RATU

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education Department



Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 27 December 2024
Supervisor

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqsyahkan Skripsi
Saudara Inatarisa Nurlisa**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name : Inatarisa Nurlisa
Student Number : 1901051032
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE INFLUENCE OF USING GRAPHIC NOVEL ON
STUDENT READING COMPREHENSION AT THE EIGHT
GRADE OF MTS MIFTAHUL HUDA SILIR SARI
LABUHAN RATU

Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqsyahkan.


Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 27 Desember 2024
Pembimbing


Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

RATIFICATION PAGE

No. B-0058/in. 20.1/D/PP.00.9/01/2025

An Undergraduate Thesis entitled: "THE INFLUENCE OF USING GRAPHIC NOVEL ON STUDENTS READING COMPREHENSION AT THE EIGHT GRADE OF MTS MIFTAHUL HUDA SILIRV SARI LABUHAN RATU EAST LAMPUNG" written by: Inatarisa Nurlisa, student number 1901051032 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Tuesday, December ber 31, 2024 at 09.30-11.30 WIB.

BOARD OF EXAMINERS:

Chairperson : Trisna Dinillah Harya, M.Pd.	(.....)
Examiner I : Dr. Ahmad Subhan Roza, M.Pd.	(.....)
Examiner II : Ahmad Madkur, Ph.D.	(.....)
Secretary : Aisyah Sunarwan, M. Pd.	(.....)



The Dean of Tarbiyah and Teaching Training Faculty


Dr. Zuhairi, M.Pd.
NIP. 19620612 1989903 1 006

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Inatarisa Nurlisa

Student Number : 1901051032

Department : English Education

Faculty : Tarbiyah and Teacher Training

State that this undergraduate thesis is originally the result of the researcher's research, in exception parts of which are expected from the bibliography mentioned.

Metro, 27 December 2024

The Researcher,



Inatarisa Nurlisa

St. Number 1901051032

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Inatarisa Nurlisa

NPM : 1901051032

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil dari penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 27 Desember 2024
Peneliti,



Inatarisa Nurlisa
NPM. 1901051032

MOTTO

خَيْرٌ تَعْمَلُونَ بِمَا وَاللَّهُ ۖ دَرَجَاتٍ الْعِلْمِ أَوْثُوا وَالَّذِينَ مِنْكُمْ آمَنُوا الَّذِينَ اللَّهُ يَرْفَعِ

“Allah will raise those who have believed among you and those who were given knowledge, by degrees.”

(Surah Al-Mujadila: 11)

“Education is the most powerful weapon which you can use to change the world.”

— Nelson Mandela

DEDICATION PAGE

With heartfelt gratitude, I dedicate this thesis to:

My prettiest grandma—*Mrs. Sunarti*, whose love and wisdom have always been a source of strength.

My wonderful parents—*Mrs. Suprapti*, my dearest mother, and *Mr. Amin Nata Putra*, my father—whose unwavering support and dedication have guided me throughout my academic journey.

To my beloved siblings, *Ana Abidah*, *Alfidi Muslimin*, and *Alfido Muslimin*, who have always been there to encourage, protect, and provide invaluable advice in both of my life and studies, thank you for your everlasting love.

I extend my deepest appreciation to *Mam Trisna Dinillah Harya, M.Pd*, my thesis advisor, whose guidance, patience, and insights have been invaluable in helping me complete this bachelor thesis.

To my cherished friends—*Ginta Dwiki Meliana*, *Sari Septiani*, *Sindi Septyana*, and *Restina Damayanti*—and my *SIZCAL family*—*Suci Haerani*, *Siti Aminatur Ro'azah*, *Chandra Ayu Setyoningsih*, and *Nurulita Lutfiana*—thank you for your support, laughter, and encouragement along the way.

Finally, I am grateful to my beloved alma mater, **IAIN Metro**, for nurturing my academic growth and providing a foundation for my future endeavors.

ACKNOWLEDGEMENT

All praise and gratitude are due to Allah SWT, the Almighty and Most Merciful, for His endless blessings and guidance. Peace and blessings are always upon Prophet Muhammad SAW, the exemplary role model for all. This undergraduate thesis, entitled "*The Influence of Using Graphic Novels on Students' Reading Comprehension at the Eighth Grade of MTs Miftahul Huda Silir Sari Labuhan Ratu East Lampung,*" is submitted as a requirement to obtain the Degree of Sarjana Pendidikan (S.Pd).

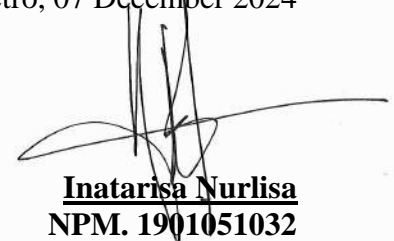
Despite the researcher's efforts, skills, and experience, this thesis is far from perfect and still contains shortcomings. Throughout the writing process, the researcher encountered numerous challenges. However, these challenges were overcome thanks to the support, guidance, and contributions of many individuals. Therefore, the researcher would like to express her heartfelt gratitude to the following:

1. Dr. Hj. Siti Nurjanah, M.Ag., PIA as the head of IAIN Metro.
2. Dr. Zuhairi, M.Pd as the Dean of the Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd.B.I as the Head of the English Education Department.
4. Trisna Dinillah Harya, M.Pd as a thesis advisor who has helped and guided me a lot in the process of completing this undergraduate thesis.

5. All the lecturers of the English Education Department at IAIN Metro, who have enriched my knowledge and shaped my academic journey.
6. The principal, teachers, and students of MTs Miftahul Huda Silir Sari Labuhan Ratu East Lampung, for their cooperation and participation during the research.
7. My beloved family for their prayers, love, and encouragement that have been my greatest source of strength.
8. My friends and colleagues, who offered their support, motivation, and constructive criticism during this journey.

Finally, the researcher hopes that this thesis can contribute to the field of education, particularly in improving students' reading comprehension through innovative approaches. Hopefully, this work can inspire others to explore new methods to promote effective learning.

Metro, 07 December 2024



Inatarisa Nurlisa
NPM. 1901051032

TABLE OF CONTENT

COVER	i
TITLE PAGE	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
ABSTRACT	vii
STATEMENT OF RESEARCH ORISINALITY	ix
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGMENT	xiii
TABLE OF CONTENT	xv
LIST OF TABLES	xvii
CHAPTER I INTRODUCTION	
A. Background of Study	1
B. Problem Identification.....	4
C. Problem Limitation	4
D. Problem Formulation	5
E. Objective and Benefit of the Study	5
F. Prior Research	6
CHAPTER II THEORETICAL REVIEW	
A. The Concept of Reading Comprehension	7
1. The Concept of Reading.....	7
a. The Definition of Reading.....	7

b. The Type of Reading	12
c. The Purpose of Reading	15
2. The Concept of Reading Comprehension	15
a. Definition of Reading Comprehension	15
b. The Strategies for Reading Comprehension	16
c. The Rubric of Scoring Reading Comprehension	17
B. The Concept of Graphic Novel	18
1. The Definition of Graphic Novel	18
2. Procedure Teaching Reading Comprehension by using Graphic Novel	20
3. Advantage and Disadvantage of Graphic Novel in Teaching Reading	23
C. Theoretical Framework and Paradigm	24
1. Theoretical Framework	24
2. Paradigm	25
D. Hypothesis	26
1. Hypothesis Formulation	26
2. Statistical Hypothesis	27

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	29
B. Population, Sample, and Sampling Technique	30
1. Population	30
2. Sample	31

3. Sampling Technique.....	32
C. The Operational Definition of Variable	32
1. Independent Variable.....	33
2. Dependent Variable	33
D. Data Collection Technique.....	34
1. Observation	34
2. Test	35
3. Documentation	35
E. Research Instrumental.....	36
1. Instrumental Blueprint	36
2. Instrumental Calibration.....	37
F. Data analysis Technique	38

CHAPTER IV RESEARCH RESULT AND DISCUSSION

A. Research Setting Description	39
1. Research Data Description.....	40
2. Hypothesis Testing.....	45
B. Discussion	51

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	53
B. Suggestion	54
C. Implications.....	55

BIBLIOGRAPHY

LIST OF TABLES

1. English Reading Scores.....	3
2. A Rubric of Scoring Reading Comprehension.....	17
3. A Rubric of Scoring Reading Comprehension.....	30
4. The True Experiment Design	31
5. The Total Students used in Sample.....	36
6. Frequency Distribution as the Pre-Test Result of Control Class	40
7. Descriptive Statistic of Pre-Test (Control Class).....	40
8. Frequency Distribution as the Result Pre-Test of Experimental Class.....	
9. Descriptive Statistic of Pre-Test (Experimental Class).....	42
10. Frequency Distribution as the Result Post-Test of Control Class...	43
11. Descriptive Statistic of Post-Test (Control Class)	43
12. Frequency Distribution as the Result of Experimental Class	44
13. Descriptive Statistic of Post-Test (Experimental Class)	44
14. The Result of Normality Tests by Using SPSS.....	46
15. The Interpretation Table of Normality Test	47
16. The Result of Homogeneity Test	48
17. The Result of Independent T-test by Using SPSS Group Statistic .	49
18. Independent Sample T-test.....	50

LIST OF FIGURE

1. The Description of Research Paradigm..... 26

LIST OF APPENDICES

Appendix 1

Appendix 2

Appendix

Appendix

Appendix

Appendix

Appendix

Appendix

CHAPTER 1

INTRODUCTION

A. Background of study

Reading comprehension is a crucial skill in the process of language learning. It serves as a foundation for academic success and lifelong learning. Despite its importance, many students struggle to comprehend texts effectively due to a lack of motivation and engagement with traditional reading materials. Graphic novels, which combine textual and visual elements, have emerged as a potential tool to enhance reading comprehension by making reading more appealing and accessible.

Graphic novels are not only entertaining but also offer complex narratives and vivid visual representations that aid in understanding. According to Handayani et al. (2022), the use of graphic novels in learning can increase students' reading interest and help them understand the material better.¹

In the context of English as a Foreign Language (EFL) learning, the use of graphic novels shows promising results. A study by Kurniawati et al. (2021) revealed that graphic novels can improve multimodal literacy which is important for modern learners.² In addition, graphic novels can cater to various learning styles by appealing to both visual and verbal learners. Thus, the use of

¹ Handayani, A., Rahmat, A., & Kusumawati, D. (2022). *Graphic Novels as a Medium to Enhance Students' Reading Motivation in EFL Classrooms*. *International Journal of Education Research*, 50(3), 45-58.

graphic novels can address the various challenges students face in understanding complex English texts.²

Based on the pre-survey conducted by the researcher at MTs Miftahul Huda Silir Sari Labuhan, reading comprehension among eighth-grade students remains a significant issue. Many students report difficulty in understanding English texts due to limited vocabulary and a lack of interest in reading activities. Traditional teaching methods, such as reading aloud and translating texts, often fail to engage students effectively. As a result, alternative teaching materials and strategies are needed to improve their reading comprehension skills.

This study investigates the influence of using graphic novels as a teaching tool on the reading comprehension of eighth-grade students at MTs Miftahul Huda. It aims to determine whether graphic novels can enhance students' understanding of English texts and increase their motivation to read. By exploring the effectiveness of this innovative approach, the study seeks to contribute to the field of EFL education and offer practical implications for teachers in similar contexts.

The significance of this study lies in its potential to address a common issue in EFL classrooms: students' lack of engagement with traditional reading materials. If proven effective, graphic novels could be incorporated into the curriculum as a means of fostering students' interest in reading while improving their comprehension skills. Moreover, this research aims to expand

² Kurniawati, S., Ardiansyah, F., & Putri, R. A. (2021). *The Role of Graphic Novels in Supporting Multimodal Literacy in Rural EFL Contexts*. *Journal of Language Teaching and Research*, 12(4), 678-689.

the limited body of literature on the use of graphic novels in EFL settings, particularly in rural schools in Indonesia.

The following are the results of the reading test conducted by the researcher, with a minimum passing criterion of 75. The table below presents the data:

Table 1.0
English Reading Score At The Eighth Grade of
MTS Miftahul Huda Silir Sari Labuhan Ratu, East Lampung
In The Academic Year Of 2024/2025.

NO	Grade	Criteria	Frequencies	Percentage
1	$75 \geq$	Complete	9	36%
2	$75 <$	Incomplete	16	64%
Total			25	100%

Source: The result of the teacher archives

There are 25 students in the eighth grade at MTs Miftahul Huda Silir Sari. The minimum passing grade for English in this school is 75. Based on the results, 9 students (36%) scored above 75, while 16 students (64%) scored below 75. This indicates that the majority of students did not pass the test, highlighting low reading comprehension skills among the students.

To address this issue, effective media are needed to help students improve their reading comprehension with ease. Graphic novels are proposed as a potential solution to these challenges. They are expected to increase student motivation, self-confidence, and reading comprehension in English. Graphic novels, similar to comic books, narrate stories through a series of images

combined with action, dialogue, and exposition. However, they are significantly longer and should be read as cohesive visual narratives.

In line with this premise, the researcher proposes a study titled, "*The Influence of Using Graphic Novels on Students' Reading Comprehension at the Eighth Grade of MTs Miftahul Huda Silir Sari Labuhan Ratu.*"

B. Problem Identification

Based on the conditions above, the researcher identified several problems as follows :

1. The students have difficulties in learning reading.
2. The students are less interested in reading English text.
3. The students have low score in reading comprehension.
4. The teacher lack a variety of media in the learning process.

C. Problem Limitation

This study examines the influence of using graphic novels on the reading comprehension skills of eighth-grade students at MTs Miftahul Huda Silir Sari Labuhan Ratu during the 2024/2025 academic year. The research focuses solely on reading comprehension and does not address other language skills, such as listening, speaking, or writing.

The teaching medium analyzed is limited to graphic novels, excluding other forms of instructional media. The population of the study includes eighth-grade students, with a specific class or subset selected as the sample. Reading comprehension is assessed based on a reading test designed by the researcher, aligned with the school's minimum passing criterion of 75.

D. Problem formulation

Based on the background problem limitation above, the researcher formulates the problem as follows:

“Is there any positive and significant influence of using graphic novels on the reading comprehension of eighth grade students at MTs Miftahul Huda Silir Sari Labuhan Ratu?”.

E. Objective and Benefit of Study

1) Objective of the Study

The primary objective of this study is to investigate the influence of using graphic novels on the reading comprehension of eighth-grade students at MTs Miftahul Huda Silir Sari Labuhan Ratu. Specifically, it aims to:

- a) Assess how graphic novels enhance students' understanding of English texts.
- b) Determine the impact of graphic novels on students' motivation and engagement in reading activities.
- c) Provide insights into the effectiveness of graphic novels as an innovative teaching tool in EFL (English as a Foreign Language) classrooms.

2) Benefit of the Study

This study offers several benefits:

1. **For Students:** It aims to improve students' reading comprehension, increase their motivation, and foster a more engaging and interactive learning environment.

2. **For Teachers:** Educators will gain practical knowledge about integrating graphic novels into their teaching practices, addressing the challenges of traditional reading materials.
3. **For Schools:** The findings may guide curriculum development and the selection of suitable teaching resources to enhance language learning outcomes.
4. **For Future Research:** The study contributes to the limited body of research on the use of graphic novels in EFL settings, providing a foundation for further exploration in similar contexts.

Overall, this research seeks to contribute to more effective and engaging reading instruction for students, especially in rural schools, by exploring innovative educational approaches.

F. Prior Research

This research is influenced by three prior studies. For comparison, the first study focuses on *The Influence of Using Graphic Novels on the Students' Reading Comprehension at the Eighth Grade of MTs Miftahul Huda Silir Sari Labuhan Ratu*.

The first prior research, titled "*An Alternative Approach to Teach English as a Foreign Language*," was published in the research journal of Oz, H., & Efecioglu, E. (2015).³ According to the research, it was found that graphic novels increase students' knowledge because they use more illustrations with less text.

³ Oz, H., & Efecioglu, E. (2015). *An Alternative Approach to Teach English as a Foreign Language*. Research Journal.

Additionally, the second prior research, based on the study by Uthumporn Kennedy entitled, “*Effect of the Scaffolded Reading Experience Using a Graphic Novel on the English Reading Comprehension and Reading Motivation of Thai EFL Students*”,⁴ found that using graphic novels improves students' English reading motivation. This approach not only enhances reading ability but also provides students with new experiences and a deeper understanding through the use of graphic novels.

Similar to the first prior research, this study shares a focus on graphic novels. However, the difference lies in the dependent variable. In this research, the dependent variable is reading comprehension, whereas the second prior research focuses on reading motivation.

The third prior research, conducted by R. Thanya and Dr. Suganthan, entitled “*The Importance of Graphic Novels as Motivating Reading Among Young Learners*”,⁵ showed that graphic novels help young learners improve reading comprehension through visual stimuli, which inspire readers to enhance their skills.

This research shares a common topic with the third prior research—graphic novels—but differs in its emphasis. While the third prior research focuses on motivating reading, this study concentrates on reading comprehension.

⁴ Uthumporn Kennedy. (n.d.). *Effect of the Scaffolded Reading Experience Using a Graphic Novel on the English Reading Comprehension and Reading Motivation of Thai EFL Students*. Research Journal.

⁵ R. Thanya and Dr. Suganthan. (n.d.). *The Importance of Graphic Novels as Motivating Reading Among Young Learners*. Research Journal.

From the above description, it is evident that all prior research has yielded positive results. The first prior research demonstrates an improvement in reading ability through graphic novels; the second enhances reading skills and provides new experiences. The third research emphasizes the motivational aspects and development of communicative skills through graphic novels.

Despite the promising findings in previous studies, there remains a gap in understanding the direct impact of graphic novels specifically on reading comprehension in Indonesian rural schools, particularly in the context of Islamic junior high schools. Existing research has primarily focused on broader language skills or motivation, leaving a need for studies that address how graphic novels can effectively enhance reading comprehension in this specific educational setting.

Therefore, this study utilizes graphic novels to determine their impact on the reading comprehension of eighth-grade students at MTs Miftahul Huda Silir Sari Labuhan Ratu.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension

1. The Concept of Reading

a. The Definition of Reading

Reading is a multifaceted cognitive process that involves interpreting symbols and understanding meaning from written or printed material. It encompasses various levels of comprehension, from recognizing individual words to extracting deeper meanings from complex texts. According to Grabe (2009), reading involves the interaction between the reader and the text, integrating cognitive skills such as decoding, inferencing, and applying background knowledge to comprehend meaning.⁶

Reading is one of the four important skills needed by students from elementary school up to university. Through reading, students can obtain a wealth of information tailored to their individual reading needs. Many experts define reading as a process of engaging readers and communicating ideas. The essence of reading is how the reader understands the part of the text he reads. Grabe endorses this, pointing out that many of us take reading for granted. We read with minimal effort and minimal planning. It is incredible how

⁶ Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice*. Cambridge University Press.

many people in the world can read—over 80% of the world's population can read to some extent. A good reader must be able to understand the essence of the text he reads. Therefore, they must try to understand the message of the scriptures in their own way. Hedgcock argues in his book that reading is a complex interaction of cognitive processes and strategies (used by readers) with various types of information (contained in texts).⁷

Early models of reading instruction tended to focus primarily on bottom-up processes (to decode and understand text) or top-down skills (to activate readers' background knowledge and predictive strategies). By reading, we can get a lot of information and knowledge according to our needs in life. As a teacher, we must be able to effectively and efficiently cultivate students' ability to read English texts.

Another interpretation from Harmer suggests that reading is a very active occupation. To succeed, readers must understand the meaning of the words. The writer-reader relationship focuses on how the reader captures the main idea of the author's intent. A written text has a specific purpose or content that it aims to communicate to its readers.⁸ Based on some of the definitions above, it can be concluded that reading is an essential skill to master because, through reading, we can gain various types of information. Reading is a process consisting of skills

⁷ Hedgcock, J., & Ferris, D. (2009). *Teaching Readers of English: Students, Texts, and Contexts*. Routledge.

⁸ Harmer, J. (2007). *The Practice of English Language Teaching*. Pearson Education.

that continue to develop with practice. It requires thoughtful engagement and elaboration from the reader. In addition, information from the text is integrated with prior knowledge to arrive at meaning.

b. The Types of Reading

There are some types of reading, it can be differentiated into Intensive Reading, Extensive Reading, Aloud Reading and Silent Reading.⁹

1. Intensive Reading

Intensive reading is reading progress by focusing more on vocabulary and idioms. This will make students gain mastery of the language in terms of speaking and writing.

2. Extensive Reading

Extensive reading is the process of reading without the help of a teacher in the target language to train students to read directly and fluently. Extensive reading is also reading for pleasure when the reader wants to know something.

3. Aloud Reading

In teaching English, reading aloud is very important, because in it there is a basic pronunciation of words which when it is ignored, it will be difficult to continue to the next level.

⁹ Dr. M.F. Patel, Praveen M.Jain, English Language Teaching (Methods, Tools, Techniques), (Sunrise Publishers Distributors, 2008), p.117-124

4. Silent Reading

One of the important reading skills in English is silent reading. This happens because when reading silently, students can read without experiencing difficulties and the reading process will be more focused.

c. The Purpose of Reading

The purpose of reading states by William Grabe and Fredika L Stoller includes ¹⁰:

1. Reading to searching for simple information
2. Reading to skim quickly.
3. Reading to learn from texts.
4. Reading to integrate information.
5. Reading to write or search information needed for writing.
6. Reading to critique texts.
7. Reading for general comprehension.

2. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

According to Douglas Brown, reading comprehension primarily a matter of developing appropriate, efficient comprehension strategies.¹¹

¹⁰ William Grabe and Fredika L. Stoller. Stoller. *Teaching and Researching Reading*. (Pearson Education Limited. 2011). P.6

¹¹ H. Douglas Brown, *Teaching by Principle and Interactive Approach to Language Pedagogy*, (San Francisco : State University, 2001), P. 306.

Comprehension is a cognitive process. We must move beyond teaching discrete skills to creating problem-solving conditions that will prompt learners to process information at deeper levels. Comprehension is also a constructive process, customized by the ideas and thoughts of the individual reader.

Reading comprehension is an important skill in enhancing the development of students' various academic tasks. This is because it involves activities such as decoding text, analyzing, explaining, and expressing ideas.¹² In her book, Jannette explains that reading comprehension encompasses more than just the reader's response to the text. Next, her state that reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself.¹³

b. The Strategies for Reading Comprehension

There are some strategies for reading comprehension, such as:

1. Identify the purpose in reading.

¹² Abbas Pourhosein G. Narjes Banou S. *A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement*, (International Journal of English Linguistics; Vol. 6, No. 5; 2016) P.180

¹³ Janette K.Klinger, Sharo Vaogis and Allison Brandman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (USA : The Guilford Press, 2007), P. 8

2. Identifying the purpose clearly is essential for efficient reading something.
3. Use graphemic rules and patterns to aid in bottom-up decoding.
4. At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions.
5. Use efficient silent reading techniques for relatively rapid comprehension. Intermediate to advanced-level students don't need to be speed readers, but they have to increase efficiency; the teacher can help by teaching a few silent reading rules.

c. The Rubric of Scoring Reading Comprehension

The Rubric of Scoring Reading Comprehension according Brown, as follows :¹⁴

Table 1.1

A Rubric of Scoring Reading Comprehension

No	Score	Criteria
1	90-100	Excellent: topics, purpose, main ideas and supporting ideas, vocabulary and details information from the text accurate, all

¹⁴ Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson Education.

		connected to each other and to task sufficient to support.
2	70-89	Good: topics, purpose, main ideas and supporting ideas, vocabulary and details information from the text accurate, all connected to each other and to task sufficient to support.
3	50-69	Average: topics, purpose, main ideas and supporting ideas, vocabulary and details information from the text accurate, all connected to each other and to task sufficient to support.
4	30-49	Poor: topics, purpose, main ideas and supporting ideas, vocabulary and details information from the text accurate, all connected to each other and to task sufficient to support.

B. Concept of Graphic Novel

1. Definition of Graphic Novel

Boerman-Cornell stated that graphic novel is described to be a “book-length fiction or nonfiction told using the conventions of a comic

book”.¹⁵ Graphic novel not only develop students’ reading skills but also provide them with a socioeconomic or cultural context immediately, since they need to read both the images and the text.

Any other definition from Burger who states that the shortest definition of graphic novel is literature as it engages the reader’s interest and excites them, which gives the stories a high and lasting value.¹⁶

Graphic novels may be beneficial in helping to decrease disparities in academic achievement among different races and ages. Students who struggle with reading are likely to use graphic novels as a tool and motivation. A reader or a student who struggles with reading comprehension needs a graphic novel.

Designers developed graphic novels as an attractive literacy medium to enhance students’ literacy skills. The content validity judgment categorized the graphic novel as excellent media. Twelve users and two expert judges participated in the evaluation of the graphic novel’s quality. We used expert judgement to determine whether the graphic novel qualified as a good literacy source.¹⁷

The definition above suggests that comic books and graphic novels share a similar time period. Ultimately, these items convey the same stories, but their physical characteristics are significantly different. We can

¹⁵ Boerman-Cornell, B, “*More than Comic Books*” (Educational Leadership 2013) P. 73

¹⁶ Burger, A. “Teaching Graphic Novels in the English Classroom.” (Springer International Publishing 2018), P.

¹⁷ I Komang Tyan F, Ni Made R, Luh Diah Surya A, “ *Graphic Novel Development as A Reading Media for Increasing Literacy Skill of 8th Grade Junior High School Students*”. (The Art of Teaching English as a Foreign Language, Vol 2. No.2 2021) P.169

distinguish between these by observing the functions of each component; in this case, the components are texts and pictures. In graphic novels, the text plays a dominant role in narrating the story, while the pictures aid the reader in visualizing the story. In contrast, the text in comics is situated adjacent to the story and serves to describe the picture.

2. Procedure Teaching Reading Comprehension by Using Graphic Novel

When we teach analysis comprehension with graphic novels, three windows of opportunity allow readers to enter, inhale, and comprehend the reading experience. The window for words, the window for photos, and the window for phrases and photos all serve as windows of opportunity. Through the word windows, readers deal with their ability to comprehend the story through the author's use of words. Through the picture window, readers focus on their ability to understand the story through visuals.

Finally, readers focus on their comprehension of the story by utilizing the author's combination of words and images through the word and picture window.¹⁸ in the procedure, the researcher elaborates Manin's system in teaching reading comprehension with graphic novel who uses three basic windows to communicate graphic novel as media to the students. There are image window, word window, then the last is image and word window. Procedure of teaching English by Using Graphic Novel

¹⁸ Katie Monnien, *Teaching Graphic Novel Practical Strategies for Secondary ELA Classroom*, Maupin House Publishing Inc, Gainesville, 2010, p, 18.

1) Pre reading activity

- a. Warm up, brainstorming, the researcher opens the class, motivate, and give some questions to the students about their knowledge of graphic novel. E.g. (*what is your hobby, do you like reading book, do you want reading Novel, what kind of book do you want, everyone knows about graphic Novel*). While asking and answering activity, the researcher responses some students' solution and write it in the white board.
- b. After the students look familiar with the definition of graphic novel, the researcher shows the quilt of Jane Eye to the scholars as one instance of image novel. The researcher previews the prologue and explains the setting and main character of Jane Eye graphic novel to make students easily understand the graphic novel.

2) While reading activity

- a) In this activity, the researcher distributes a copy of the Jane Eyre graphic novel, but without any images, and instructs the students to read the text aloud using a word window. Once some students have finished reading the text, the researcher asks them to identify the word that best represents the content.
- b) When the students look confused about the meaning of the text, the researcher previews the image of the graphic novel without any text inside. The image window only contains a blank bubble or

circle that requires text to be filled in. The researcher then asks the student to place a bet on which phrase best fits the blank bubble or circle form.

- c) Next, the researcher provides the student with the full format of the Jane Eyre graphic novel, which includes both word and image windows. The graphic novel contains both textual content and images, which facilitate students' understanding and analysis of the main idea (topic) and additional inferences (implied details).

3) Post reading activity

- a) During the post-reading activity, the researcher asks the students questions about the material without referring to the text, in order to assess their understanding of the material.
- b) After that, the researcher and student review the story, determine the generic shape, main idea, and implied detail of the text, and also mention the moral value of the text.
- c) The researcher and students collaborate to finalize the task that has already been completed by the students, and then conclude the meeting.

3. Advantages and Disadvantages using graphic novel in teaching reading

1) There are several advantages to using graphic novels in teaching reading.

Students can learn much by studying how graphic novels work and comparing them to other forms of storytelling.

- a. A unique art form—the combination of elements in graphic novels speaks to us, usually in a linear written narrative; image books tell a tale with text accompanied by illustrations; film does so with moving images and dialogue; and poetry can communicate on tiers that no other storytelling can. Graphic novels combine all these elements in their own unique way. They are like prose in that they're a written, revealed format, but they're also like film in that they tell a story via dialogue and through visual pictures that give the influence of motion.
- b. Students can gain knowledge from the distinctive structure of graphic novels. Students can compare the different experiences of receiving data through written narrative versus receiving it visually without words. Students can examine how facial and bodily expressions derive statistics about men and women, and how the composition and viewpoint of the pictures convey meaning and foreshadowing. You can invite students to find examples of where the viewpoint of the picture is critical to the reader's experience of the story. Students also can discuss how in graphic novels, as in movies, readers can often deduce

what happened—but was not explicitly stated—in the interval between one image and the next.

2) **Disadvantages of using graphic novel in teaching reading**

There are some disadvantages of using graphic novel in teaching reading:

- a. The perception (student, parents, and administration school) that comic is not serious reading.
- b. Another problem might be that students with add or dyslexia might struggle with all the different visual items to keep track of.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

Every research activity has 2 variables, namely the independent variable (X) and the dependent variable (Y). In this study, the independent variable (X) is the graphic novel, and the dependent variable (Y) is reading comprehension.

One of the four essential basic skills that students must master is reading. Many students believe that reading is a challenging skill to master, as it necessitates understanding the main ideas and supporting ideas within the text.

In addition, reading is crucial as it provides students with a wide range of essential information. Due to their limited vocabulary, students often struggle to translate and understand the texts they read in class.

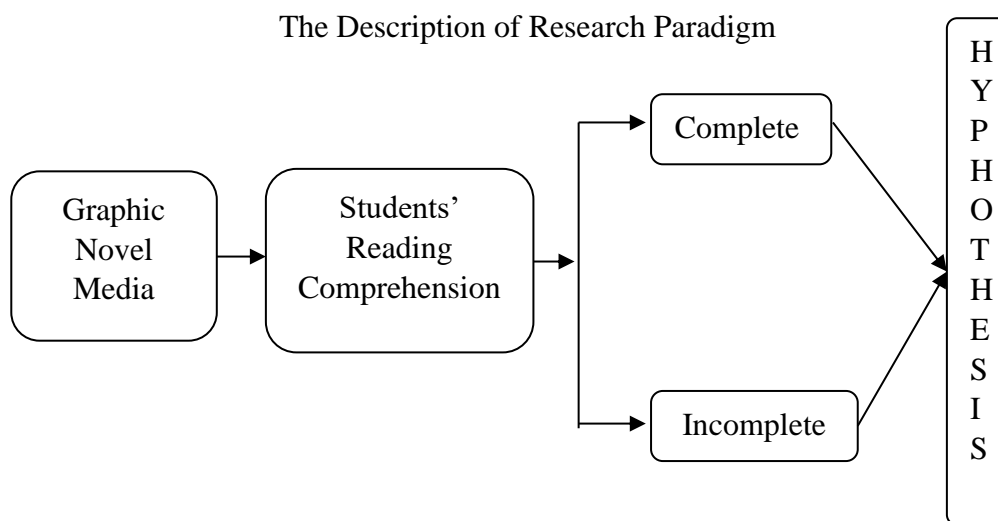
Students often feel burdened when confronted with lengthy English texts, as they struggle to understand the meaning of the words.

Indeed, a variety of media can be used to teach reading comprehension. In this study, the researcher used the graphic novel to teach reading comprehension, which focused on class VIII students of MTs Miftahul Huda Silir Sari Labuhan Ratu. The researcher assumes that if the teacher uses the graphic novel media in teaching reading comprehension, it will be easier for students to convey and exchange information and participate fully in class.

If the graphic novel medium is effective for teaching reading comprehension, it will have a positive effect on students' reading comprehension. However, if the graphic novel medium is not effective, it will not affect students' reading comprehension.

2. Paradigm

Paradigm is the pattern of relationship between variables to be studied. Then, based on the theoretical framework above, the researcher explains the paradigm as follows:

Figure 1.0

According to the explanation in the figure above, using graphic novel media has a positive and significant impact on students' reading comprehension if its use is high and their reading comprehension is good.

Conversely, if the use of graphic novel media is low and students' reading comprehension is poor, then using graphic novel media will not have a positive and significant impact on students' reading comprehension.

D. Hypothesis

1. Hypothesis Formulation

The research hypotheses are the hypotheses developed from observation, the related literature, and/or the theory described in the study.

A research hypothesis states the relationship one expects to find as a result of the research.¹⁹

Hypothesis are predictions made by researchers about the expected relationships between variables in quantitative research.²⁰ There are two kinds of hypothesis, such as alternative and null hypothesis.

Based on assumption above, hypothesis for this research can be formulated as follows:

a. Alternative Hypothesis (Ha)

There is a positive and significant the influence of using Graphic novel on the students' reading comprehension.

b. Null Hypothesis (Ho)

There is no a positive and significant the influence of using graphic novel on the students' reading comprehension.

2. Statistical Hypothesis

Yogesh defines the concept of a statistical hypothesis as a statement that there is no relationship or difference between variables. We can test this form of the null hypothesis within the framework of probability theory. This is also a form of undirected hypothesis."²¹ This hypothesis is considered as an assumption about a population parameter.

The formulation of statistical hypothesis in this research are:

¹⁹ Donal Ary et al., *Introduction to research in Education*, (USA: Wadsworth Cengage Learning, 2010), 8th Edition, p. 91

²⁰ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), P. 132

²¹ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), p.61

- a. If $t_o > t_{table}$ = H_a is accepted and H_o is rejected.
- b. If $t_o < t_{table}$ = H_a is rejected and H_o is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Two generally accepted categories of research are quantitative and qualitative research. The purpose of both quantitative and qualitative research is to gain a more comprehensive understanding of how the world works. Both research categories make heavy use of visual tools. Quantitative research gathers numerical data and analyzes it using mathematically sound methods, particularly statistics, to explain phenomena.²²

Daniel actually determined that there are two types of quantitative research designs, experimental and non-experimental. An experiment's design is defined as a test conducted under controlled conditions to demonstrate a known truth or test the validity of a hypothesis.²³

In this study, the researcher implemented an experimental design that utilized two distinct classes. In this study, the researcher used class 8A as the untreated control class and class 8B as the experimental class, treated with graphic novel strategies.

²² Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publication, New Delhi: Thousand Oaks, 2004), p.1.

²³ *Ibid.*, P. 13

First, both groups completed a pretest prior to receiving treatment. Second, the experimental class (8A) received treatment using graphic novel strategies, while the control class (8B) remained untreated. Thirdly, both groups conducted a post-test using the same apparatus used in the pre-test. Ultimately, we were able to determine the impact of using graphic novels on students' reading comprehension.

Here is the description of the sequence:

Table 3.1
The True Experiment Design

Group	Pre-test	Treatment	Post-test
Experimental group	X	X	X
Control group	X		X

After the post-test, statistical analyzes will be performed to see if the treatment affected the experimental group.²⁴

B. Population, Sample and Sampling Technique

1. Population

A population is a group of individuals with characteristics that distinguish them from other groups.²⁵ Population means the entire

²⁴ *Ibid*, P. 18

observed mass, which is the core group from which to sample. This means that only the population is assumed in this study.

The population of this study therefore consists of all her 8th graders from MTs Miftahul Huda Silir Sari Labuhan Ratu. There are 2 classes of 55 students each.

2. Sample

A sample is the part of the population that is researched.²⁵ A sample is a portion of the population that serves as a data source and can accurately represent the entire population. We used a simple random sampling technique to designate class 8B as the experimental class and class 8A as the control class.

This study employed a quantitative survey, in accordance with the previously defined survey method. Experimental studies used in this study. And the total number of students is:

Table 3.2

The Total Students used in Sample

NO.	Class	Gender		Total
		Male	Female	
1	8B (Experimental Class)	17	10	27
2	8A (Control Class)	16	12	28

²⁵ John W. Creswell, “*Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*”, (United States of America: Pearson, 2012), Fourth Edition, P 381.

²⁶ L.R. Gay, *Educational Research-Competencies for Analysis and Application*, (New York: Mc millan publishing company, 1990), Second Edition, p. 102

The experimental class utilizes graphic novels for reading comprehension, while the control class does not. The purpose of these measures is to determine if the use of graphic novels influences reading comprehension.

3. Sampling Technique

Sampling refers to the process of selecting people to participate in a research study. In this study, researchers specifically analyze statistics using a simple random sampling technique. Random sampling is the process of selecting a sample in a way that all individuals in a defined population are equally likely and independent to be selected for the sample.

Based on the above statement, the research sample consisted of 55 students in class VIII, as the total number of subjects was less than 100. Therefore, all populations are sampled. It can be said that this is population research.

C. The Operational Definition of Variable

Operational definitions guide the measurement of variables in quantitative research. Using operational definitions allows the researcher to pursue investigations that would otherwise not be possible. There are two types of variables:

1. Independent Variable

Independent variables are things that researcher believe can relate to or influence the dependent variable²⁷. We can conclude that the author selects, manipulates, and measures the independent variables, which are the main variables.

The independent variable in this study is the graphic novel strategy (X). The graphic novel strategy aims to enhance the comprehension of a text's concept.

There are several indicators that demonstrate students' ability to achieve the goals of this strategy.

- 1) Visual reading stimulates reading motivation and boosts the confidence of struggling readers.
- 2) These students worked more independently during free reading time and were better able to select books that fit their interests.

2. Dependent Variable

The dependent variable is the main variable that is measured or observed to determine how and whether it is affected by the presence of the independent variable²⁸. This study observes and measures the dependent variable to ascertain the impact of the independent factors. The dependent variable of this study is reading comprehension, which can be defined as students' ability to identify text such as topics, definitions,

²⁷ Graeme Keith Porte, *Appraising Research in Second Language Learning (A practical approach to critical analysis of quantitative research)*, (Amsterdam: John Benjamin Publishing Company, 2002), P 23

²⁸ Ibid. P 23

examples, and non-examples of something discussed in the text. To measure reading comprehension, the researcher conducted a test in the form of student statements.

These are the indicators of the dependent variable (Y).

1. Students can identify the main idea and the supporting idea.
2. Students can find detailed (accurate) information.
3. Students can find, interpret, words, phrases, or sentences in the text.

D. Data Collection Technique

The researcher used some technique to obtain the accurate data at MTs Miftahul Huda Silir Sari Labuhan Ratu. During the data collection process, the writer employed the following techniques:

1. Observation

In this research, observation was used as one of the primary techniques to collect data. The researcher observed the reading comprehension activities during classroom sessions at MTs Miftahul Huda Silir Sari Labuhan Ratu. Through non-participatory observation, the researcher focused on students' interactions, engagement, and responses to reading activities, particularly when using graphic novels as a teaching tool.

The observation aimed to capture the process and assess how students comprehended the texts and how graphic novels contributed to enhancing their understanding. Field notes were maintained throughout the

observation process to document relevant findings and support the analysis.

2. Test

According to Donal Ary, a test is a series of stimuli given to someone to evoke a response based on a numerical score²⁹. The test measures a person's ability or knowledge in a specific field.

a) Pretest

Before starting treatment, the students took a pretest to gauge their readiness for action research.

b) Post-test

We conducted the post-test in the final session to determine whether the treatment had an impact on the student's learning outcomes.

Therefore, researchers use tests to obtain information about students' reading comprehension. The reading comprehension test consists of 20 questions. Students in eighth grade at MTs Miftahul Huda Silir Sari Labuhan Ratu took this test.

3. Documentation

Arikunto explained that documentation is a way of finding information about things or variables in the form of notes, settlements, books, newspapers, magazines, writings, minutes of meetings, agendas, and others.³⁰

²⁹ Donal Ary, et al., *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), Eight Editio, P. 67

³⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 274

The writer uses documentation from competent English teacher to collect data and obtain detailed information about the eighth graders students' understanding of English at MTs Miftahul Huda Silir Sari.

E. Research Instrument

The research instrument in this research is the test, which will be described as follows:

1. Instrument Blueprint

Researchers can use blueprints to collect the data they need in the field. The instrument includes a test for data collection. We use a written test type. Those are in multiple-choice form. The correct answer is score 5, and the wrong answer is score 0. We use the following tool to score reading comprehension.³¹

Table 4

The Rubric of Scoring Reading Comprehension

No	Score	Criteria
1	90-100	Excellent : topics, purpose, main ideas and supporting ideas, vocabulary and details information from the text accurate, can find interpret words, phrases or sentences in the text
2	70-89	Good : topics, purpose, main ideas and

³¹ H. Douglas Brown in *Students' Attitude On Reading Classroom* (Jurnal Ilmiah Wahana Pendidikan) Vol 6, No 4, Desember 2020. P.852

		supporting ideas, vocabulary and details information from the text accurate, can find interpret words, phrases or sentences in the text
3	50-69	Average : topics, purpose, main ideas and supporting ideas, vocabulary and details information from the text accurate, can find interpret words, phrases or sentences in the text
4	30-49	Poor : topics, purpose, main ideas and supporting ideas, vocabulary and details information from the text accurate, can find interpret words, phrases or sentences in the text

2. Instrument Calibration

The researcher created a scale of measurement for the examination of instrument items. The researcher used an objective test. The researcher designs the instrument based on the subject matter content that will be researched. The designed instrument reflects the subject under measurement. The test that was given to the students was a written test.

F. Data Analysis Technique

Furthermore, to investigate whether there is the influence of using Graphic Novel on the students' reading comprehension, the researcher uses the true experiment in the form of paired t-test by using

control group pretest-posttest design. The formulate of t-test:³²

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

t : t-test

M_y : Mean Sample Experiment

M_x : Mean Sample Control

N_y : Number Study Experiment

N_x : Number Study Control

X : Deviation X₂ and X₁

cY : Deviation Y₂ from the Mean Y₁.

³² John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 133

CHAPTER IV

RESULT AND DISCUSSION

A. Research Setting Description

We conducted this research at MTSS Miftahul Huda Silir Sari, a private educational institution associated with the BPPPMNU Foundation, East Lampung Branch. Located at Jalan Flamboyan Silir Sari 2, Labuhan Ratu IV, East Lampung Regency, Lampung Province, the school operates under National School Identification Number (NPSN) 10816778. It holds a "B" accreditation rating, granted by Decree No. 139/BAN-SM/LPG/XII/2018 on December 2, 2018.

Since its founding in 2000 under Decree No. D/Wh/Mts/176/2000, MTSS Miftahul Huda Silir Sari has consistently prioritized quality education for youth in the Labuhan Ratu District. Dedicated to the MTs (Madrasah Tsanawiyah) education level, the school strives to produce graduates who are virtuous, knowledgeable, and prepared for future challenges. With a focus on enhancing educational quality, it actively invests in developing facilities that foster an optimal learning environment.

Operating under the Ministry of Religious Affairs (Kementerian Agama), MTSS Miftahul Huda Silir Sari emphasizes an education rooted in Islamic values. The school offers a comprehensive Islamic education while instilling high moral standards in all its students.

1. Research Data Description

a) The Result of the Students' Pre-Test

The researcher conducted pre-test in the first meeting of the research in order to find out the initial different between the classes who have similar level. The Result of Students' Control Class Pre-Test can be identified as follows:

Table 4.1

Frequency Distribution as the Pre-Test Result of Control Class

Interval	Frequency	Percentage (%)
30-37	5	18.52
38-45	2	7.41
46-53	6	22.22
54-61	5	18.52
62-69	0	0.00
70	5	18.52
Total	27	100

Table 4.2

Descriptive Statistic of Pre-Test (Control Class)

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest Experimental	27 27	40	30	70	1373.49	50.87	1,840	43.6098

Valid N (listwise)									
------------------------------------	--	--	--	--	--	--	--	--	--

Based on the descriptive statistics provided, it is evident that the total number of students (N) is 27. The range of scores varies between 30 and 70, with a total score summing up to 1373.49 and a mean score of 50.87. The standard deviation is 43.60, and the variance is 1902.98. This suggests that while there is some variability in the scores, the overall performance of the students remains relatively consistent.

From the frequency distribution table, it is clear that no students achieved a score above 75, which serves as the minimum passing grade. This indicates that all students scored below the passing threshold, highlighting a significant gap in their reading comprehension skills compared to the expected standard. As a result, it can be concluded that the students' performance is quite low, necessitating targeted intervention to improve their comprehension abilities.

Furthermore, the results of the experimental class pre-test reveal a similar pattern, with students performing below expectations. This underscores the urgency of adopting effective strategies to enhance students' reading comprehension, ultimately striving for better academic outcomes in the future.

Table 4.2
Frequency Distribution as the Result Pre-Test of Experimental Class

Interval	Frequency	Percentage (%)
30-36	12	44.44%
37-43	5	18.52%
44-50	3	11.11%

Interval	Frequency	Percentage (%)
51-57	1	3.70%
58-64	0	0.00%
65-71	4	14.58%
72-78	2	7.41%
Total	27	100

Table 4.3
Descriptive Statistic of Pre-Test (Experimental Class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pre-test Experimental Valid N (listwise)	27 27	48	30	78	1296	48.00	2.41	12.50	156.25

Based on the descriptive statistics table, it can be seen that the total number of students (N) is 27. The range of scores is 48, with a minimum score of 30 and a maximum score of 78. The total score is 1296, resulting in a mean score of 48.00. The standard deviation is 12.50, and the variance is 156.25.

Referring to the frequency distribution table, it is apparent that two (2) students scored above 75, which is set as the minimum passing grade. This means that only a small fraction of the students managed to meet the passing standard, indicating that their reading comprehension skills are generally low. Therefore, it is clear that focused interventions are necessary to enhance the students' comprehension abilities and help them achieve better academic outcomes.

b. The Result of the Students' Post-Test

The researcher conducted post-test in the last meeting of the research in order to compare the students report reading comprehension before and after a treatment was given. The Result of Students' Control Class Post-Test can be identified as follows:

Table 4.4
Frequency Distribution as the Result Post-Test of Control Class

Interval	Frequency	Percentage (%)
30-37	6	21.43%
38-45	3	10.71%
46-53	7	25.00%
54-61	6	21.43%
62-69	0	0.00%
70	6	21.43%
Total	28	100

Table 4.5
Descriptive Statistic of Post-Test (Control Class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Post-test Experimental Valid N (listwise)	28	48	30	78	1344	48.00	2.36	12.33	15,207

Based on the descriptive statistics table, it can be observed that the total number of students (N) is 28. The range of scores is 48, with a minimum score of 30 and a maximum score of 78. The total score is 1344, and the mean score is 48.00. The standard deviation is 12.33, and the variance is 152.07.

From the frequency distribution table, it is evident that no students achieved a score of 75 or above, which is the minimum passing grade. This indicates that all students scored below the passing threshold, reflecting very low reading comprehension skills overall.

Additionally, the researcher conducted a post-test for the experimental class. The results of the post-test for this group can be summarized as described in the updated data.

Table 4.6
Frequency Distribution as the Result of Experimental Class

Interval	Frequency	Percentage (%)
50-55	3	10.71%
56-61	5	17.86%
62-67	2	7.14%
68-73	8	28.57%
74-79	8	28.57%
80-85	2	7.14%
Total	28	100

Table 4.7
Descriptive Statistic of Post-Test (Experimental Class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pre-test Experimental Valid N (listwise)	28 28	48	30	78	1344	48.00	2.33	12.33	15,207

Based on the descriptive statistics table, it can be observed that the total number of students (N) is **28**. The range of scores is **48**, with a minimum score of **30** and a maximum score of **78**. The total score is **1344**, and the mean score is **48.00**. The standard deviation is **12.33**, and the variance is **152.07**.

From the frequency distribution table, it can be inferred that **8 students (28.57%)** achieved a score of **75 or above**, which is the minimum passing grade. This indicates an improvement in the students' reading comprehension during the post-test. Consequently, it can be concluded that the students' performance showed notable progress.

2. Hypothesis Testing

After implementing the series of research activities utilizing the Graphic Novel approach, the researcher conducted a data analysis using a paired sample t-test with SPSS 23 for *Windows*. This analysis aimed to determine whether the use of the Graphic Novel approach had a positive and significant effect on the reading comprehension of eight-grade students at MTS Miftahul Huda Silir Sari Labuhan Ratu

1) Prerequisite Test

a. Normality Test

The normality test is conducted to determine whether the data distribution follows a normal distribution or not. This test is essential for assessing whether the collected data is normally distributed and representative of a

normal population. To perform the normality test, the researcher used

SPSS 23 for *Windows* with the following hypotheses:

Ho: The collected data is not normally distributed.

Ha: The collected data is normally distributed.

Guidelines for Normality Testing:

1. If the probability or significance value (Sig.) from the Shapiro-Wilk test is greater than α (0.05), the null hypothesis (Ho) is rejected, indicating normal distribution.
2. If the probability or significance value (Sig.) from the Shapiro-Wilk test is less than α (0.05), the null hypothesis (Ho) is accepted, indicating abnormal distribution.

Tabel 4.8

The Result of Normality Tests by Using SPSS

	Class	Kolmogorov-Smirnov ^a					
		Statistic	Df	Sig.	Statistic	Df	Sig.
Result of Reading Comprehension	Post-Test Experimental (Graphic Novel)	.176	27	.032	.953	27	.252
	Post-test Control	.188	28	.029	.697	28	.012

Based on the table, it can be observed that the significance values

(Sig.) from the *Shapiro-Wilk* test for both classes were 0.272 and 0.017.

Since the Sig. value is greater than the α level of 0.05, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. This indicates that the collected data is normally distributed. The detailed interpretation of the results is presented in the following table.

Table 4.9
The Interpretation Table of Normality Test

No.	Class	Sig	Criteria	Category
1.	Post-Test Experimental Class	0.525	>0.05	Normal
2.	Post-Test Control Class	0.017	>0.05	Normal

b. Homogeneity Test

The homogeneity test is conducted to determine whether the variances of two or more distributions are equal. To analyze the homogeneity of the data, the researcher utilized SPSS 16.0 for Windows with the following hypotheses:

- **Ho:** The data is not homogeneous.
- **Ha:** The data is homogeneous.

Guidelines for the Homogeneity Test:

1. If the probability or Sig. value (Based on Mean) $> \alpha$ (0.05), then the null hypothesis (Ho) is rejected.
2. If the probability or Sig. value (Based on Mean) $< \alpha$ (0.05), then the null hypothesis (Ho) is accepted.

Table 5.0
The Result of Homogeneity Test

		Levene Statistic	df1	df2	
Result of Reading Comprehensi on	Based on Mean	2.091	1	46	.155
	Based on Median				
	Based on Median and with adjusted df	1.035	1	46	.256
	Based on trimmed mean	1.035	1	43.863	.260
		2.021	1	46	.152

Based on the table, it can be concluded that the Sig. value based on the mean is 0.155, which is greater than 0.05. Therefore, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. This indicates that the data is homogeneous.

a. **Independent T-Test**

Hypothesis testing was conducted to determine whether there is a significant influence of variable X (Graphic Novel) on variable Y (students' reading comprehension). The hypothesis was tested using both manual T-test methods and a computerized T-test with SPSS.

Considering the results of the normality and homogeneity tests, it was established that the data is both normal and homogeneous. Consequently, hypothesis testing was performed using the Independent Sample T-Test in SPSS 23 for Windows. The hypotheses for this test are as follows:

1. **Ho:** There is no positive and significant influence of the Graphic Novel technique on the students' reading comprehension at the eight grade of Mts Miftahul Huda Silir Sari Labuhan Ratu.

2. **Ha:** There is a positive and significant influence of the Graphic Novel technique on the students' reading comprehension at the eight grade of Mts Miftahul Huda Silir Sari Labuhan Ratu.

Guidelines for Independent Sample T-Test

- If the probability or Sig. value is less than α (0.05), the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.
- If the probability or Sig. value is greater than α (0.05), the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.

Table 5.1
The Result of Independent T-test by Using SPSS Group Statistic

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Post-test Experimental (Graphic Novel) VIII Grade	27	71.35	6.769	1.502
	Post-test Control Class VIII Grade	28	52.66	11.096	2.220

The results indicate significant differences in reading comprehension post-test scores between the experimental and control classes, with the experimental class achieving higher scores. The average score for the experimental class was 71.35, compared to 52.66 for the control class. This demonstrates that the experimental class outperformed the control class in the post-test.

Table 5.2
Independent Sample T-test

		Leverence's Test for Equality of Variance s		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	5.067	.026	10.207	46	.000	26.184	21.569	21.787	32.100
	Equal variances not assumed			10.006	39.675	.000	26.184	21.367	21.669	32.243

The table shows that the probability value Sig. (2-tailed) was 0.000. Since this value is less than 0.005, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. This indicates that the Graphic Novel approach had a positive and significant impact on the reading comprehension of eight-grade students at Mts Miftahul Huda Silir Sari Labuhan Ratu.

B. Discussion

In general, prior to conducting the research, the researcher administered a pre-test to assess the students' initial reading comprehension skills before the treatment was implemented. After the treatments, it was observed that there were significant differences between the post-test scores of the experimental and control classes.

Based on the results of the Independent Sample T-Test using *SPSS 23* for Windows, the average score of the experimental class was 71.35, which was higher than that of the control class, at 52.66. Furthermore, the probability value or Sig. (2-tailed) was 0.000, which is less than the α value of 0.005. Consequently, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This indicates that using graphic novels had a positive and significant impact on the students' reading comprehension at the eighth graders of MTs Miftahul Huda Silir Labuhan Ratu.

The research focused on the students' reading comprehension at MTs Miftahul Huda Silir Labuhan Ratu. This class was chosen because the students faced difficulties in reading comprehension, such as struggling to understand the meaning of texts, reluctance to read lengthy English passages, and achieving low scores in reading comprehension. To address these issues, the researcher employed the use of graphic novels to enhance the students' reading comprehension skills.

Several studies support this approach. For instance, Handayani et al. (2022) found that the use of graphic novels in the classroom increased students' engagement and comprehension by blending visual elements with textual content, making learning more accessible and enjoyable. Additionally, Kurniawati et al. (2021) highlighted that graphic novels improve multimodal literacy, catering to various learning styles, which enhances understanding. These findings align with the results of this research, confirming that graphic novels are effective tools in developing reading comprehension skills.

The researcher assumed that learning reading comprehension through graphic novels could help students more easily identify topics, understand the purpose, and determine the main ideas of a text. Additionally, this method encouraged active participation, allowing students to share their ideas and knowledge with others, fostering a collaborative learning environment.

In conclusion, based on the above discussion and supported by prior studies, the researcher concluded that using graphic novels is an effective solution to support and enhance students' learning in reading comprehension. This approach not only motivated students but also facilitated better understanding of the material.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and analysis conducted in this research, it can be concluded that the use of graphic novels positively and significantly influences students' reading comprehension at the eighth grade of MTs Miftahul Huda Silir Sari Labuhan Ratu. The results of the Independent Sample T-Test showed a significant difference in the post-test scores between the experimental class, which utilized graphic novels as a learning medium, and the control class, which did not. The average score of the experimental class was notably higher, demonstrating the effectiveness of graphic novels in enhancing students' ability to comprehend texts.

The use of graphic novels proved to be an engaging and effective teaching tool. It helped students overcome common challenges in reading comprehension, such as difficulties in understanding text meanings and reluctance to read lengthy passages. Graphic novels facilitated the identification of main ideas, topics, and text purposes through their combination of visual and textual elements. Furthermore, this method fostered a collaborative learning environment, motivating students to actively participate and share their knowledge.

In light of these results, it is recommended that educators consider incorporating graphic novels into their teaching strategies to improve students' reading comprehension. Additionally, further research could explore the

impact of graphic novels on other language skills, such as writing and speaking, to provide a comprehensive understanding of their educational potential.

B. Suggestion

Based on the conclusions of this research, the researcher would like to provide the following suggestions:

1. For the Teacher

Teachers should adopt engaging techniques, such as the graphic novel approach, for teaching English, particularly in reading comprehension. This can encourage students to participate more actively in class and better understand the material presented. An interesting teaching method can also boost student motivation and enhance their learning efforts.

2. For the Students

- a) Students are encouraged to show greater enthusiasm for learning English, particularly in improving their reading comprehension skills.
- b) Students should actively participate in the learning process. If they face challenges in understanding the lessons, they should not hesitate to ask their teachers for clarification.

3. For the Headmaster

The headmaster should support and supervise English teachers in utilizing innovative techniques like graphic novels to assist students in

learning English. This can make the learning process more engaging and enjoyable for students, fostering a better learning environment.

C. Implications

The study indicates significant differences in students' reading comprehension between those taught using the graphic novel technique and those taught through conventional methods.

The findings imply that the use of graphic novels can significantly enhance students' reading comprehension, as evidenced by the improvement in their reading scores after receiving this form of treatment. Teachers are highly encouraged to integrate graphic novels into their teaching practices to improve reading comprehension. Students are more motivated and enjoy the learning process when taught using graphic novels. This technique helps maintain student interest, facilitates their understanding of text content, and increases their knowledge of the material being studied.

In summary, the application of graphic novels during this research has shown to improve student achievement in reading comprehension. Therefore, the continuous implementation of graphic novels as a teaching strategy is recommended for reading instruction. This method not only aids students in understanding texts more effectively but also creates an enjoyable learning environment.

While the findings of this study were based on research at MTs Miftahul Huda Silir Labuhan Ratu, the graphic novel technique can be applied across various educational levels, including schools and universities, particularly in

institutions like IAIN Metro. Cooperative learning-based methods, such as the graphic novel approach, can ensure students remain engaged and happy throughout the learning process.

BIBLIOGRAPHY

- Abbas Pourhosein G. Narjes Banou S. *A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement*, (International Journal of English Linguistics; Vol. 6, No. 5; 2016).
- Ary, Donald at all. *Introduction to Research in Education 8th Edition*, (Wadsworth: Cengage Learning, 2010).
- AS Horby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University Press, London, 2007, Ed 6.
- Bambang setiyadi "Teaching English As A Foreign Language". Yogyakarta 2006. Graha Ilmu.
- Brown, H. Douglas, *Teaching by Principles an interactive Approach to Language Pedagogy*. The United States of New York: Longman, 2001. Creswell, John W. Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research", Fourth Edition (United States of America: Pearson, 2012).
- Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publication, New Delhi: Thousand Oaks, 2004).
- Donal Ary et al., *Introduction to research in Education*, (USA: Wadsworth Cengage Learning, 2010), 8th Edition.
- Dr. M.F. Patel, Praveen M.Jain, *English Language Teaching (Methods, Tools, Techniques)*, (Sunrise Publishers Distributors, 2008).
- Elfira Mochtar Marhum, Mashuri *Improving Reading Comprehension of the Grade VIII Students Through Directed Reading Thinking Activity (DRTA) Strategy*, (Palu: ELTS, Vol3, 2015).
- Farrel, Thomas S. C. *A Strategic Approach to Teaching Reading*, (Singapore: National Institute of Education, 2002).
- Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice*. Cambridge University Press.
- Graeme Keith Porte, *Appraising Research in Second Language Learning (A practical approach to critical analysis of quantitative research)*, (Amsterdam: John Benjamin Publishing Company, 2002).
- H. Douglas Brown in *Students' Attitude On Reading Classroom* (Jurnal Ilmiah Wahana Pendidikan) Vol 6, No 4, Desember 2020.
- H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, State University, Fransisco, 1994.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Pearson Education.
- Huseyin Oz, Emine Efecioglu, "An Alternative Approach to Teach English as a Foreign Language". (Journal of Language and Linguistic Studies, 11 (1), 75-90; 2015).
- Janette K.Klinger, Sharo Vaogis and Allison Brandman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (USA : The Guilford Press, 2007).

- John S. Hedgcock, and Dana R. Ferris, *Teaching Readers of English Students, Texts, and Context*, New York, Routledge, 2009.
- John W. Creswell, “*Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*”, (United States of America: Pearson, 2012), Fourth Edition.
- John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009).
- Johnson, Andrew P. *Teaching Reading and Writing*. United States of America: British Library Cataloging, 2008.
- K.Wong, Harry.T.Wong, Rsemary. *The Classroom Instruction Book*, (Harry K. Wong Publications, Inc.2021) Nation, I.S.P. Teaching ESL/EFL.
- Kagan ,Spencer. *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009).
- Katie Monnien, *Teaching Graphic Novel Practical Strategies for Secondary ELA Classroom* , Maupin House Publishing Inc, Gainesville, 2010.
- Klinger, Janette K. Vaogis, Sharo and Brandman, Allison. *Teaching Reading Comprehension to Students with Learning Difficulties*, (USA : The Guilford Press, 2007).
- Kristin Fletcher-Spear, Merideth Jenson-Benjamin and Teresa Copeland, “*The truth about graphic novels: A format, not a genre*”.
- L.R. Gay, *Educational Research-Competencies for Analysis and Application*, (New York: Mc millan publishing company,1990), Second Edition.
- Mark A. Clarke, And Friends, *Readers’s Choice, the University of Michigan Press Ann Arbor*.
- Norman Fairclough. “*Language and power*” united states. 1996. Longman.
- Nunan, David. , *Practical English Language Teaching*, First Edition. (New York: McGraw-Hill, 2003)
- R. Thanya and Dr. Suganthan, “ *The Importance of Graphic Novels as Motivating Reading Among Young Learner*” dalam www.researchgate.net diunduh Januari 2024.
- Riswanto, Risna Wati, Detti Lismayanti, *The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students’ Reading Comprehension Achievement*, (*Bengkulu: International Journal of Humanities and Social Science*, vol 4,2014).
- Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010).
- Uthumporn Kennedy and Sumalee Chinoku, “*Effect of the Scaffolded Reading Experience using a Graphic Novel on the English Reading Comprehension and Reading Motivation of Thai EFL students*”. (Journal : *Language Education and Acquisition Research Network Journal*, Volume 13, Issue 2, July)
- William Grabe and Fredika L. Stoller. *Teaching and Researching Reading*. (Pearson Education Limited. 2011).
- William Grabe, *Reading in second language*, Cambridge University Press, New York. 2009.

Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*,
(New Delhi: New Age International (P) Ltd., Publishers, 2006).

APPENDICES

DOCUMENTATION



Picture 1. Teacher and Students Doing Pre-Test



Picture 2. Students During Treatment



Picture 3. Teacher and Students During Post-Test

OBSERVATION GUIDANCE

Observation about the students' reading comprehension including :

- 1) The students' ability to find out the topics and the purpose of the text.
- 2) The students' ability to comprehend the format of the text.
- 3) The students' ability to find out the main idea and detaild information form the text.
- 4) The students' ability to identify the meaning of vocabulary in the text.

THE INSTRUMENT BLUEPRINT OF PRE-TEST AND POST TEST

No	Aspek yang Dinilai	Deskripsi Kompetensi	Indikator	Jenis Soal	Tingkat Kesulitan	Alokasi Waktu
1	Pemahaman Isi Teks	Mengidentifikasi ide utama dan informasi penting dalam teks yang dibaca.	1. Siswa dapat menyebutkan pengertian graphic novel.	Pilihan Ganda	Sedang	5 menit
			2. Siswa dapat menyebutkan dua pengaruh graphic novel dalam budaya.	Pilihan Ganda	Sedang	
2	Menganalisis Informasi	Menganalisis informasi lebih mendalam berdasarkan teks yang dibaca.	3. Siswa dapat menjelaskan hubungan antara graphic novel dan pengembangan keterampilan literasi.	Pilihan ganda	Sulit	7 menit
			4. Siswa dapat memberikan contoh penggunaan graphic novel dalam pendidikan.	Pilihan ganda	Sedang	
3	Menghubungkan Informasi	Menghubungkan informasi dalam teks dengan pengetahuan yang dimiliki siswa sebelumnya.	5. Siswa dapat mengaitkan pengaruh graphic novel terhadap minat baca remaja.	Pilihan Ganda	Sedang	5 menit
			6. Siswa dapat menyebutkan manfaat membaca graphic novel dalam kehidupan sehari-hari.	Pilihan Ganda	Mudah	
4	Kesimpulan dan Evaluasi	Menarik kesimpulan dan memberikan pendapat pribadi tentang pengaruh graphic novel berdasarkan teks yang dibaca.	7. Siswa dapat menyimpulkan pengaruh utama graphic novel dalam masyarakat.	Pilihan ganda	Sulit	8 menit
			8. Siswa dapat memberikan alasan	Pilihan ganda	Sulit	

No	Aspek yang Dinilai	Deskripsi Kompetensi	Indikator	Jenis Soal	Tingkat Kesulitan	Alokasi Waktu
5	Kosakata dan Struktur Teks	Memahami kosakata dan struktur teks dalam graphic novel.	<p>pribadi mengapa mereka setuju atau tidak setuju dengan pengaruh graphic novel.</p> <p>9. Siswa dapat mengidentifikasi kata kunci yang sering digunakan dalam teks graphic novel.</p>	Pilihan ganda	Mudah	5 menit

Rincian Jenis Soal:

1. Pilihan Ganda:

- **Tipe soal:** Memberikan pilihan jawaban yang dapat dipilih oleh siswa.
- **Contoh soal:**
 - Apa yang dimaksud dengan graphic novel?
 - a) Buku yang hanya berisi gambar.
 - b) Buku komik dengan narasi dan gambar yang lebih panjang.
 - c) Novel yang diterbitkan dalam bentuk film.
 - d) Buku cerita bergambar untuk anak-anak.
 - Manakah dari berikut yang bukan merupakan pengaruh graphic novel terhadap budaya populer?
 - a) Meningkatkan minat baca remaja.
 - b) Membantu dalam proses belajar bahasa.
 - c) Mengurangi minat membaca buku cetak.
 - d) Menyebabkan keterbatasan kreativitas.

2. Isian Singkat:

- **Tipe soal:** Siswa diminta untuk menuliskan jawaban singkat berdasarkan teks yang telah dibaca.
- **Contoh soal:**
 - Jelaskan bagaimana graphic novel dapat membantu pengembangan keterampilan literasi visual!
 - Berikan satu contoh penggunaan graphic novel dalam dunia pendidikan!

Documentation Sheet

NO	Aspects of Documentation	Availability	
		Available	Unavailable
1	The History of school	J	
2	Organization structure of MTs Miftahul Huda Silir Sari	J	
3	The Facilities in MTs Miftahul Huda Silir Sari	J	
4	The Sketch of location MTs Miftahul Huda Silir Sari	J	
5	Syllabus, Lesson plan, Research Instrument MTs Miftahul Huda Silir Sari	J	

Pertemuan 2:**Graphic Novel dalam Pendidikan dan Budaya Populer**

- Penggunaan graphic novel dalam pendidikan dan kelas bahasa.
- Graphic novel sebagai alat untuk meningkatkan minat baca remaja.
- Pengaruh graphic novel terhadap perkembangan budaya populer.

Teknik Membaca dan Menganalisis Graphic Novel

- Teknik membaca dan memahami gambar dalam graphic novel.
- Menemukan makna visual dan teks secara bersamaan.
- Menganalisis pesan yang disampaikan melalui gambar dan kata-kata.

Pertemuan 3**Diskusi dan Analisis Graphic Novel**

- Membaca salah satu contoh graphic novel (terjemahan atau contoh singkat).
- Menganalisis isi dan pesan dalam graphic novel tersebut.
- Diskusi kelompok tentang pengaruh dan manfaat graphic novel.

Evaluasi dan Penilaian

- Latihan membaca dan menjawab soal tentang graphic novel yang telah dibaca.
- Menulis esai singkat atau ringkasan tentang pengaruh graphic novel dalam kehidupan remaja dan budaya populer.

III. Metode Pembelajaran

1. **Pendekatan:** Scientific Approach (Discovery Learning, Inquiry-Based Learning).
2. **Metode:**
 - Diskusi.
 - Pembelajaran berbasis teks (reading comprehension).
 - Analisis gambar dan teks dalam graphic novel.

SILABUS

Satuan Pendidikan : MTs Miftahul Huda Silir Sari Labuhan Ratu

Mata Pelajaran : Bahasa Inggris

Topik : *Reading Comprehension - Graphic Novel*

Alokasi Waktu : x 45 menit

I. Tujuan Pembelajaran

Setelah mengikuti pembelajaran ini, siswa diharapkan dapat:

1. Memahami konsep dan pengertian graphic novel.
2. Mengidentifikasi ide pokok dan informasi utama dalam teks tentang graphic novel.
3. Menganalisis pengaruh graphic novel terhadap budaya populer, pendidikan, dan minat baca remaja.
4. Menyimpulkan pesan moral atau tujuan dari graphic novel yang dibaca.
5. Menyusun ringkasan singkat tentang pengaruh graphic novel berdasarkan pemahaman mereka.

II. Materi Pembelajaran

Pertemuan 1

Pendahuluan Tentang Graphic Novel

- Pengertian graphic novel dan sejarah singkatnya.
- Perbedaan graphic novel dengan komik biasa dan novel.
- Unsur-unsur dalam graphic novel (gambar, teks, narasi, dialog).

Jenis-Jenis Graphic Novel dan Pengaruhnya

- Jenis-jenis graphic novel (fiksi, non-fiksi, biografi, sejarah, dll).
- Pengaruh graphic novel dalam dunia hiburan (film, game, dll).
- Manfaat membaca graphic novel untuk pengembangan literasi visual.

- o Kemampuan siswa dalam menjawab soal-soal bacaan dengan tepat.
- o Keterampilan siswa dalam menulis ringkasan dan analisis terhadap pengaruh graphic novel.

VI. Sumber dan Media Pembelajaran

1. Buku teks bahasa Inggris kelas 8.
2. Artikel atau bacaan tentang graphic novel.
3. Contoh-contoh graphic novel populer (baik yang sudah diterjemahkan atau potongan bab).
4. PowerPoint dan gambar tentang sejarah dan pengaruh graphic novel.

Catatan:

- Siswa didorong untuk aktif dalam diskusi kelompok dan berbagi pendapat mereka tentang graphic novel.
- Materi dan contoh graphic novel yang digunakan harus sesuai dengan usia dan minat siswa kelas 8, serta mudah dipahami.

Guru Mata Pelajaran



Husna Lutfiah, S.Pd.

Labuhan ratu, 30 November 2024
Mahasiswa



Inatarisa Nurlisa
NPM 1901051032

THE RESULT OF POST TEST EXPERIMENTAL CLASS

NO	NAME	SCORE	CRITERIA			
			EXCELLENT (90-100)	GOOD (70-89)	AVERAGE (50-69)	POOR (30-49)
1.	FDS	50			√	
2.	ZA	58			√	
3.	OCA	70		√		
4.	IK	60			√	
5.	MC	80		√		
6.	MA	75		√		
7.	RR	65			√	
8.	KH	60			√	
9.	RAA	60			√	
10.	ASDAS	60		√		
11.	RDY	70		√		
12.	MIP	70		√		
13.	DRA	50			√	
14.	FS	65			√	
15.	MK	60			√	
16.	ANC	85		√		
17.	BA	65			√	
18.	CJ	55			√	
19.	ED	48				√
20.	FN	49				√
21.	GR	35				√
22.	HM	45				√
23.	IS	60			√	
24.	JT	55			√	
25.	KL	38				√
26.	MN	42				√
27.	OP	47				√
28.	ZZA	50			√	

THE RESEARCH INSTRUMENT PRE-TEST

Direction

- 1.** Write your name on your
- 2.** Read the text, then answer the question carefully
- 3.** You may not cheat with your friends
- 4.** Check your answer before submitting



1. **What is the main idea of the story?**
 - a. The importance of friendship
 - b. How to solve a mystery
 - c. The challenges of school life
 - d. The benefits of helping others
2. **Why did the main character decide to help their friend?**
 - a. Because they wanted a reward
 - b. Because they were asked by their teacher
 - c. Because their friend was in trouble
 - d. Because it was their duty
3. **What does the picture of the character smiling represent?**
 - a. They are angry
 - b. They are confused
 - c. They are happy
 - d. They are worried
4. **What can we learn from this story?**
 - a. Always rely on others
 - b. Friendship requires effort and care
 - c. Avoid helping anyone in need
 - d. Never trust your friends
5. **What is the setting of the story?**
 - a. In a school
 - b. At a park
 - c. At home
 - d. In a hospital

6. **What does the word "encourage" most likely mean in the sentence: "She encouraged her friend to try again"?**
 - a. To make fun of someone
 - b. To support or motivate
 - c. To leave someone alone
 - d. To challenge someone

7. **What does the illustration of dark clouds in the story suggest?**
 - a. It's a happy moment
 - b. A storm is coming
 - c. It's a sad or serious scene
 - d. The character is having fun

8. **Which of the following best describes the character's personality?**
 - a. Brave and caring
 - b. Shy and quiet
 - c. Lazy and careless
 - d. Mean and selfish

9. **Why did the author include a picture of the character running?**
 - a. To show they were scared
 - b. To explain their excitement
 - c. To indicate their speed
 - d. To show they were in a hurry

10. **What is the genre of the story?**
 - a. Fantasy
 - b. Realistic fiction
 - c. Mystery
 - d. Adventure

THE RESEARCH INSTRUMENT POST-TEST

Direction

1. Write your name on your
2. Read the text, then answer the question carefully
3. You may not cheat with your friends
4. Check your answer before submitting



1. What is the main topic discussed in the comic strip?

- a. The types of food cats eat
- b. The habits of cats and big cats
- c. How to train wild animals
- d. The history of cats in the wild

Answer: b. The habits of cats and big cats

2. Why do cats groom themselves?

- a. To look attractive
- b. To remove oil and dirt from their fur
- c. To prepare for hunting
- d. To communicate with other cats

Answer: b. To remove oil and dirt from their fur

3. According to the comic, how do cats use their paws?

- a. To grab food
- b. To scratch hard-to-reach areas
- c. To fight other animals
- d. To make their roar louder

Answer: b. To scratch hard-to-reach areas

4. What sound do kittens make in the comic?

- a. Roar
- b. Meow
- c. Purr
- d. Growl

Answer: c. Purr

5. What is the difference between a cat's purr and a big cat's roar according to the comic?

- a. A cat's purr is softer, and a big cat's roar is louder
- b. Both sounds are the same
- c. Big cats cannot purr, and domestic cats cannot roar
- d. Purring is only for big cats, while roaring is for all cats

Answer: c. Big cats cannot purr, and domestic cats cannot roar

6. What does the comic say about the connection between small cats and big cats?

- a. They share similar habits like grooming and scratching
- b. They live in the same environment
- c. They can communicate with each other
- d. They have no similarities

Answer: a. They share similar habits like grooming and scratching

7. Why does the comic mention "sweet, gentle kittens" and "roaring big cats"?

- a. To show the contrast between domestic and wild cats
- b. To describe how dangerous all cats are
- c. To explain why wild cats are better pets
- d. To suggest that big cats can also purr

Answer: a. To show the contrast between domestic and wild cats

8. What does the mouse at the end of the comic say, and why is it important?

- a. "Stay away from the tiger!" – It shows fear of the big cat
- b. "Cats are trying to talk to me!" – It shows how cats communicate
- c. "Roars are dangerous!" – It shows the power of big cats' sounds
- d. "Sweet kittens are harmless!" – It suggests cats are not dangerous

Answer: a. "Stay away from the tiger!" – It shows fear of the big cat

8. Why does the mouse shout, "Stay away from the tiger!"?

- a. The tiger is about to attack it
- b. The tiger looks too scary for the mouse
- c. The tiger roars loudly and frightens the mouse
- d. The tiger is playing with the mouse

Answer: The tiger roars loudly and frightens the mouse

9. What can be inferred about cats' grooming habits?

- a. Grooming helps cats to survive in the wild
- b. Grooming is only for domestic cats
- c. Grooming wastes a lot of time for cats
- d. Grooming is for cats to attract other animals

Answer: a. Grooming helps cats to survive in the wild

10. What do the words "family traits" refer to in the story?

- a. Shared behaviors between cats and big cats
- b. The physical features of all animals
- c. The differences between cats and tigers
- d. The family members of each cat

Answer: a. Shared behaviors between cats and big cats



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3823/In.28/J/TL.01/08/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala sekolah Mts Miftahul Huda
Silir Sari
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **INATARISA NURLISA**
NPM : 1901051032
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : **THE INFLUENCE OF USING GRAPHIC NOVEL TOWARDS
STUDENT READING COMPREHENSION AT THE SECOND
SEMESTER OF THE EIGHT GRADE OF MTS MIFTAHUL
HUDA SILIR SARI IN THE ACADEMIC YEAR OF 2022/2023**

untuk melakukan prasurvey di Mts Miftahul Huda Silir Sari, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 Agustus 2022
Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



LEMBAGA PENDIDIKAN MA'ARIF NU1
MADRASAH TSANAWIYAH (MTs) MIFTAHUL HUDA
 SILIR SARI LABUHAN RATU IV KEC. LABUHAN RATU KAB LAMPUNG TIMUR
 KEMEMHUMHAM Nomor:AHU-119.AH.01.08.Tahun 2013
 TERAKREDITASI-B. Nomor:139/BAN-SM/LPG/XII/2018
 NPSN:10606778 NSM: 121218070035

Alamat : Jalan Flamboyan Silir Sari II Labuhan Ratu IV Kec. Labuhan Ratu Lampung Timur Kode Pos 34196

Nomor : MTs.08.07/0035/PP.00.5/161/VIII/2022
 Lampiran : -
 Perihal : **Balasan IZIN PRASURVEY**

Sehubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negri Metro, Nomor B-3823/In.28/J/TL.01/08/2022, Hal : **IZIN PRASURVEY** maka kepala MTs Miftahul Huda Silir Sari, Kab. Lampung Timur dengan ini mengizinkan nama mahasiswa dibawah ini :

Nama : INATARISA NURLISA
 NPM : 1901051032
 Semester : 7 (Tujuh)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : THE INFLUENCE OF USING GRAPHIC NOVEL TOWARDS STUDENT READING COMPREHENSION AT THE SECOND SEMESTER OF THE EIGHT GRADE OF MTS MIFTAHUL HUDA SILIR SARI IN THE ACADEMIC YEAR OF 2022/2023

Untuk melakukan **PRASURVEY** Di MTs Miftahul Huda Silir Sari

Demikian surat balasan ini kami buat untuk dilaksanakan sebagaimana mestinya.

Lampung Timur, 16 Agustus 2022
 Kepala Madrasah

SITI NURROHMAH,S.Sos.I



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-5895/In.28/D.1/TL.00/12/2024
Lampiran :-
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTs MIFTAHUL HUDA SILIR
SARI LABUHAN RATU
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5894/In.28/D.1/TL.01/12/2024, tanggal 30 Desember 2024 atas nama saudara:

Nama : **INATARISA NURLISA**
NPM : 1901051032
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MTs MIFTAHUL HUDA SILIR SARI LABUHAN RATU bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTs MIFTAHUL HUDA SILIR SARI LABUHAN RATU, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING GRAPHIC NOVEL ON STUDENTS READING COMPREHENSION AT THE EIGHT GRADE OF MTS MIFTAHUL HUDA SILIR SARI LABUHAN RATU".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 Desember 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-5894/In.28/D.1/TL.01/12/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **INATARISA NURLISA**
NPM : 1901051032
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di MTs MIFTAHUL HUDA SILIR SARI LABUHAN RATU, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING GRAPHIC NOVEL ON STUDENTS READING COMPREHENSION AT THE EIGHT GRADE OF MTS MIFTAHUL HUDA SILIR SARI LABUHAN RATU".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Mengetahui,
Pejabat Setempat

Dikeluarkan di : Metro
Pada Tanggal : 30 Desember 2024

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH TSANAWIYAH (MTS) MIFTAHUL HUDA
SILIR SARI LABUHAN RATU IV KEC. LABUHAN RATU
KABUPATEN LAMPUNG TIMUR
 STATUS TERAKREDITASI B NO.139/BAN-SM/LPG/XII/2018
 KEMENHUMHAM Nomor: AHU-119.AH.01.08.Tahun 2013
 NPSN:10806778 NSM:121218070035

Alamat : Jalan Flamboyan Silir Sari II Labuhan Ratu IV Kec. Labuhan Ratu Lampung Timur Kode Pos 34375

Nomor : MTs.08.07/0035/PP.0015/101/V/III/2024
 Lampiran :-
 Perihal : **IZIN RESEARCH**

Sehubungan Surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Nomor B-3823/In.28/J/TL.01/08/2022, hal : **IZIN RESEARCH** maka Kepala MTs Miftahul Huda Silir Sari, Kabupaten Lampung Timur dengan ini mengizinkan nama mahasiswa di bawah ini :

Nama : INATARISA NURLISA
 NPM : 1901051032
 Semester : 11 (Sebelas)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : "THE INFLUENCE OF USING GRAPHIC NOVEL ON THE STUDENTS' READING COMPREHENSION OF THE EIGHT GRADE OF MTS MIFTAHUL HUDA SILIR SARI LABUHAN RATU"

Untuk melakukan RESEARCH Di MTs Miftahul Huda silir sari.

Demikianlah surat balasan ini kami buat untuk dilaksanakan sebagaimana mestinya

Labuhan Ratu, 19 November 2024

Kepala Madrasah,



SITI NURROHMAH, S.Sos.I.

Nip



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Inata Risa Nurlisa
NPM : 1901051032

Program Studi : TBI
Semester : XI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin 11/10/2024	✓	Ace IPD	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Inata Risa Nurlisa
NPM : 1901051032

Program Studi : TBI
Semester : XI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Jumat 27/12.24	✓	Ace Munawaroh.	

Mengetahui
Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A. Iningmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : 5873/In.28.1/J/TL.00/12/2024
Lampiran :-
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Trisna Dinillah Harya (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: INATARISA NURLISA
NPM	: 1901051032
Semester	: 11 (Sebelas)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE OF USING GRAPHIC NOVEL ON STUDENTS READING COMPREHENSION AT THE EIGHT GRADE OF MTS MIFTAHUL HUDA SILIR SARI LABUHAN RATU

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 Desember 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP.198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1300/In.28/S/U.1/OT.01/12/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : INATARISA NURLISA
NPM : 1901051032
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 1901051032

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 27 Desember 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA JURUSAN

No: B-5907 / ln.28.1 / J/PP.00-09/12/2024

Yang bertanda tangan di bawah ini menerangkan bahwa:

Nama : Inatarisa Nurlisa
NPM : 1901051032
Jurusan : Tadris Bahasa Inggris

Bahwa yang nama tersebut di atas, dinyatakan telah bebas Pustaka Program Studi Tadris Bahasa Inggris dan tidak ada pinjaman buku dipergustakaan Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro.

Demikian keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 30 Desember 2024

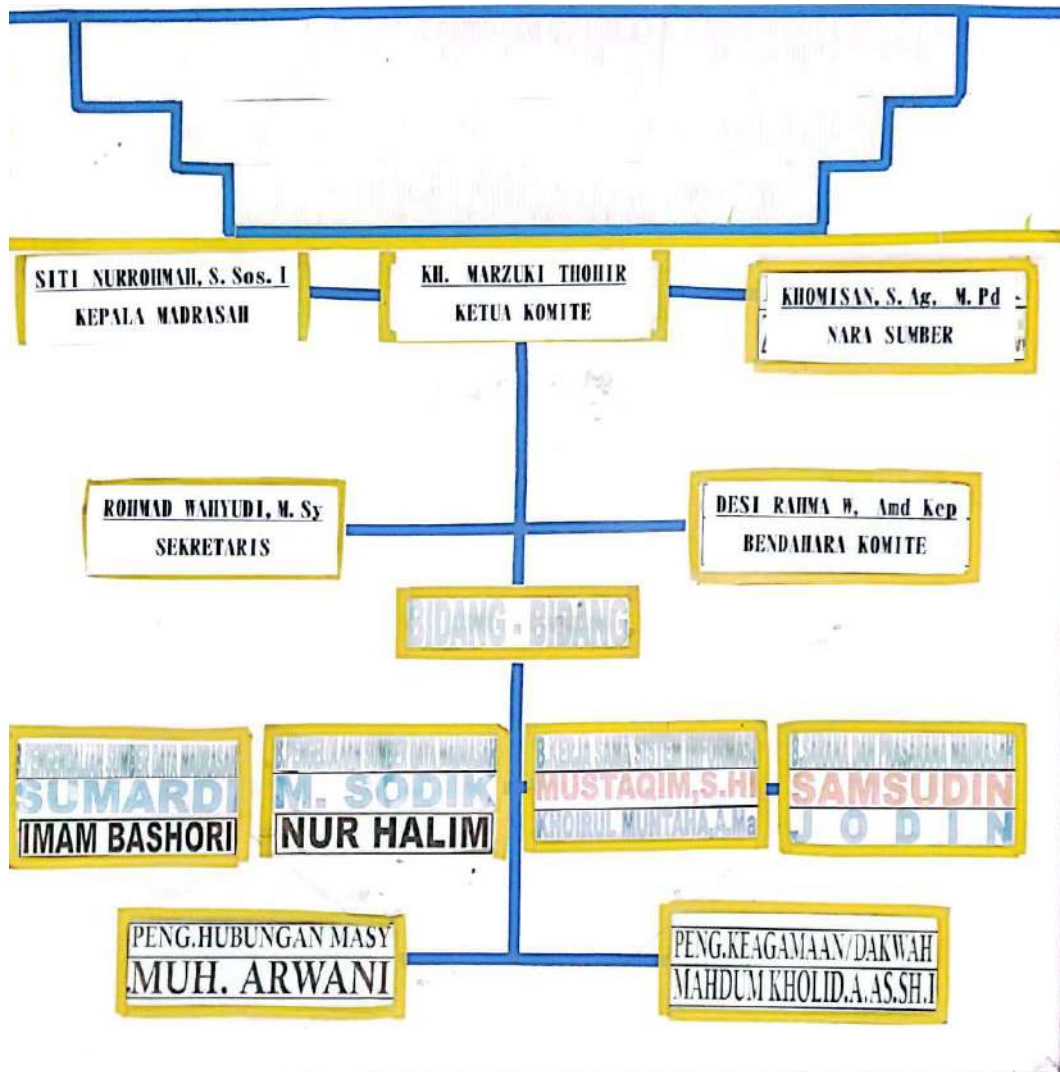
Ketua Jurusan TBI



Dr. Much Deniatur, M.Pd.I., B.I

NIP.19880308 2015031 006

Struktur organisasi



Denah Lokasi



ANSWER SHEET POST-TEST ENGLISH

Name : Wijaya
 Class : 1b

Please give the cross (X) to the right answer

1	A ^x	B	C	D	E
2	A	B	C	D	E
3	A	B ^x	C	D	E
4	A	B ^x	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B ^x	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E

ANSWER SHEET PRE-TEST ENGLISH

Name : Amad Bayri
 Class : B

Please give the cross (X) to the right answer

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E

B: B

CURRICULUM VITAE



Inatarisa Nurlisa was born on January 24, 2001, in Rajabasa Lama, East Lampung. She completed her early education at RA El Qodar from 2005 to 2007, followed by her elementary education at MI El Qodar from 2007 to 2013. Continuing her academic journey, she attended MTs El Qodar from 2013 to 2016, where she honed her foundational knowledge. Afterward, she pursued her high school education at SMAN 1 Labuhan Ratu from 2016 to 2019, demonstrating academic excellence. Currently, she is pursuing her higher education at Institut Agama Islam Negeri Metro, where she is expected to complete her undergraduate studies in 2024. Throughout her educational journey, Inata has developed strong research, writing, and communication skills, preparing her for a future in academic and professional excellence.