

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF COMICS STRIPS TOWARD
STUDENTS' READING COMPREHENSION AT THE
ELEVENTH GRADE STUDENTS OF SMAN 1 TRIMURJO IN
ACADEMIC YEAR 2016/2017**

By:

**Eva Rachmawati
Student. Id. 1291837**

**Tarbiyah Department
English Education Study Program**



**STATE ISLAMIC COLLEGE
(STAIN) JURAI SIWO METRO
1438 H / 2016**

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF COMICS STRIPS TOWARD
STUDENTS' READING COMPREHENSION AT THE
ELEVENTH GRADE STUDENTS OF SMAN 1 TRIMURJO IN
ACADEMIC YEAR 2016/2017**

By:

**Eva Rachmawati
Student. Id. 1291837**

**Tarbiyah Department
English Education Study Program**



**STATE ISLAMIC COLLEGE
(STAIN) JURAI SIWO METRO**

1438 H / 2016

AN UNDERGRADUATE THESIS
THE INFLUENCE OF USING COMIC STRIPS TOWARDS STUDENTS' READING
COMPREHENSION AT ELEVENTH GRADER OF SMA N 1 TRIMURJO IN ACADEMIC YEARS
2016/2017

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program

By

EVA RACHMAWATI
NPM. 1291837

Tarbiyah Department
English Education Program

Sponsor : Drs. Kuryani Utih, M.Pd

Co-sponsor : Trisna Dinillah Harya, M.Pd

STATE ISLAMIC COLLEGE
(STAIN) JURAI SIWO METRO

1437 H / 2016

**THE INFLUENCE OF COMICS STRIPS TOWARD STUDENTS'
READING COMPREHENSION AT THE ELEVENTH GRADE
STUDENTS OF SMAN 1 TRIMURJO IN ACADEMIC YEAR 2016/2017**

ABSTARCT

**By:
EVA RACHMAWATI**

The objective of this research is to know whether of using Comic Strips can influence the students' Reading Comprehension at the eleventh Grade of SMA N 1 Trimurjo in Academic Year of 2016/2017. In this research the researcher gave pre-test to know how far the students' reading comprehension and post-test to know the result of the students in reading comprehension after giving the comic strips.

This research is quantitative research design in the form of experimental research. This research was conducted toward 52 students at the Eleventh Grade of SMA N 1 Trimurjo in the academic year of 2016/2017, in Class XI IPS 3 consist of 26 students as the experimental class and XI IPA 4 as 26 students as Control class. The researcher uses test as the data collection method. To investigate whether there is a positive and significant differences study between experimental class and control class. The researcher analyzed the data by using t_{test} formula.

The average score of Experiment class is (27,69) and average score of Control class is (9,23). It can be concluded that teaching in the experimental class using Comic Strips gave better result in teaching reading comprehension. The result of data analysis using t-test is that $t_{\text{observation}}$ is $> t_{\text{table}}$ in 5% and 1% with the significant $1,775 < 12,64 > 2.406$. Therefore it can be inferred that H_a is accepted and H_o is rejected. It can be concluded that there is a positive and significant influence on using Comic Strips toward the students' reading comprehension at the eleventh graders of SMA N 1 Trimurjo in Academic Year 2016/2017.

**PENGARUH KOMIK STRIPS TERHADAP PEMAHAMAN MEMBACA
SISWA PADA SISWA KELAS SEBELAS DI SMA N 1 TRIMURJO
TAHUN AJARAN 2016/2017**

ABSTRAK

Oleh:

EVA RACHMAWATI

Tujuan dari penelitian ini adalah untuk mengetahui apakah menggunakan Komik Strips dapat mempengaruhi Pemahaman Membaca siswa di kelas sebelas SMA N 1 Trimurjo di Tahun Akademik 2016/2017. Dalam penelitian ini peneliti memberikan pre-test untuk mengetahui seberapa jauh siswa memahami bacaan dan post-test untuk mengetahui hasil dari siswa dalam pemahaman membaca setelah memberikan media pembelajaran berupa komik strips.

. Penelitian ini merupakan desain penelitian kuantitatif dalam bentuk penelitian eksperimental. Penelitian ini dilakukan terhadap 52 siswa di Kelas XI SMA N 1 Trimurjo pada tahun akademik 2016/2017, di Kelas XI IPS 3 terdiri dari 26 siswa sebagai kelas eksperimen dan XI IPA 4 sebagai 26 siswa sebagai kelas kontrol peneliti menggunakan tes sebagai metode pengumpulan data untuk menyelidiki apakah ada studi perbedaan positif dan signifikan antara kelas eksperimen dan kelas kontrol. Peneliti menganalisis data dengan menggunakan rumus t_{test} .

Skor rata-rata kelas eksperimen adalah (27,69) dan skor rata-rata kelas kontrol adalah (9,23). Dapat disimpulkan bahwa mengajar di kelas eksperimen menggunakan Komik Strips memberi hasil yang lebih baik dalam pengajaran pemahaman membaca. Hasil analisis data dengan menggunakan rumus t-test adalah bahwa pengamatan t-observation adalah lebih besar t-tabel di 5% dan 1% dengan signifikan $1,775 < 12,64 > 2,406$. Oleh karena itu dapat disimpulkan bahwa H_a diterima dan H_o ditolak. Hal ini dapat disimpulkan bahwa ada pengaruh positif dan signifikan terhadap menggunakan Komik Strips terhadap pemahaman membaca siswa pada siswa kelas sebelas SMA N 1 Trimurjo di Tahun Akademik 2016/2017.

STATEMENT OF RESEARCH ORIGINALITY

The under signed:

Name : EVA RACHMAWATI

Student Number : 1291837

Study Program : English Education

Department : Tarbiyah

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are expected from the bibliographies mentioned.

Metro, November 2016

The Writer,

EVA RACHMAWATI

Student ID. 1291837

ORISINILITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : EVA RACHMAWATI

Npm : 1291837

Program studi : Pendidikan Bahasa Inggris (PBI)

Jurusan : Tarbiyah

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

Metro, November 2016

Yang menyatakan

EVA RACHMAWATI NPM.
1291837

MOTTO

مَنْ خَرَجَ فِي طَلَبِ الْعِلْمِ فَهُوَ فِي سَبِيلِ اللَّهِ

“Those who are looking out for knowledge then they are on the path of Allah”.

(HR. Turmudzi)

DEDICATION PAGE

This Piece of work is dedicated to:

Almighty Allah SWT, thanks God all about the precious gift inside to me.

My beloved parents (Rohtar Madi Malik and Elise Mariana)

who always support, protect and advice in my life and my study, thank you very much for your everlasting love and incessant prayer. May Allah SWT bless you. Amin.

My beloved younger brothers (Ryan Akbar Ramadhan) who have given this valuable help and support.

My beloved friends (Rahma, Ira, Joni, Kholid, Indartiana, Hilaliyah, Indah .K, Indah .P.S, Hesti)

My almamater of State Islamic College (STAIN) of Jurai Siwo Metro

ACKNOWLEDGEMENT

In the name of Allah SWT, the most gracious, the most merciful. As human beings who constantly have faith and believe in Allah the Almighty, let us continuously offer our praise to Him for all abundant blessing, especially the precious health to the writer that she could accomplish this undergraduate thesis. Peace be upon our prophet Muhammad SAW, the great leader of moral awakening in the world who has led us from the darkness to the lightness.

Thanks to Allah SWT who has given help and guidance the researcher to finish her undergraduate thesis entitle "The Influence of Using Comic Strips Toward the Students Reading Comprehension Among The Eleventh Graders of SMAN 1TRIMURJO in Academic Year of 2016/2015"

In this opportunity the researcher would like to express her aspects and gratitude. First of all the respect and gratitude would be addressed to Prof .Dr. Enizar as the principle of State Islamic College (STAIN) Of Jurai Siwo Metro, Drs. Hj. Akla, M.Pd as the principle of Tarbiyah, Trisna Dinilah Harya, M.Pd as the principle of English Education Study Program all at once as co-sponsor and Drs. Kuryani Utih, M.Pd as sponsor who has given the researcher a lot of suggestion, comments and ideas in this research undergraduate thesis. The researcher realizes that this undergraduate thesis would not be accomplished without any help and support from other people.

Furthermore, the writer also would like to express her thanks to the honorable lecturer of English Education Study Program, who helps her, the students of English Education Study Program who become a good partner in studying English. The writer

will let herself to appreciate her beloved brothers and sisters all members of classmate in class C of semester seven of English Department who make her spirit and smile, and also all her friends wherever they are who support and pray for her.

The researcher realizes this undergraduate thesis is not perfect and still far from perfect. It is why the positive critiques and suggestion are very hoped by the researcher to make under graduated thesis becomes better. The researcher does hope this undergraduate thesis proposal can be useful for the researcher and the readers. Especially, for the development of the English Education in the school.

Metro, November 28th 2016

The writer

EVA RACHMAWATI
St. Number: 1291837

TABLE OF CONTENTS

COVER.....	i
TITLE.....	ii
ABSTRACT.....	iii
APPROVAL PAGE.....	iv
STATEMENT OF RESEARCH ORIGINALITY.....	vi
MOTTOS.....	vii
DEDICATION PAGE.....	vii
ACKNOWLEDGMENT.....	ix
TABLE OF CONTENT.....	x
LIST OF FIGURE.....	xii
LIST OF TABLE.....	xiii
LIST OF APPENDIX.....	
CHAPTER I INTRODUCTION.....	1
A. Background Of Study.....	1
B. Problem Identification.....	5
C. Problem Limitation.....	6
D. Problem Formulation.....	6
E. Objective And Benefit Of Study.....	6
1. Objective Of Study.....	6
2. Benefit Of Study.....	6
CHAPTER II THEORETICAL REVIEW.....	7
A. The Concept Of Reading Comprehension.....	7
1. The Concept of Reading.....	7
a. The Definition of Reading.....	7
b. Reading Purpose.....	8
c. The Processing Of Reading.....	10
2. The Concept of Reading Comprehension.....	12
a. Definition of Reading Comprehension.....	12
b. Reading Comprehension Strategies.....	14
c. Reading Comprehension Assessments.....	16
B. The Concept Of Comic Strips.....	17
1. The Definition Of Comic Strips.....	17
2. Comic Strips as Reading Material.....	19
3. The Procedures of Using Comic Strips.....	20
4. Advantages And Disadvantages of Comic Strips.....	21

a. Advantages Of Comic Strips.....	21
b. Disadvantages of Comic Strips.....	22
C. The Theoretical Frame Work, Paradigm, and Hypothesis.....	23
1. Theoretical Frame Work.....	23
2. Paradigm.....	24
3. Hypothesis.....	25
a. Hypothesis Formula.....	25
b. Statistical Hypothesis.....	25
CHAPTER III RESEARCH METHOD.....	26
A. Research Design.....	26
B. Population, Sample, And Sampling Technique.....	27
1. Population.....	27
2. Sample.....	28
3. Sampling Technique.....	28
C. The Operational Definition of Variable.....	29
1. Independent Variable.....	29
2. Dependent Variable.....	30
D. Data Collecting Method.....	32
1. Test.....	32
2. Documentation.....	33
E. Research Instrument.....	33
1. Instrument Blueprint.....	33
2. Instrument Calibration.....	34
F. Data Analysis Technique.....	35
CHAPTER IV RESULT OF THE RESEACH.....	27
A. Descriptions of Data.....	27
1. Research Setting.....	27
a. Short history the Establishment of SMAN 1 Trimurjo.....	27
b. The Condition of Teacher and Official Employees at SMAN 1 Trimurjo	28
c. Students Quantity of SMAN 1 Trimurjo.....	30
d. The Condition of Facilities of SMAN 1 Trimurjo.....	30
e. Structure Organisation of SMAN 1 Trimurj.....	32
f. Sketch of SMA N 1 Trimurjo.....	33
2. Research Data.....	34
a. The Pre-Test Result.....	34
b. The Post-Test Result.....	39

B. Hypotheses Testing.....	45
1. Preparing the Table.....	46
2. Putting the data above into the formula of t-test in order to get t_{observed}	47
C. Discussion.....	50
1. Interpretation $t_{\text{observation}}$	50
2. Limitation.....	52
 CHAPTER V CONCLUSION AND SUGGESTIONS.....	 53
A. CONCLUSION.....	53
B. SUGGESTIONS.....	55
 BIBLIOGRAPHY.....	 56
APPENDIX	
CURRICULLUM VITAE	

LIST OF TABLES

	Page
1. Table 1. The Result of Students' Score on Pre survey of Reading Comprehension task at the SMAN 1 TRIMURJO Academic Year 2016/2017.....	2
2. Table 2. The Percentages of Students' Score on pre survey data English lesson in at eleventh grades of SMAN 1 TRIMURJO.....	39
3. Table 3. The Students' Quantity of SMAN 1 TRIMURJO Academic Year 2016/2017	35
4. Table 4. The Range Of Scores to indicate the Using Comic Strips.....	38
5. Table 5. The Range Of Scores to indicate the Reading Comprehension.....	39

6. Table 6.	The Condition of Teacher and Office Employers in SMA N 1 Trimurjo in Academic Year of 2016/2017.....	28
7. Table 7.	The Students Quantity of SMA N 1 Trimurjo in Academic Year 2016/2017.....	30
8. Table 8.	The Condition of Facilities in SMA N 1 Trimurjo in Academic Year 2016/2017.....	30
9. Table 9.	The Pre-Test Result at XI IPS 3 (Experimental Class) of SMA N 1 Trimurjo in Academic Year 2016/2017.....	32
10. Table 10.	Frequency Distribution as the Pre-Test Result in XI IPS 3 (Experimental Class) of SMA N 1 Trimurjo in Academic Year 2016/2017.....	33
11. Table 11.	The Pre-Test at XI IPA 4 (Control Class) of SMA N 1 Trimurjo in Academic Year 2016/2017.....	34
12. Table 12.	Frequency Distribution as the Pre-Test Result (Control Class) of SMA N 1 Trimurjo in Academic Year 2016/2017.....	36
13. Table 13.	The Post-Test Result at XI IPS 3 (Experimental Class) of SMA N 1 Trimurjo in Academic Year 2016/2017.....	37
14. Table 14.	Frequency Distribution as the Pot-Test Result (Experimental Class) od SMA N 1 Trimurjo Academic Year 3016/2017.....	39
15. Table 15.	The Post-Test at XI IPA 4 (Control Class) of SMA N 1 Trimurjo in Academic Year 2016/2017.....	40

16. Table 16.	Frequency Distribution as the Post-Test Result (Control Class) of SMA N 1 Trimurjo in Academic Year 2016/2017.....	42
17. Table 17.	The Table as the Authentication of the Influence between Experimental and Control Class at the Eleventh Grades of SMA N 1 Trimurjo in Academic Year 2016/2017.....	43
18. Table 18.	Critical Value of t_{table}	46
19. Table19.	Interpolation of t_{table}	46

LIST OF FIGURES

1. Figure 1.	The Influence of Comic Strip toward Students' Reading Comprehension.....	25
2. Figure 2.	Structure Organization SMA Negeri 1 Trimurjo.....	32
3. Figure 3.	Sketch of SMAN 1 Trimurjo.....	33
4. Figure 4.	Figure of Frequency Distribution as the Result of Pre-Test in XI IPS 3 (Experimental Class) of SMA N 1 Trimurjo in Academic Year 2016/2017.....	36
5. Figure 5.	Figure of Frequency Distribution as the Result of Pre-Test in XI IPA 4 (Control Class) of SMA N 1 Trimurjo in Academic Year 2016/2017.....	39
6. Figure 6.	Figure of Frequency Distribution as the Result of Post-Test in XI IPS3 (Experimental Class) of SMA N 1 Trimurjo in Academic Year 2016/2017.....	42
7. Figure 7.	Figure of Frequency Distribution as the Result of Post-Test in XI IPA 4 (Control Class) of SMA N 1 Trimurjo in Academic	

Year 2016/2017.....

45

LIST OF APPENDIXES

	Page
1. Appendix 1. Syllabus.....	1
2. Appendix 2. Lesson Plans.....	13
3. Appendix 3. Instrument.....	27
4. Appendix 4. Answer key.....	38
5. Appendix 5. Students Attendances List.....	39
6. Appendix 6. Students' Answer Sheet.....	47
7. Appendix 7. Result Pre-Test and Post-Test.....	54
8. Appendix 8. Research Letters.....	62
9. Appendix 9. Research Photos.....	69
10. Appendix 9. T _{test} Table.....	73
11. Appendix 10. Curriculum Vitae.....	74

CHAPTER I

INTRODUCTION

A. Background Of Study

Language has been largely regard in the field of symbolic system governed by a set of rules that must be mastered for a speaker to produce coherent speech. A primary function of language is for humans to convey information to each other (e.g., relating events that happen to them, giving someone directions, asking for services such as in a shopping or other service encounter).¹

English is one of the languages which are used widely. Moreover, English is one of the second or formal languages in many countries in the world including many countries in Asia. In this way, English becomes a key of knowledge because a big part of important literatures written in English. That is why it is called an international language. English lessons geared to develop skills speaking, listening, reading, and writing so that students are able to communicate and discourse in social life in the English language both oral and written.

Reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. On the other hand, reading strategies are considered as one of the features of cognitive psychology which are essential for a successful comprehension.²

Nowadays, the students study English language by certain media, such as; book, newspaper, television, comic and others. It proves that English is an

¹Alison Ferguson, "Language, meaning, context, and functional Communication" in *ECU Publications Pre*, 2011, p. 4

²Pezhman Zare and Moomala Othman, "The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learners" in *International Journal of Humanities and Social Science*, (Selangor, Malaysia: Universiti Putra Malaysia), Vol. 3 No. 13; July 2013, p.188

important language that should be mastered by students either through reading skill. They can acquire information and knowledge by reading all related information or knowledge through written of book, newspaper, and magazine, spreading in many places or certain language courses. The act of reading facilitates them more expand their knowledge and mastery of English language proficiency without being limited by times, or other people like teacher.

The quality of reading comprehension of the Eleventh Grade Students of SMAN 1 TRIMURJO in academic year 2016/2017 is still far from satisfactory. That's why the student's assignment or work result is always poor and bare minimum incompetence reading comprehension.

The writer gets the data of the result of students' score on pre survey of reading comprehension task at the SMAN 1 TRIMURJO. The pre survey has done on 10th January, 2016. The table below is the data:

Table 1

The Result of Students' Score on Pre survey of Reading Comprehension task at the
SMAN 1 TRIMURJO Academic Year 2016/2017

NO	NAME	VALUE	NOTE
1	PS	75	Average
2	AF	40	Low
3	DS	50	Low
4	YJ	85	High
5	RDA	65	Average
6	EAD	65	Average
7	EYPS	50	Low

8	AW	75	Average
9	HP	75	Average
10	NN	65	Average
11	SU	35	Fail
12	DP	50	Low
13	YS	65	Average
14	F	50	Low
15	HHS	25	Fail
16	RMA	50	Low
17	EN	65	Average
18	RER	35	Fail
19	P	50	Low
20	LR	75	Average
21	SD	35	Fail
22	MBS	75	Average
23	DS	75	Average
24	SS	35	Fail
25	AA	55	Low
26	SP	50	Low

Source: The result of pre survey which was conducted on 10th January, 2016 at the ninth graders of SMAN 1 TRIMURJO Academic Year 2016/2017.

Table 2

The Percentages of Students' Score on pre survey data English lesson in at eleventh grades of SMAN 1 TRIMURJO

No	Score	Category	Frequency	Percentages
1	80 – 100	High	1	3,8%
2	60 – 79	Average	11	42,3%
3	40 – 59	Low	9	34,6%
4	0 – 39	Fail	5	19,3%
Total			26	100%

Based on the data above, we know that 19,3% (5 students) fail the test. Only 3,8% (1 student) get a high score in the test, 42,3% (11 students) get average score, and 34,6% (9 students) get a low score. The highest score is 87.5 and the lowest is 25, the Completeness Standard (KKM) of Senior High School especially in English is 70.

The researcher's observation at SMAN 1 TRIMURJO, there is a low motivation in studying English, the students are passive in learning English and they do not have self confidence in reading. One of factors that cause the condition is the use of media by the English teachers like pictures, or photographs that does not apply yet. The researcher thinks that the students also need a new and a creative media to increase their motivation and grades. In this case, comic

strips are a kind of media that can solve the problem. So it can be a solution to solve this problem.

The researcher intends to conduct the research focusing on the use of comic strip in teaching English especially in reading comprehension. The researcher wants to prove “The Influence of Using Comic Strip toward Students’ Reading Comprehension the Eleventh Grade Students of SMAN 1 TRIMURJO in academic year 2016/2017”.

A. Problem Identification

In the case of the background of the study, the writer identifies the problem as follow:

1. The students are not interested in the reading activity.
2. The students’ reading comprehension is low.
3. Students have difficulties in finding the meaning of difficult words.
4. The students do not know the meaning of the word given.
5. The students have lacked in the vocabulary mastery (minimize of words).
6. The students do not have a sufficient to understand use media in teaching reading.
7. Students have difficulties in writing.

B. Problem Limitation

In line with the problems mentioned above, the writer limits the problem only the student's reading comprehension is low and students do not have a sufficient to understand use media in teaching reading in the eleventh grade students of SMAN 1 TRIMURJO in the Academic Year 2016/2017".

C. Problem Formulation

Concerning the background of the study and problem identifications above, the writer formulates the problem in this research is "Is there any positive and significant influence of using Comic Strips toward students' Reading Comprehension of SMAN 1 TRIMURJO in the Academic Year 2016/2017?"

D. Objective and Benefit of the Study

1. Objective of the Study

The objective of the study is to find out whether the influence of using Comic Strips toward the students' Reading Comprehension.

2. Benefit of the Study

- For the students

As motivations for students to improve their interest in reading since they would find out that English reading material was not complicated, boring, and monotonous.

- For the teacher

As information for teacher that comic and other forms of interesting material could be used for teaching reading. This study also could give

motivation to the English teacher to create new ways or media in teaching learning English.

- For the Institution/school

As information to improve quality of English learning in the school. It is hopefully be a positive contribution for the teaching of English in Indonesia and teaching of English reading especially at the SMAN 1 TRIMURJO in the Academic Year 2016/2017.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension

1. The Concept of Reading

a. The Definition of Reading

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Much of what we know about reading is based on studies conducted in English and other alphabetic languages.³ They also explain that what you bring to the reading of a selection is as important to your understanding of it as what the author has put into it. You bring a purpose for reading; you bring understanding of vocabulary, your ability to figure out meanings and your attitudes toward reading.

According to Anthony, Pearson, and Raphael in Thomas S.C Farrell state that “Reading is the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation”.⁴

Moreover, Frank Smith states that The word "reading" is properly employed for all manner of activities when we endeavor to make sense of

³Elisabeth S. Pang et.al, *Teaching Reading, IAE*, Switzerland: Palais des Academies, 2003, p.6

⁴ Thomas S.C. Farrell, *Planning Lesson for a Reading Class*, (Singapore: SEMEO Regional Language Centre,2002), p.1

circumstances; its original meaning was "interpretation."⁵ It means that to get information of the text, the reader should comprehend more about written text meticulously and carefully. This statement is supported by Aebersold and Field who state that "Reading is what happens when people look at the text and assign meaning to the written symbols in that text".⁶ It is the interaction between the text and the reader that creates meaning.

Based on the quotations above, the researcher can make a conclusion that reading is a complex activity which is very important involving the language and thought in order to get meaningful message, science or information which is sent by the writer through printed language or text such as graphic, symbols, and written verbal symbols.

b. Reading Purpose

Many different things can be going on when a reader reads with a different purpose of reading. Basically, reading experts divide purposes of reading into two broad categories⁷. First, instrumental purpose is a large amount of reading takes place because it will help us to achieve some clear aim. In other words, we read because we have some kind of utilitarian or instrumental purpose.⁸ Second, Pleasurable purpose is another kind of reading takes place largely for pleasure. Such as read a magazine or

⁵Frank Smith, *Understanding Reading*, (London: LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS, 2004), Sixth Edition, p.2

⁶ Thomas S.C.Farrell, *Planning Lesson*, p.2

⁷Jeremy Harmer, *The Practice of English Language Teaching, Third Edition*, (England: Longman, 2001). p. 200.

⁸Ibid,

poetry. For this purpose, the reader maybe completely unconscious of how he is reading and of what is happening around him. He may be fully absorbed in the text he reads.

And the researcher finds another purpose of reading base on Jennifer. Jennifer state that whatever the material is, the main purpose for reading remain the same, they are:⁹

- 1) Read to activate and reinforce other skills (grammar, vocabulary, pronunciation, and writing). In the same way that oral dialogues, short compositions, and listening activities do, reading can put into practice grammatical structures, new lexical items, and elements of pronunciation. Reading can also offer good writing models.
- 2) Reading to become a better reader. Reading is a skill in itself, and the advantage of working with adult language learners is that they are usually literate in their native language. This means that they are able to transfer advanced reading skills to the second language classroom. Reading in English can activate and develop these skills, making the students better readers in both languages. Reading skills include: skimming, scanning, predicting, and reading for detailed comprehension.
- 3) Read to develop critical thinking skills.¹⁰ This is important to address because when teaching English for general purposes, it can be easy to dismiss reading as an activity more suited for an

⁹ Jennifer, “*Four Objectives of Reading in the ESL Classroom*” it can be fine in www.englishwithjennifer.com, downloaded at May, 15th, 2016

¹⁰Ibid.

academic environment. Reading can provide opportunities to utilize and sharpen such skills.

- 4) Read for enjoyment. Students should ideally discover not only the usefulness but also the pleasure of being able to read in a second language.

c. The Processing Of Reading

As it is mentioned before, reading comprehension is the process in which the reader constructs meaning from the text. There are at least three types of constructing meaning processes proposed by some experts. The three processes of constructing meaning of the text are presented below.

1. Top-Down Processing

In top-down processing, the reader involves their knowledge of syntax and semantic to create meaning of the text.¹¹ The reader constructs meaning by bringing their early thought to the text being read. It means that the reader's background knowledge is very important in getting the meaning of the text. In top-down processing, the reader makes some prediction of the text. The process is continued by taking samples which will be confirmed or not to the predictions have been made before. Finally, the readers check the predictions.

2. Bottom-Up Processing

¹¹ Hudson, T. *Teaching Second Language Reading*. (New York: Oxford University Press. 2007), p.37

Bottom-up processing views the process of reading as phonemic units. In bottom-up processing, the reader must recognize a multiplicity of linguistic signal such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers.¹² It means that the reader has to scan from letters to letters, recognize the words from one to another, associate among phrases, clauses, sentences, and finally it is processed into phonemic units representing lexical meaning and attains some comprehension of the text.

3. Interactive Processing

According to Thomas, interactive processing is a reading process which argues that both top-down and bottom-up reading processes occur when person reads a text¹³. It means combination between top-down and bottom-up process.

According to Brown says that Interactive processing is a combination of top-down and bottom-up processing. In interactive processes, the reader predicts the probable meaning of the text, then moving to the bottom-up processes to check whether that is really what the writer says.¹⁴

From the discussion above, it can be concluded that there are three types in the process of reading. They are bottom-up processing, top-down processing, and interactive processing. Bottom-up processing is

¹²H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy* Second Edition (San Francisco:Longman2001), p.299

¹³ Thomas S.C. Farrell, *Planning Lesson.*,p.2

¹⁴H. Douglas Brown. *Teaching by Principles.*,p.229

deal with the word recognition. Top-down processing deals with the readers' background knowledge. The last, interactive processing combines the top-down and bottom up processing. Here, interactive processing combines word recognition and background knowledge of the readers. The three processes help the readers to comprehend the text they read.

2. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

“Comprehension” is the ability to understand, an exercise that trains students to understand a language. It means that comprehension is exercising which train student to improve their ability in understanding language whether in written or spoken. Moreover, Elizabeth S. Pang and friends state that comprehension is the process of deriving meaning from connected text. It involves word recognition (vocabulary) as well as thinking and reasoning.¹⁵

According to Frank Smith *Comprehension* is a kind of up-market synonym for *understanding* in discussions that are (or are intended to appear) technical and scientific. Comprehension may be regarded as relating aspects of the world around us—including what we read—to the knowledge, intentions, and expectations we already have in our head.¹⁶

¹⁵ Elizabeth S, Pang et.al, *Teaching Reading*, p.14

¹⁶ Frank Smith, *Understanding Reading*, p.13

Reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension strategies.¹⁷ The process of constructing meaning is the process in which the reader combines their prior knowledge with the additional information from a text, draw the meaning of words, and connect it to reach the clear understanding of the written text.¹⁸

There are many experts that have different definition of reading comprehension. Douglas Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.¹⁹ It means that reading comprehension purpose is to efficiency of reading.

Based on the quotations above, the researcher can make a conclusion that reading comprehension is unitary of process which requires delicate information, understanding and interpretation from reading text.

b. Reading Comprehension Strategies

Debbie Miller, identified reading comprehension strategies that successful readers of all ages use routinely to construct meaning when they read and suggested that teachers need to teach these strategies explicitly and for surprisingly long periods of time, using well-written

¹⁷ Snow, C., Chair. *Reading for Understanding (Towards an R&D Program in Reading Comprehension)*. (Santa Monica: RAND. 2002), p.11

¹⁸Elizabeth S, Pang et.al, *Teaching Reading*, p.14

¹⁹H. Douglas Brown. *Teaching by Principles*, p.306

literature and nonfiction. The research showed that active, thoughtful, proficient readers construct meaning by using the following strategies:²⁰

- 1) Identifying the Purpose in Reading. Efficient reading consists of clearly identifying the purpose in reading a text. By identifying the purpose in reading before reading a text, the readers know what they are looking for and can weed out potential distracting information.²¹
- 2) Using efficient silent reading technique. Silent reading is appropriate for intermediate and advanced students. This strategy leads the students to try inferring meaning from context. It is also the best practices to make the students become efficient readers.²²
- 3) Skimming and scanning the text. Skimming is a reading strategy in which the readers quickly run their eyes across a whole text. By skimming the text, the reader will be able to predict the purpose of the passage, the main topic, or message, and the supporting ideas. Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text. The reader can use this strategy to look for the detail information in the text such as looking for the names or dates, finding the definition of a key concept, and listing a certain number of supporting details.²³

²⁰ Debbie Miller, *Reading with Meaning: teaching comprehension in the primary grades*, (Portland, Maine: Stenhouse Publishers, 2006), p.8

²¹ Brown, D. H. *Teaching by Principles.*, p.306

²²*Ibid*, p.307

²³*Ibid*,p.308

- 4) Guessing. In this strategy, the students try to guess the meaning of the words when they are not certain or they do not know the meanings of the words, a grammatical relationship, a discourse relationship, a cultural reference, content messages, and infer implied meanings.²⁴
- 5) Questioning. This strategy allows the students to have practice in making questions and then answering by themselves. The questions that should be made are those which can arouse their awareness of what they read. These will represent whether they have understood the text or not.²⁵
- 6) Making Predictions and Inferences. Predicting means that the readers are using their background knowledge to negotiate meaning of the text. They connect their background knowledge with the information from the text. In inference, the readers have to find some of the clues, and then combine it to their background knowledge and past experiences to interpret the meaning of the text.²⁶

Those are the strategies for having good reading comprehension. The reader starts reading by having the first strategy which is identifying the purpose in reading and ends with capitalizing on discourse markers to process relationships. The strategies above are highly required for reading comprehension.

²⁴*Ibid*, p. 309

²⁵ Thomas S.C. Farrell, *Planning Lesson*, p. 38

²⁶*Ibid* p. 27

c. Reading Comprehension Assessments

This new National Assessment of Education Progress (NAEP) Reading Framework includes two types of texts: literary and informational. The main national assessment should be provided in all the states in 3th - 4th, 7th - 8th, and 11th - 12th grades are the NAEP.²⁷

Mostly the 11th - 12th grade of the reading will be in informational material. 3th - 4th grade test will have equal passages of literary and informational texts; the 7th - 8th -grade test will have 45% literary and 55% informational; by 12th-grade the distribution will be 30% literary and 70% informational. The assessments will also include items that measure vocabulary knowledge as an aid for reanding comprehension:²⁸

- 1) *Reading literary texts*. Literary passages come from three categories of literary texts: fiction, literary nonfiction (i.e., essays, speeches, and biographies and autobiographies), and poetry.
- 2) *Reading informational texts*. Informational texts come from three categories: exposition, argumentation and persuasion, and procedural texts and documents. The documents may include graphic representations that ask readers to draw on information presented in varied formats. Embedded documents will be used in grades 4 and 8 and free-standing documents in grade 12.²⁹

²⁷Camille Blachowicz and Donna Ogle, *Reading Comprehension Strategies For Independent Learners*, 2nd Edition (New York: The Guilford Press, 2008), , p. 63

²⁸*Ibid.*

²⁹*Ibid.*, p.64

3) *Reading multiple texts*. Reading and integrating information from more than one text is a common task for students at all grade levels. Therefore, the test includes inter textual passage sets to approximate the normal type of reading schools require.

Assessment helps us to make informed decisions regarding the level of materials our students can handle. But knowing *what* they can read is only the first step. We also need to know *how* they read, so we can build on strong strategies and good materials.

B. The Concept of Comic Strips

1. The definition of Comic Strips

Comics are part of print in the information society. Comics are a pervasive and influential media form of popular culture. For many years comics were only regarded as recreational reading, but comics become more accepted as a legitimate form of art and literature and they are making their way into classrooms.³⁰

There are many definitions of “comics.” Will Eisner define comics simply as “sequential art”. Scott McCloud, using Eisner’s definition as a starting point, defines comics as “juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer.” Dylan Horrocks critiques McCloud’s definition, arguing that it de-emphasizes some elements such as comics as a “cultural idiom”, a “publishing genre”, a “set of narrative conventions”, a

³⁰Edmunds, Tracy. *Why should kids read comics?* Available: www.comicsintheclassroom.net, Downloaded on May 3th, 2016

“kind of writing that uses words and pictures”, a “literary genre” and as simply “texts.”³¹ But, there is simple definition of comic; it is magazine especially for children with stories told in pictures.

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

A comic strip can be defined as “a series of pictures inside boxes that tell a story”³². During the past two decades, a number of studies have introduced techniques for using comic strips in education and particularly in language classrooms.

Cary states that comic strips can be used as a means to help students deal with difficulties in complex language in language learning especially.³³

Hartley in Mallia limits the use of comic in textbook design entirely to the affective domain, especially in classroom:³⁴

"Clearly the affective role of instructions is to therefore in comic strips: their aim being to attract and motivate less-able learners. Often cartoon strips are used to present a simplified form of instruction, but there has been little research on their effectiveness in this respect. The general picture that emerges from studies of text with cartoon embellishments is that cartoons often enhance motivation, but they do not often increase comprehension."

³¹Scott McCloud, *Understanding Comic The Invisible Art*, (United States: Kitchen Sink Press, 1993), p.6

³² Jun Liu, “Effects of Comic Strips on L2 Learners’ Reading Comprehension”, , (*United States: Tesol Quarterly*), Vol. 38/ Summer 2004, p. 229

³³Cary, S. *Going graphic: Comics at Work in the Multilingual Classroom*. (Portsmouth, NH: Heinemann, 2004), p.33

³⁴Mallia, G. “*Learning from the Sequence: The Use of Comics in Instruction*” in www.english.ufl.edu downloaded at May 13th 2016, p.87-88

Therefore, by this explanation about the definition of the comic strips, it is clearly stated that it was a sequence of pictures which has the meaningful message conveyed in some words related to the theme of the graphic.

2. Comic Strip as the Reading Material

The students as a foreign language learners are at the disadvantage position because memory span in the foreign language is shortened because of lack of training and unfamiliarity of the material, thereby making it more difficult to remember cues previously decoded. And also the reader's knowledge of the foreign language differs from that of the native speaker.³⁵

To compensate for those weaknesses, the researcher should find a way to fix those weakness by comic strips in reading comprehension materials.

Visualizing is creating pictures in our minds. When the readers read, they create an image in their mind. They read and create this image with what they know or have experienced. Things come alive when they use sensory images. When students visualize, they create their 'own movie' in their minds. The researcher can use comic strip to help the students make their mental movies in teaching reading comprehension.

Basically, interest on reading is one of the internal factors that has influence in reading comprehension. By the interesting material, interest in reading could be increased. It can be assumed that the role of text including

³⁵ Alice C Omaggio, *Language Teaching in Context, Proficiency-Oriented Instruction*, (Boston: Heinle & Heinle, 1986) p. 97.

their elements in reading comprehension is very important. One of interesting material is by using comic strips that students have already known.

Many reading comprehension studies consider the extent to which visuals, that is any graphic display that portrays all or some accompanying text's content, help reader to comprehend information from text.³⁶ Using comic strips for students reading comprehension is more than the material in hand, that it involves a certain immersion into the visuals to facilitate students. Because, visuals have good effect on readers.

3. The Procedures of Using Comic Strips

To achieve the systematic and goal-oriented teaching using comic strips material, teacher must plan their procedures of using comic strips in teaching reading comprehension. The procedures of using comic strips material are as follow:

- a. Teacher must be careful with the content of the materials and should choose the best comic strips material that suitable with the student.
- b. The teacher must selective about the language in comic strips materials that use for teaching.
- c. Teacher should control the difficulty of comic strips materials that s/he chooses. They have to take into consideration the actual level of the students.

From the explanation above, it can be inferred that the procedure of teaching comic strips, selective about the language and the teacher should

³⁶ Jun Liu, "*Effects of Comic Strips*", p.226.

control the materials. So the students can easily understand the material that given by the teacher.

4. Advantages and Disadvantages of Comics Strips

a. Advantages of Comics Strips

According to Christophe Dony comics are fit with curriculum, “somewhat trickier because it first depends on the type of comics that are used, and second, on the teacher’s ability and will to adapt and rework the comics s/he uses so as to make them fit into the curriculum.”³⁷ Comic strips can use in English classroom, especially in reading comprehension. Comic strips are also having advantages in education. The advantages of comic strips in education are many such as:³⁸

- 1) Motivating. Comic strips can attract students to learn and teach students to translate the story into the picture even as if the students are faced with a real context.
- 2) Introduce particular concept. Several years ago, Doraemon comics publish issue of learning to count as well. Comics like this course very useful and helpful because of the feel of a fun learning with beloved characters.
- 3) Introduce the environment and natural surroundings. Comics can bring children into the past, to introduce those to Tyranosaurus at the

³⁷Christophe Dony, “*How to Use Comics in The ESL Classroom?*” (*Englan: Le Journal de BabeLg*), ISSN 2031-1176, e-ISSN 2031-1168/April 2009,p.1

³⁸ Charles Thacker, “The Benefits of Comic in Education”, it can be find in www.homepages.dsu.edu downloaded at May 15th, 2016

time of dinosaurs. So the comic can also be used as a means of introducing God's creation that they never knew before.

- 4) Teaching moral values. There are many comics strips bring the moral values that are important known by anyone. For example, friendship value, hard work, unity, perseverance and unyielding spirit.³⁹

b. Disadvantages of Comic Strips

Indeed, not all comic strips content to give a positive teaching. There are any disadvantages or adverse impacts of comic strips in learning include:⁴⁰

- 1) Not everyone can learn effectively with the visual style. Each person has individual learning styles. Therefore, comic strips cannot always be learning media.
- 2) Comics can make people lazy. People want to see the interests' picture only; they don't understanding about whole materials. Even don't want to read the whole story so that students' absorption of the material is low.
- 3) There is a dirty language style and too fanciful. There are many violence actions or behaviour that illogic so that messages or material submitted is not on target and perception errors.⁴¹

³⁹Jennifer Haines, "Why Teach With Comic", it can be find in www.readingwithpictures.org downloaded at May 15th,2016

⁴⁰

⁴¹*Ibid.*

- 4) There are love story in comic strips that cannot useful for students' intellectual progress. Others believe that the comic strips are poison reading, imagination, and eye irritation.
- 5) Can make addictive effects. It means that comics can make readers desire to immediately enjoy the series connection (mostly out of curiosity) or read of other comics only. The effect, in addition to spending a lot of money to rent or buy the issue after issue, curiosity can also encourage us to spend more time with comics.

C. The Theoretical Framework, Paradigm, and Hypothesis

1. Theoretical Framework

The researcher must have a theoretical framework, as a concept for basic in research, theoretical framework in this research is systematic thought to write some problem.

Therefore, in the research there are two variable, these all are independent variable (X) and dependent variable (Y). Independent variable is the influence of using Comic Strips as Media, and dependent variable is the student's Reading Comprehension.

In this research, If comic strips can used correctly in teaching Reading Comprehension, so student reading comprehension will be getting a good result. Otherwise, if Comic strips cannot used correctly in teaching Reading Comprehension, so student reading comprehension will be getting a bad result.

2. Paradigm

Based on the theoretical framework above the writer describes the paradigm as follows:

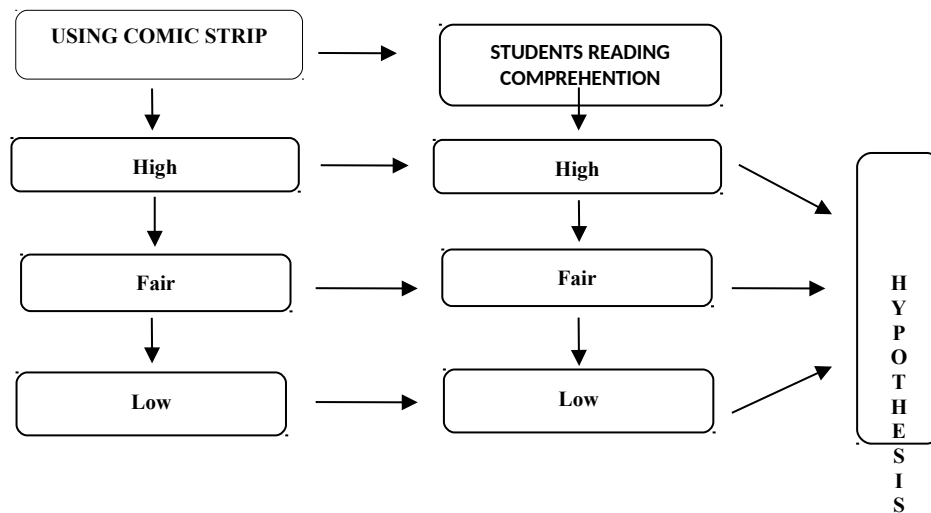


Figure 1

The Influence of Comic Strip toward Students' Reading Comprehension

Based on the above figure, it can be described if comic strips can be used correctly in teaching Reading Comprehension, so student reading comprehension will be getting a high result. Otherwise, if Comic strips cannot be used correctly in teaching Reading Comprehension, so student reading comprehension will be getting a bad low result.

3. Hypothesis

a. Hypothesis Formula

- 1) **H_a** = there is positive and significant influence of using Comic Strips toward the student Reading Comprehension,

- 2) **H₀** = there is no positive and significant influence of using Comic Strips toward the student Reading Comprehension.

b. **Statistical Hypothesis**

- 1) If $F_o > F_t$, **H_a** is accepted and **H₀** is rejected.
- 2) If $F_o < F_t$, **H_a** is rejected and **H₀** is accepted.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used the quantitative research. “Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).”⁴²It means that quantitative research was illustrating the fact or event by using numbers in gathering information.

In this research, the writer investigated the eleventh grade of the student in SMAN 1 TRIMURJO in academic year 2016/2017. The research choose the eleventh grade of the student in SMAN 1 TRIMURJO as the participants, because the student at the eleventh grade must be able to read any kind of text or comic that use English based on the syllabus in Senior High School.

This research is focused on the influence of the independent variable on dependent variable. The independent variable was the Comic Strips (X) and the dependent variable was student reading comprehension.



In this research, the researcher use true experimental design especially the pre-test and post-test control class design. Therefore, in this research the researcher use two classes, the first classes the experimental class which receive treatment that is teaching reading using comic strips and the second class as the control class which doesn't received the special treatment.

B. Population, Sample and Sampling Technique

1. Population

⁴²Daniel Muijs. *Doing quantitative research in education.*(London: Sage Publication,2004), p. 1

A population is an individual or group that represents *all* the members of a certain group or category of interest.⁴³ It means the entire mass of the observation, which the research has access to names in the population and sample the people (or other elements) directly. It means that the population are all subjects that would be observe in this research.

The population in this research is the student of SMAN 1 TRIMURJO. The researcher would investigate the eleventh graders in the academic year 2016/2017.

Bellow was the data of the population:

Table 3
The Students' Quantity of SMAN 1 TRIMURJO
In academic year 2016/2017

NO	CLASS	Male	Female	Amount
1	XI IPA 1	1	19	20
2	XI IPA 2	13	9	22
3	XI IPA 3	7	15	22
4	XI IPA 4	13	13	26
5	XI IPA 5	12	7	19
6	XI IPS 1	9	17	26
7	XI IPS 2	10	16	26
8	XI IPS 3	15	11	26
9	XI IPS 4	5	22	27
10	XI IPS 5	11	18	29
TOTAL		96	147	243

⁴³Timothy C. Urban, *Statistic in Plain English*, (New Jersey, London: LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS, 2005), Second Edition, p.1

The population in this research is the students at the eleventh grade of SMAN 1 TRIMURJO in the academic year 2016/2017. The total population in this research was 243 students which are divided into 10 classes.

2. Sample

In this research, the sample of the research is used two classes at the eleventh grade of SMAN 1 TRIMURJO in the academic year 2016/2017 in the class XI IPA 4 that consists of 26 students and the class XI IPS 3 that consist of 26 students. The writer takes the class XI IPA 4 and XI IPS 3 in this research, because the writer wants to know the students' reading comprehension. The reading comprehension of the students in the class XI IPA 4 is better than XI IPS 3.

So that it can be said that the students at XI IPS 3 has lower ability than XI IPA 4 in reading comprehension. Based on the reason the writer uses these two classes in this research. The writer uses class XI IPS 3 that consists of 26 students as the experimental class and XI IPA 4 that consist of 26 students as the control class. So, the member of all sample are 52 students of SMAN 1 TRIMURJO in academic year 2016/2017

3. Sampling Technique

In this research, the writer uses purposive cluster sampling as the method in choosing a sample. Purposive cluster sampling is deciding a sample with certain opinion or some reason which can give the maximum data. The reason is based on the grade of the data pre-survey on the students'

reading comprehension, the students' score in the class XI IPS 3 can be categorized into poor category than the others class.

C. The Operational Definition of Variable

Operational definitions of variables in this research are:

1. Independent Variable

According to Evelyn Hatch, "the major variable which you hope to investigate that is the independent variable. The researcher can select, manipulate, and measure the variable."⁴⁴ The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment.

Independent variable of this research is Comic Strips which are defined as a media. In this research, the writer use observation because the writer wants to know the students' activeness during teaching and learning process, in the reading lesson especially at using comic strips toward students reading comprehension.

The researcher use observation list to know about the use of comic strips toward students reading comprehension, include in the high category (80-100). Furthermore, in the middle category (60-70), low category (30-50). How to know that comic strips is influence or not influence use in students reading comprehension, the researcher use observation method to observe

⁴⁴ Evelyn Hatch and Hossein Farhady, *Research Design and Statistic for Applied Linguistics*,(U.S.A.: Newbury House Publishers.Inc,1982), p.15.

that comic strips is effective or not effective, the research use 1 until 5 as a range scores.

Table 4
The Range Of Scores to indicate the Using Comic Strips

Number of Scores	Categories
1	Very good
2	Good
3	Fair
4	Bad
5	Very bad

There are some indicators which indicate the students are able to achieve the objective of media as follow:

- a. The students are able to understand well material from Comic Strips
- b. The students are able to get new experience from the Comic Strips as a teaching media in teaching learning process.
- c. The students are able to get new example to practice reading Comprehension well in the class.

2. **Dependent Variable**

Dependent variables are variables that depend on the independent variable. They are the outcomes or results of the influence of the independent variable.⁴⁵ According to Evelyn Hatch, “The dependent variable, on the other hand, is the variable which you observe and measure to determine the effect of the independent variable.”⁴⁸

Dependent variable of this research is students reading comprehension. To measure students’ reading comprehension, the researcher gives the test in form the explanation of the students.

Table 5

The Range Of Scores to indicate the Reading Comprehension

No	Aspect	Kinds of Test	Types Of The Test
1	Identify the meaning of the ideas in the text	Written Test	Multiple choice
2	Identifying information contained in the text	Written Test	Multiple choice
3	Identify communicative purpose of the text	Written Test	Multiple choice
4	Identify the steps of rhetoric in the text	Written Test	Multiple choice
Total			

This is assessment guidelines in reading comprehension by using multiple choices:

The right number 10

Maximal score: 100

⁴⁵ John. W. Creswell, *Research Design Qualitative, Quantitative And Mixed Methods, Approach*, (New Delhi: SagePublication, 2003),p. 94

⁴⁸ Evelyn Hatch and Hossein Farhady, *Research Design*, p. 89

Rubric assessment:

Total Question	Categories	Sores
10	contents are true, grammatically correct	10
	Not answer	0

Here the indicators of students reading comprehension:⁴⁶

- a. Forming a general understanding of text.
- b. Developing an interpretation of text.
- c. Making reader–text connections.
- d. Examining content and structure of text.

D. Data Collection Method

1. Test

Anderson with Arsenault said that “instrument includes test and questionnaire, observation schedules and any other tool used to collect data”.⁴⁷ It means that the valid data can be gained through several techniques of data collection method, one of which test. “Test is the string of question or exercises to measure the knowledge skill, intelligence, ability or talent that have by individual or group.”⁴⁸ It implies that the test should be done to get the real data before accomplishing the research.

⁴⁶Camille Blachowicz and Donna Ogle, *Reading Comprehension Strategies.*, p.64

⁴⁷Gary Anderson with Nancy Arsenault, *Fundamentals of Educational Research*, (USA: Falmer Press, 2005), p. 94

⁴⁸Edi Kusnadi, *Metodologi Penelitian*,(Metro: Ramayana Pers & STAIN Metro, 2008), p.90

The researcher uses test as a data collection method to measure the dependent variable. The dependent variable of this research is Reading Comprehension. The researcher measures the Reading Comprehension by using written test to know about the students reading comprehension at the eleventh graders in the SMAN 1 TRIMURJO in the academic year 2016/2017.

2. Documentation

Another method to collecting the data is documentation. Documentation is data collection method by investigating object written such as book, magazine, document, note and others.⁴⁹

The writer uses the documentation method to get detail information about, condition teachers and official employee, the quantity of the students and the Structure Organization of the SMAN 1 TRIMURJO in the academic year 2016/2017.

E. Research Instrument

Suharsimi Arikunto defines instrument as “The tool of research which is used in each method.”⁵⁰ Furthermore, the research instrument involves:

1. Instrument Blueprint

⁴⁹*Ibid.*

⁵⁰Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 1999), p. 192

The writer used Pre-test before treatment as a control and Post-test instrument after treatment as an experimental. The research about comic strips in reading comprehension so the research instrument which is used in present research is in the form of written test, here is the blue print:

- a. The instrument which was used in test in this research, it included the pre – test and post – test about reading comprehension text result. The writer uses the objective test that is written tests. And give the text to the students. After getting the data from the student, the writer compared the scores in order to measure whether there is any significant influence between using comic strips toward the students reading comprehension.
- b. The instrument which was used in documentation method was documentation guidance, as follow;
 - 1) Documentation about condition of the teachers and officials in the SMAN 1 TRIMURJO in the academic year 2016/2017.
 - 2) Documentation about the students of the SMAN 1 TRIMURJO in the academic year 2016/2017
 - 3) Documentation about the organization structure of the SMAN 1 TRIMURJO in the academic year 2016/2017.
- c. The instrument which was used in observation method is observation guidance. In this technique, the data is taken from the observation list about everything happened during teaching learning process which are about the teacher's treatment to the students, which method the teacher use

and how the process worked. The observation also is about students' responses and participation in teaching learning process.

2. Instrument Calibration

In this research, the writer used the logical validity in the form of content validity. "Content validity for an instrument is show a condition of an instrument which composed based on the subject matter content which evaluated."⁵¹

The researcher had composed the instrument based on subject matter content which was researched. The instrument which was composed had represented the subject that was measured. Before gave the test, the researcher had consulted to the lecturer who have competence in reading comprehension. It is called expert judgement. Therefore it can be inferred that the test have good validity.

F. Data Analysis Technique

To investigate whether there is any positive and significant influence of using Comic Strips toward the students' Reading Comprehension in the eleventh grade of student in SMAN 1 TRIMURJO in the academic year 2016/2017; the writer analyzed the data by using t-test.

In applying experimental research to find out the differences between two samples is utilized T-test formulation. The writer could investigate the differences

M : The mean of score each group.

N : Subjects in the sample

X : Deviation of each grade X2 and X1

Y : Deviation of each grade Y2 and Y1

⁵¹*Ibid* , p. 66

between the uses of experimental and control group. According to John W. Creswell, the formulation of T-test is as follows⁵²:

$$t = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2} \right) \left(\frac{1}{N_X} + \frac{1}{N_Y} \right)}}$$

CHAPTER IV

⁵²John. W. Creswell, *Research Design* Ibid., p.133

RESULT OF THE RESEARCH

A. Descriptions of Data

1. Research Setting

a. Short History about the Establishment of SMAN 1 Trimurjo

SMAN 1 Trimurjo is located in Jl. Karang Bolong 11F, Simbarwaringin Central Lampung. It was established on Oktober, 30 2001. SMAN 1 Trimurjo has accreditation status of B and had been lead by the following principals:

- 1) 2001- 2002 had been lead by Mr. Drs. Syatbi Tahmid
- 2) 2002 - August 2010 had been lead by Mr. Drs. Deddy Irawan, M.Pd
- 3) August 2010 - January 2012 had been lead by Mr. Drs. Tri Hartoto, M.Pd
- 4) February 2012 till now is lead by Mr. Drs. Puryanto, MM

SMAN 1 Trimurjo established with school statistic number 30 1 12 02 09 043. Now, SMAN 1 Trimurjo has three levels of class. Those are the tenth; eleven, twelve grades with the total class are 24. SMAN 1 Trimurjo has 65 teachers and 10 official employees.

b. The Condition of Teacher and Official Employees at SMAN 1 Trimurjo

The number of teacher and official employee in SMAN 1 Trimurjo in academic year 2016/2017 are 65 teachers and 10 official employees that can be identified as follows:

Table 6
The Condition of Teachers and Official Employers
in SMAN 1 Trimurjo in the Academic Year of 2016/2017

No	Name	Education	Subject	Profession
1	Drs. Puryanto	S1	PPKn	Headmaster
2	Drs. Edi Supriyono	S1	Biology	Wakasek
3	Suharno, S.Pd	S1	Physics	Wakasek
4	Sugino, S.Pd	S1	PPKn	Wakasek
5	Drs. Tulus Amiseno	S1	Physics	Wakasek
6	Sumirah, S.Pd	S1	Physics	Kepala Lab
7	Drs. Loso	S1	Chemistry	Kepala Lab
8	Drs. Suroso	S1	Biology	Kepala Lab
9	Sumaryo, S.Sos	S1	TIK	Kepala Lab
10	Tursila Widiastuti, S.Pd	S1	Islamic	Teacher
11	Andi Eko Susilo, S.Pd	S1	Biology	Teacher
12	Broto Semedi, S.Sos	S1	Sociology	Teacher
13	Dewi Utami S, S.Pd	S1	Indonesia	Teacher
14	Devi Emsa N, S.Pd	S1	English	Teacher
15	Anita Karunia, S.Pd	S1	English	Teacher
16	Dian Anggraeni, S.Pd	S1	Sociology	Teacher
17	Dwi Rahayu, S.Ag	S1	Geography	Teacher
18	Eka Lestari, S.Pd	S1	Indonesia	Teacher
19	Eliyanti, S.Pd	S1	PPKN	Teacher

20	Emi Itasari, S.Pd	S1	Chemical	Teacher
21	Eva Darmayanti, S.Pd	S1	Indonesia	Teacher
22	Fitri Handayani, S.Pd	S1	Sociology	Teacher
23	Ilham, S.Ag	S1	Islamic	Teacher
24	Istoyip, S.Pd	S1	History	Teacher
25	Khoirunnisa, S.Pd	S1	Physics	Teacher
26	Marwan Arifin, S.Pd	S1	Health	Teacher
27	Maryatin, S.Pd	S1	Mathematics	Teacher
28	Maryudi, S.Pd	S1	Indonesia	Teacher
29	Mazalena, S.Pd	S1	Indonesia	Teacher
30	Drs. Mutamar	S1	Islamic	Teacher
31	Drs. Muryatak	S1	Mathematics	Teacher
32	Drs. Muslan	S1	Dakwah	Teacher
33	Nedyo Widarsih, S.Sos	S1	Economy	Teacher
34	Nita Aprilia, S.Pd	S1	Indonesia	Teacher
35	Nurhayati, S.Pd	S1	Geography	Teacher
36	Nurhidayah, S.Pd	S1	PPKn	Teacher
37	Drs. Puji Handayani	S1	History	Teacher
38	Purwaningsih, S.Pd	S1	Geography	Teacher
39	Ristuning Waluyati, S.Pd	S1	Islamic	Teacher
40	Drs. Sahabudin	S1	Islamic	Teacher
41	Septi Hartini, S.Sn	S1	Art	Teacher
42	Setyohadi Brahmo P, S.Pd	S1	English	Teacher
43	Sindhu Hermanto, S.Si	S1	Chemical	Teacher
44	Siti Aisah, SE	S1	Economy	Teacher
45	Siti Amanah, S.Pd	S1	Indonesia	Teacher

46	Siti Juariah, S.Pd	S1	Sociology	Teacher
47	Sophan Krisna Aji, S.Pd	S1	English	Teacher
48	Sri Hartati, S.Pd	S1	Indonesia	Teacher
49	Sri Setyowati, S.Pd	S1	Physics	Teacher
50	Sri Supri Hartati, S.Pd	S1	Mathematics	Teacher
51	Sri Suwanti, S.Pd	S1	Chemical	Teacher
52	Sri Titin Astiningsih, S.Pd	S1	Indonesia	Teacher
53	Sriyono, S.Pd	S1	Geography	Teacher
54	Drs. Sukamto	S1	Indonesia	Teacher
55	Drs. Suminarto	S1	Accounting	Teacher
56	Drs. Sunardi	S1	Islamic	Teacher
57	Sunu Wahyuliono, S.Pd	S1	Mathematics	Teacher
58	Sutiyem, S.Pd	S1	Economy	Teacher
59	Suwartini, S.Pd	S1	Physics	Teacher
60	Drs. Teresia Binarsih H	S1	Guidance counseling	Teacher
61	Titin Winarni, S.Si	S1	Biology	Teacher
62	Tri Hanifah, S.Ag	S1	Islamic	Teacher
63	Umar Dhani, ST, S.Pd	S1	Chemical	Teacher
64	Vita Sari, S.Pd	S1	Guidance counseling	Teacher
65	Y Fajar, S.Pd	S1	Mathematics	Teacher

c. Students Quantity of SMAN 1 Trimurjo

The student's quantity of SMAN 1 Trimurjo in the academic year of 2016/2017 is that can be identified as follows:

Table 7

**The Students Quantity of SMAN 1 Trimurjo
in the Academic Year of 2016/2017**

NO	CLASS	TOTAL
1.	Class X	259 students / 8 rumble
2.	Class XI	243 students / 10 rumble
3.	Class XII	124 students / 6 rumble
TOTAL		628 students / 24 rumble

d. The Condition of Facilities of SMAN 1 Trimurjo

The condition of facilities in SMAN 1 Trimurjo in the academic year of 2016/2017 that can be seen on the table below:

Table 8

The Condition of Facilities in SMAN 1 Trimurjo

In the Academic Year of 2016/2017

No	Facilities	Total (Room)	Size (m)	Condition*)
1.	Headmaster room	1	5 x 7	Good
2.	Vice Headmaster Room	1	5 x 7	Good
3.	Teacher Room	1	18 x 7	Good
4.	TU Room	1	9 x 7	Good
5.	Guest Room	1	4 x 7	Good
6.	Library	1	14 x 7	Good
7.	Lab. Biology	1	14 x 8	Good

No	Facilities	Total (Room)	Size (m)	Condition*)
8.	Lab. Chemical	1	14 x 8	Good
9.	Lab. Computer	1	12 x 8	Good
10.	UKS Room	1	9 x 7	Good
11.	BK Room	1	4 x 7	Good
12.	Mosque	1	9 x 7	Good
13.	Sport Room	1	3 x 7	Good
14.	Warehouse	1	7 x 3	Good
15.	Teacher Toilet	1	4 x 3	Good
16.	TU Toilet	1	3 x 2	Good
17.	Students Toilet	12	2 x 1.5	Good
18.	Parking Area	1	20 x 20	Good
19.	Canteen	10	5 x 7	Good
20.	Tower	2	2 x 5	Good
21.	Classroom	21	9 x 7	Good

e. Structure Organisation of SMAN 1 Trimurjo

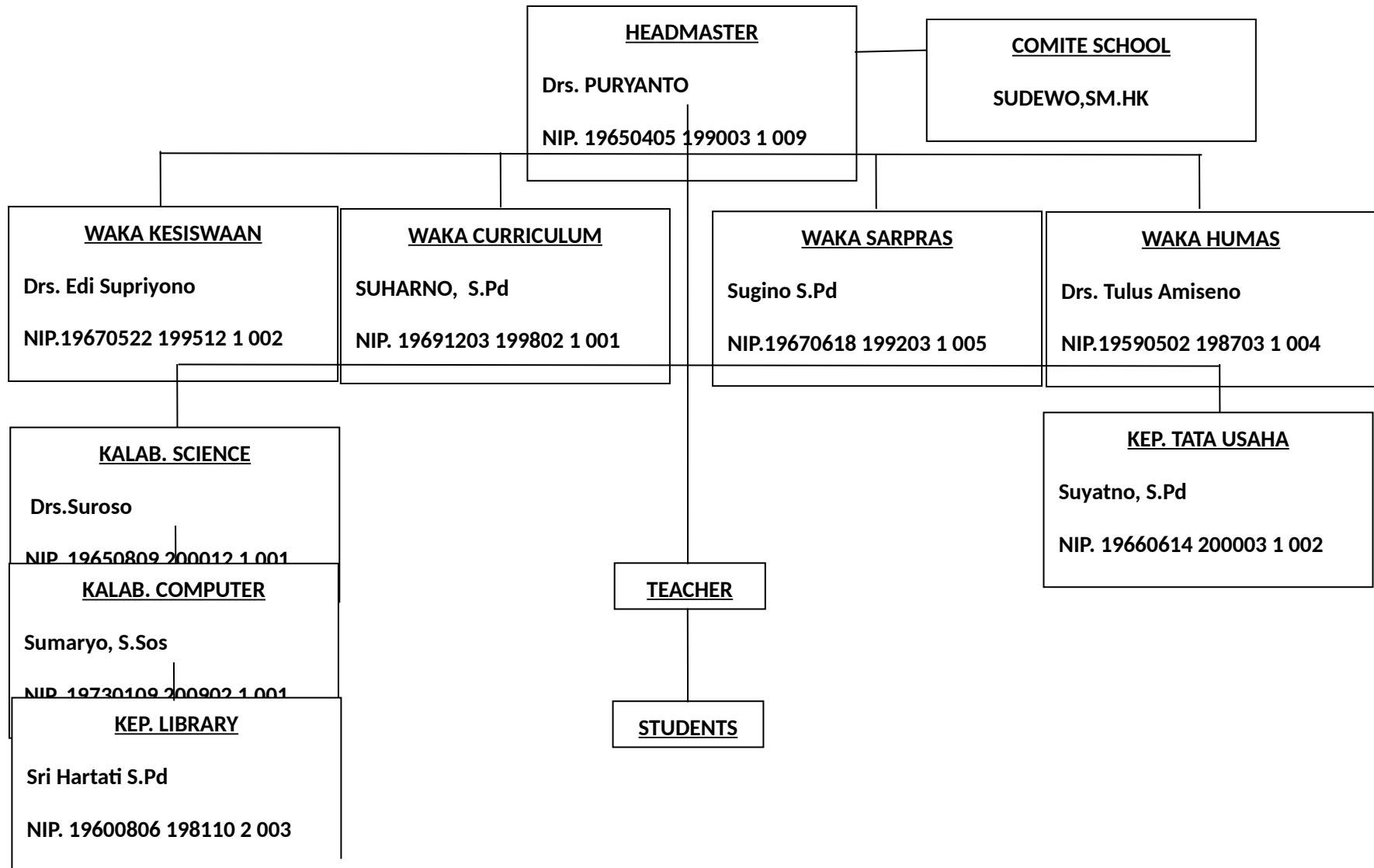


Figure 2. Structure Organization of SMA N 1 Trimurjo in academic year 2016/2017

f. Sketch of SMAN 1 Trimurjo

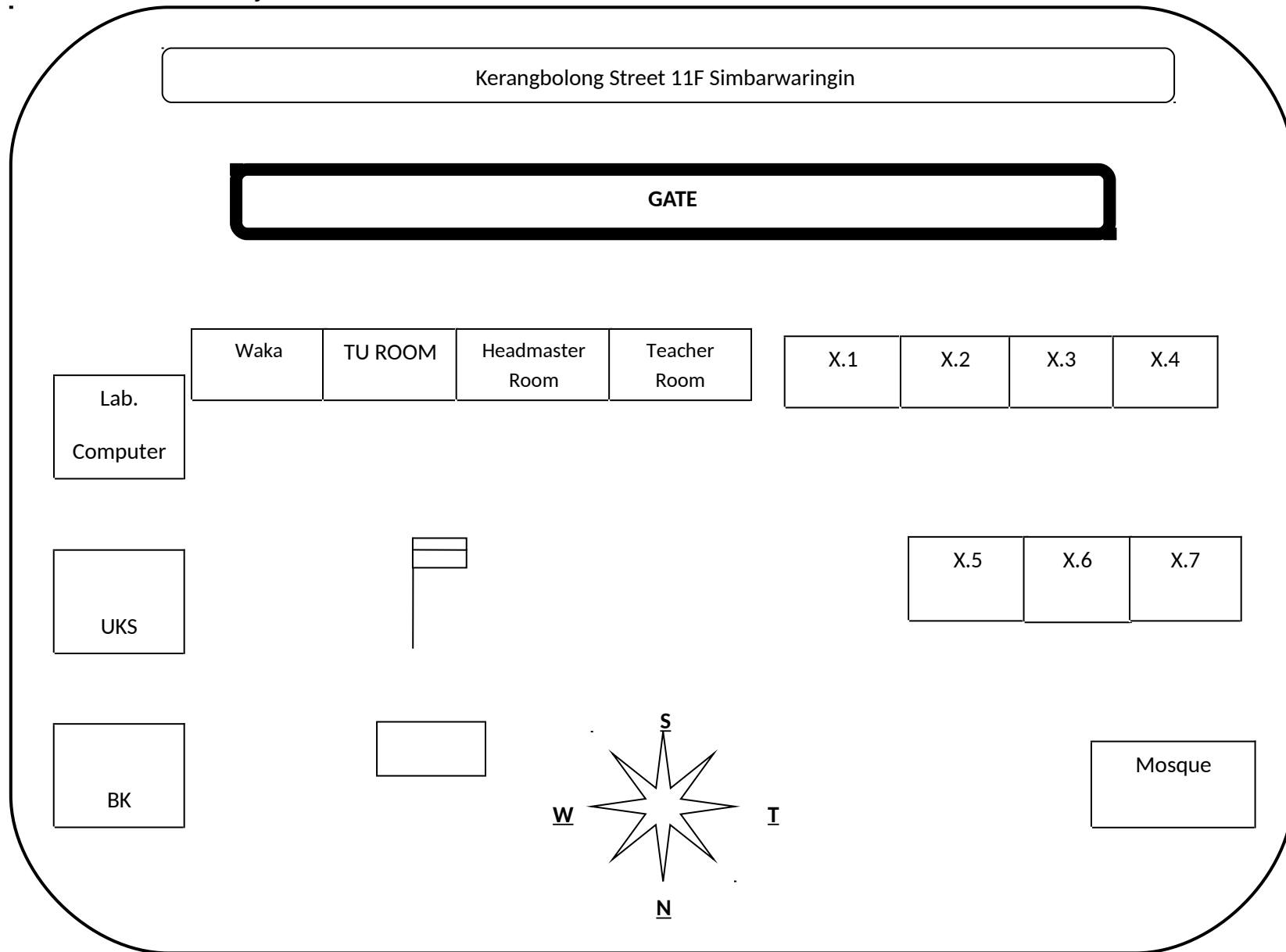


Figure 3. Sketch of SMAN 1 Trimurjo



2. Research Data

a. The Pre-Test Result

The writer conducted pre-test in the first meeting of the research in order to find out the initial differences between the groups who have similar level. The pre-test used in this research is in the form of multiple choices.

The pre-test result can be identified as follows:

Table 9

**The Pre-Test Result at XI IPS 3 (Experimental Class)
of SMA N 1 Trimurjo in academic year 2016/2017**

NO	Student's Name	Question Number										Total Pre-Test Score Experimental Class
		1	2	3	4	5	6	7	8	9	10	
1	PS	1 0	1 0	1 0	-	1 0	-	-	-	1 0	-	50
2	AF	1 0	1 0	1 0	1 0	-	-	-	1 0	-	-	50
3	DS	1 0	-	1 0	1 0	1 0	-	1 0	-	-	-	50
4	YJ	1 0	1 0	-	-	-	-	-	-	-	10	30
5	RDA	1 0	-	1 0	-	-	-	-	-	1 0	10	40
6	EAD	1 0	1 0	-	-	-	-	-	-	1 0	-	30
7	EYPS	1 0	1 0	1 0	-	1 0	-	-	-	1 0	10	60
8	AW	1 0	1 0	1 0	-	1 0	-	1 0	-	1 0	10	70

9	HP	1 0	1 0	1 0	-	1 0	-	-	-	1 0	10	60
10	NN	1 0	1 0	1 0	-	-	-	-	1 0	-	-	40
11	SU	1 0	1 0	1 0	-	-	-	-	1 0	1 0	-	50
12	DP	1 0	-	-	-	-	-	-	-	-	10	20
13	YS	1 0	1 0	1 0	-	-	-	-	1 0	1 0	10	60
14	F	1 0	1 0	-	-	-	-	-	-	-	10	30
15	HHS	-	-	1 0	-	-	1 0	-	-	-	-	20
16	RMA	1 0	1 0	1 0	-	-	-	1 0	1 0	1 0	-	60
17	EN	1 0	1 0	1 0	1 0	-	1 0	-	1 0	1 0	10	80
18	RER	1 0	1 0	1 0	-	-	1 0	-	1 0	-	10	60
19	P	1 0	1 0	1 0	-	-	-	1 0	1 0	1 0	-	60
20	LR	1 0	1 0	-	-	1 0	1 0	-	1 0	1 0	10	70
21	SD	1 0	1 0	1 0	-	-	1 0	-	1 0	-	-	50
22	MBS	1 0	-	1 0	1 0	1 0	-	-	1 0	1 0	-	60
23	DS	1 0	1 0	1 0	-	-	-	-	-	1 0	10	50
24	SS	1 0	1 0	-	-	1 0	1 0	1 0	-	1 0	10	70
25	AA	1 0	-	1 0	-	1 0	-	1 0	1 0	-	10	60
26	SP	-	1 0	-	-	1 0	1 0	1 0	-	1 0	10	60

TOTAL	1340
AVERAGE	51,53
HIGHEST SCORE	80
LOWEST SCORE	20

Source: The result of pre-test in experiment class on October 19th, 2016.

The test is followed by 26 students which were cluster selected the highest score was 80 and the lowest score was 20 with total score was 1340 and the average of the score 51,53

Based on the table above, the researcher measured the class interval.

R = Range

~~K = a lot of classes that will be created~~

P = class interval

R = the highest score - the lowest score

$$= 80 - 20$$

$$= 60$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 26$$

$$= 1 + 4.669$$

$$= 5,669 \quad \rightarrow \quad 6$$

$$P = \frac{R}{K} = \frac{60}{6} = 10$$

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows:

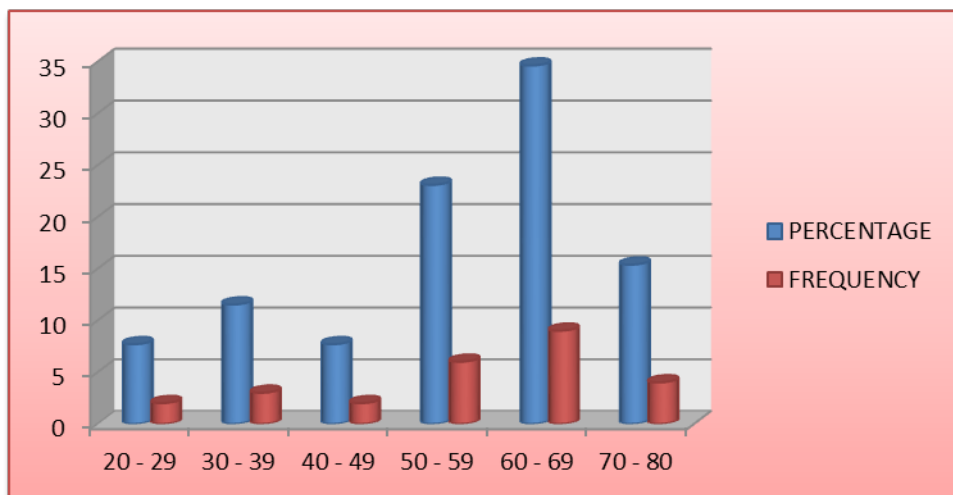
Table 10
Frequency Distribution as the Pre-Test Result in XI IPS 3 (Experimental Class) of SMA N 1 Trimurjo in academic year 2016/2017

Class Interval	Frequency	Percentage %
70 - 80	4	15,38
60 - 69	9	34,62
50 - 59	6	23,09
40 - 49	2	7,69
30 - 39	3	11,53
20 - 29	2	7,69
Total	26	100 %

Based on the table of frequency distribution above, it can be inferred that all of students got score below the value standard which is 70. Therefore, it can be inferred that the students reading ability is low.

Figure 4

Figure of Frequency Distribution as the Result of Pre-test in XI IPS 3
(Experimental Class) Of SMA N 1 Trimurjo in academic year 2016/2017



The graph of table frequency distribution above described that the result of the student's score of pre-test. There was 2 students (7,69%) who got score 20-29, 3 students (11,53%) got score 30-39, 2 students (7,69%) got score 40-49, then 6 students (23,09%) got score 50-59, 9 students (34,62%) got score 60-69, and 4 students (15,38%) got score 70-80. In short, it can be inferred that the students reading comprehension in pre-test is low.

The writer also conducted pre-test for the control class. The pre-test result at control class is identified as follows:

Table 11
The Pre-Test Result at XI IPA 4 (Control Class) of SMA N 1 Trimurjo in Academic Year 2016/2017

NO	Student's Name	Question Number										Total Pre-Test Score Control Class
		1	2	3	4	5	6	7	8	9	10	
1	PM	1 0	1 0	-	1 0	1 0	-	-	1 0	1 0	-	60
2	IK	1 0	1 0	-	1 0	-	-	1 0	1 0	1 0	10	70

21	FN	1 0	1 0	1 0	1 0	-	1 0	-	1 0	1 0	-	70
22	ZM	1 0	1 0	1 0	1 0	-	1 0	-	1 0	-	-	60
23	AP	1 0	1 0	1 0	1 0	-	-	-	1 0	1 0	-	60
24	DG	1 0	-	1 0	-	-	-	-	1 0	-	-	30
25	DAL	1 0	1 0	1 0	-	-	1 0	-	-	-	-	40
26	DF	1 0	1 0	-	-	1 0	1 0	-	1 0	-	-	50
TOTAL												1590
AVERAGE												61,15
HIGHEST SCORE												100
LOWEST SCORE												10

Source: The result of pre-test in experiment class on October 20th, 2016.

The test is followed by 26 students which were cluster selected the highest score was 100 and the lowest score was 10 with total score was 1590 and the average of the score 61,15.

Based on the table above, the researcher measured the class interval.

R = Range

K = a lot of classes that will be created

R = the highest score - the lowest score

= 100 - 10

= 90

K = $1 + 3,3 \log n$

$$\begin{aligned}
 &= 1 + 3,3 \log 26 \\
 &= 1 + 4.669 \\
 &= 5,669 \rightarrow 6 \\
 p &= \frac{R}{K} = \frac{90}{6} = 15
 \end{aligned}$$

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows:

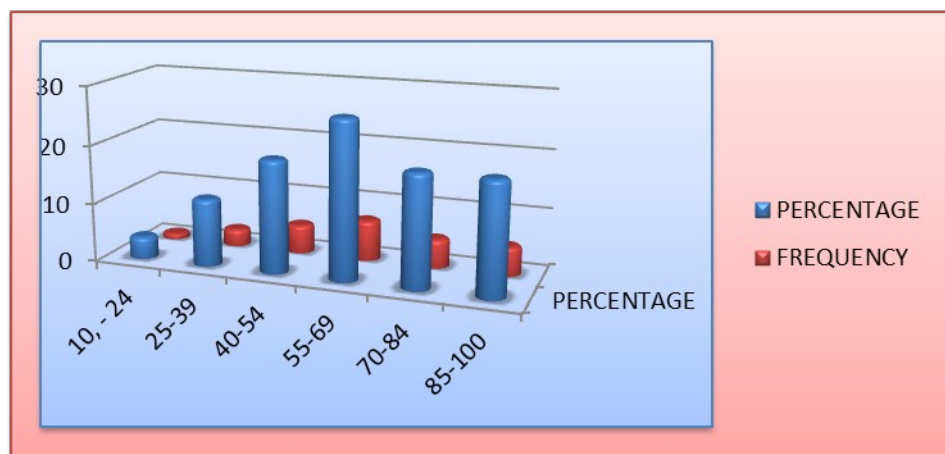
Table 12
Frequency Distribution as the Pre-Test Result (Control Class)
Of SMA N 1 Trimurjo in academic year 2016/2017

Class Interval	Frequency	Percentage %
85 - 100	5	19,23
70 - 84	5	19,23
55 - 69	7	26,92
40 - 54	5	19,24
25 - 39	3	11,54
10 - 24	1	3,84
Total	26	100 %

Based on the table of frequency distribution above, it can be inferred that all of students got score below the value standard which is 70. Therefore, it can be inferred that the students reading ability is low.

Figure 5

Figure of Frequency Distribution as the Result of Pre-test in XI IPA 4 (Control Class) Of SMA N 1 Trimurjo in academic year 2016/2017



The graph of table frequency distribution above described that the result of the student's score of post-test. There was 1 students (3,84%) who got score 10-24, 3 students (11,53%) got score 25-39, 5 students (19,24%) got score 40-54, then 7 students (26,92%) got score 55-69, 5 students (19,23%) got score 70-84, and 5 students (19,23%) got score 85-100. In short, it can be inferred that the students reading comprehension in pre-test is low.

b. The Post-Test Result

Post-test was employed in the last program of this research after giving some treatments and exercises to the experimental and control class in certain

period of time. The test in present research is the same type as pre-test, it is multiple choice forms.

The students' post-test result can be identified as follows:

Table 13

The Post-Test Result at XI IPS 3 (Experimental Class)

of SMA N 1 Trimurjo in academic year 2016/2017

NO	Student's Name	Question Number										Total Post-Test Score Experimental Class
		1	2	3	4	5	6	7	8	9	10	
1	PS	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0	10	100
2	AF	1 0	1 0	1 0	-	1 0	1 0	1 0	1 0	1 0	10	90
3	DS	1 0	-	1 0	1 0	-	-	-	1 0	1 0	10	60
4	YJ	1 0	1 0	1 0	1 0	1 0	-	1 0	1 0	1 0	10	90
5	RDA	1 0	1 0	1 0	-	1 0	1 0	-	1 0	1 0	10	80
6	EAP	1 0	1 0	1 0	1 0	1 0	-	1 0	1 0	1 0	10	90
7	EYPS	1 0	-	-	-	-	-	1 0	1 0	1 0	10	50
8	AW	1 0	1 0	1 0	-	1 0	1 0	1 0	1 0	1 0	-	80
9	HP	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0	10	100
10	NN	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0	10	100
11	SU	1 0	1 0	1 0	-	-	1 0	1 0	1 0	1 0	10	80

12	DP	1 0	1 0	1 0	-	-	1 0	-	-	1 0	-	50
13	YS	1 0	1 0	1 0	1 0	1 0	-	1 0	1 0	-	10	80
14	F	1 0	-	1 0	-	-	-	1 0	1 0	1 0	-	50
15	HHS	1 0	1 0	1 0	-	-	-	1 0	-	1 0	-	50
16	RMA	1 0	1 0	1 0	-	-	-	1 0	1 0	1 0	-	60
17	EN	1 0	1 0	1 0	1 0	1 0	-	1 0	1 0	1 0	10	90
18	RER	1 0	1 0	1 0	-	-	1 0	1 0	1 0	1 0	10	80
19	P	1 0	1 0	1 0	-	1 0	1 0	-	1 0	1 0	10	80
20	LR	1 0	1 0	1 0	1 0	1 0	-	1 0	-	1 0	10	80
21	SD	1 0	1 0	1 0	1 0	-	-	1 0	-	1 0	10	70
22	MBS	1 0	1 0	1 0	-	1 0	1 0	-	1 0	1 0	10	80
23	DS	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0	10	100
24	SS	1 0	1 0	-	1 0	1 0	1 0	-	1 0	-	10	70
25	AA	1 0	1 0	-	1 0	1 0	1 0	-	1 0	1 0	10	80
26	SP	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0	-	10	90
TOTAL											2060	
AVERAGE											79,23	
HIGHEST SCORE											100	
LOWEST SCORE											50	

Source: *The result of post-test of reading comprehension experimental class by comic strips toward the students' reading comprehension on October 25th, 2016.*

The test is followed by 26 students which were cluster selected the highest score was 100 and the lowest score was 50 with total score was 2060 and the average of the score 79,23.

Based on the table above, the researcher measured the class interval.

$$\begin{aligned}
 & R = \text{Range} \\
 & K = \text{a lot of classes that will be created} \\
 & R = \text{the highest score} - \text{the lowest score} \\
 P &= \frac{R}{K} = \frac{100 - 50}{6} \\
 &= 50 \\
 K &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log 26 \\
 &= 1 + 4,669 \\
 &= 5,669 \rightarrow 6 \\
 P &= \frac{R}{K} = \frac{50}{6} = 8,33 \rightarrow 8
 \end{aligned}$$

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows:

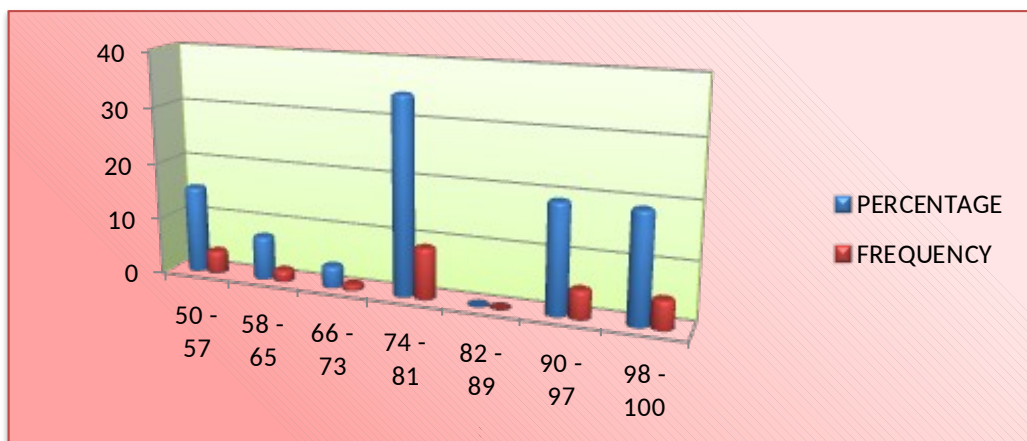
Table 14
 Frequency Distribution as the Post-Test Result (Experimental Class)
 Of SMA N 1 Trimurjo in academic year 2016/2017

Class Interval	Frequency	Percentage %
98 - 100	5	19,23
90 - 97	5	19,23
82 - 89	0	0
74 - 81	9	34,63
66 - 73	1	3,84
58 - 65	2	7,69
50 - 57	4	15,38
Total	26	100 %

Based on the table of frequency distribution above, it can be inferred that all of students have full fill of value standard, which is 70. Therefore, it can be inferred that the student's word formation in post-test was improved.

Figure 6

Figure of Frequency Distribution as the Result of Post-Test in XI IPS 3
 (Experimental Class) Of SMA N 1 Trimurjo in academic year 2016/2017



The graph of table frequency distribution above described that the result of the student's score of post-test. There was 4 students (15,38%) who got score 50-57, 2 students (7,69%) got score 58-65, 1 students (3,84%) got score 66-73, then 9 students (34,61%) got score 74-81, 0 students (0%) got score 82-89, 5 students (19,23%) got score 90-97, 5 students (19,23%) got score 98-100.

It means that the result of student's reading comprehension after using comic strips was satisfactory. It has difference score between pre test and post test.

The writer also conducted post-test for the control class. The result of the students post-test at control class can be identified as follow:

Table 15

The Post-Test Result at XI IPA 4 (Control Class) of SMA N 1 Trimurjo in Academic Year 2016/2017

NO	Student's Name	Question Number	Total Post-Test Score
----	----------------	-----------------	-----------------------

		1	2	3	4	5	6	7	8	9	10	Control Class
1	PM	1 0	1 0	1 0	-	-	1 0	-	-	1 0	10	60
2	IK	1 0	1 0	1 0	-	1 0	-	1 0	1 0	1 0	10	80
3	MA	1 0	1 0	1 0	-	1 0	-	1 0	1 0	1 0	-	70
4	AY	1 0	-	-	-	1 0	1 0	1 0	1 0	1 0	-	60
5	EW	1 0	1 0	1 0	1 0	1 0	-	1 0	1 0	1 0	10	90
6	RDP	1 0	1 0	1 0	-	1 0	1 0	1 0	1 0	1 0	10	90
7	EDP	1 0	1 0	-	-	1 0	-	-	-	-	-	30
8	Jl	1 0	1 0	1 0	-	1 0	1 0	1 0	1 0	1 0	-	80
9	FS	1 0	-	1 0	-	-	-	1 0	-	1 0	-	40
10	PW	1 0	-	-	-	1 0	-	-	1 0	1 0	10	50
11	S	1 0	-	1 0	-	-	-	1 0	-	-	-	40
12	SIS	1 0	1 0	1 0	1 0	1 0	-	1 0	1 0	1 0	10	90
13	AR	1 0	1 0	1 0	-	-	-	1 0	1 0	1 0	10	70
14	RA	1 0	1 0	-	-	1 0	-	1 0	-	-	-	40
15	IRA	1 0	1 0	1 0	-	-	-	1 0	-	1 0	10	60
16	APN	1 0	1 0	-	1 0	1 0	-	1 0	-	1 0	10	70
17	SM	1 0	-	1 0	-	1 0	-	-	-	-	10	40

18	EA	1 0	-	1 0	-	-	-	1 0	1 0	1 0	10	60
19	DM	1 0	-	1 0	-	1 0	1 0	1 0	-	1 0	-	60
20	AAP	1 0	1 0	-	-	1 0	-	-	-	-	-	30
21	FN	1 0	1 0	1 0	-	1 0	-	1 0	1 0	1 0	10	80
22	ZM	1 0	-	1 0	-	1 0	-	-	1 0	1 0	10	60
23	AP	1 0	-	1 0	-	1 0	-	-	1 0	1 0	10	60
24	DG	1 0	-	1 0	-	1 0	-	-	-	1 0	10	50
25	DAL	1 0	-	1 0	-	1 0	-	-	1 0	1 0	10	60
26	DF	1 0	1 0	1 0	1 0	1 0	-	1 0	1 0	1 0	-	80
TOTAL											1600	
AVERAGE											61,53	
HIGHEST SCORE											90	
LOWEST SCORE											30	

Source: The result of post-test of reading comprehension experimental class by comic strips toward the students' reading comprehension on October 26th, 2016.

The test is followed by 26 students which were cluster selected the highest score was 90 and the lowest score was 30 with total score was 1600 and the average of the score 61,53.

Based on the table above, the researcher measured the class interval.

R = Range

K = a lot of classes that will be created

P = class interval

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 90 - 30$$

$$= 60$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 26$$

$$= 1 + 4,669$$

$$= 5,669 \quad \rightarrow \quad 6$$

$$P = \frac{R}{K} = \frac{60}{6} = 10$$

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows:

Table 16

Frequency Distribution as the Post-Test Result (Control Class)

Of SMA N 1 Trimurjo in academic year 2016/2017

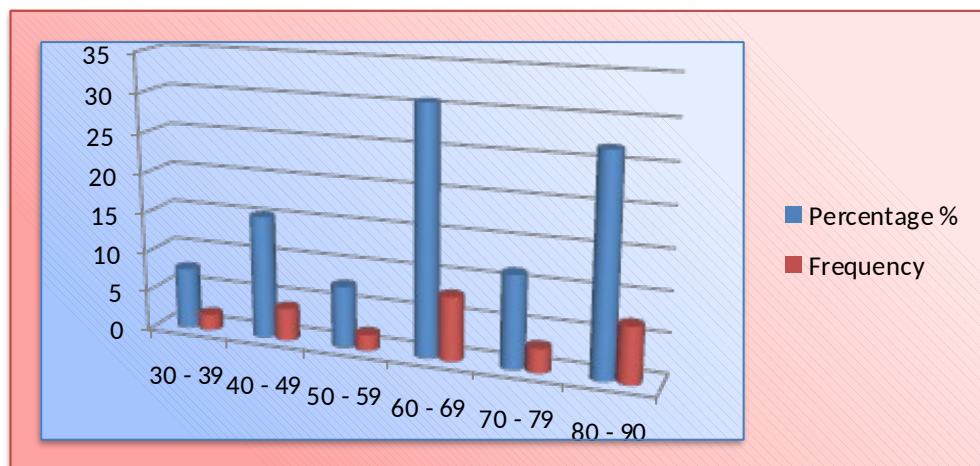
Class Interval	Frequency	Percentage %
80 - 90	7	26,92
70 - 79	3	11,55
60 - 69	8	30,76
50 - 59	2	7,69
40 - 49	4	15,38

30 - 39	2	7,69
Total	26	100 %

Based on the table of frequency distribution above, it can be seen that there are 10 students (38,48%) whose score were less than of value standard, which is 70. Therefore, it can be inferred that the result in experimental class is higher than control class.

Figure 7

Figure of Frequency Distribution as the Result of Post-test in XI IPA 4 (Control Class) Of SMA N 1 Trimurjo in academic year 2016/2017



The graph of table frequency distribution above described that the result of the student's score of post-test. There was 2 students (7,69%) who got score 30 - 39, 4 students (15,38%) got score 40 - 49, 2 students (7,69%) got score

50 - 59, then 8 students (30,76%) got score 60 - 69, 3 students (11,53%) got score 70 - 79, and 7 students (26,92%) got score 80 - 90.

B. Hypotheses Testing

After applying test method, the writer analyzed, the data by using analysis of t-test in order to prove whether there is any influence of the experimental class (teaching English by using explanation of word formation) and the control class (teaching English without explanation of word formation) at the eleventh class students of SMA N 1 Trimurjo in Academic Year 2016/2017 as follows:

1. Preparing the Table

In order to proved whether there is any difference between the experimental and control group at the eleventh grades students of SMA N 1 Trimurjo in Academic Year 2016/2017. The writer use the table as the authentication of Influence between Experimental and Control Class at the eleventh grade students of SMA N 1 Trimurjo in Academic Year 2016/2017.

Table 17

The Table as the Authentication of the Influence between Experimental and Control Class at the Eleventh Grades student Of SMA N 1 Trimurjo in Academic Year 2016/2017

NO	Experimental Class				Control Class			
	Subject	Pre-test (X ₁)	Post-test (X ₂)	Difference (X)	Subject	Pre-test (Y ₁)	Post-test (Y ₂)	Difference (Y)
1.	PS	50	100	50	PM	60	80	20
2.	AF	50	90	40	IK	70	80	10
3.	DS	50	60	10	MA	70	70	0
4.	YJ	30	90	60	AY	90	60	-30

NO	Experimental Class				Control Class			
	Subject	Pre-test (X ₁)	Post-test (X ₂)	Difference (X)	Subject	Pre-test (Y ₁)	Post-test (Y ₂)	Difference (Y)
5.	RDA	40	80	40	EW	100	90	-10
6.	EAP	30	90	60	RDP	60	90	30
7.	EYPS	60	50	-10	EDP	40	70	30
8.	AW	70	80	10	JI	100	80	-20
9.	HP	60	100	40	FS	80	90	10
10.	NN	40	100	60	PW	30	50	20
11.	SU	50	80	30	S	50	90	40
12.	DP	20	50	30	SIS	100	90	-10
13.	YS	60	80	20	AR	60	70	10
14.	F	30	50	20	RA	60	90	30
15.	HHS	20	50	30	IRA	80	60	-20
16.	RMA	60	60	0	APN	90	90	0
17.	EN	80	90	10	SM	40	40	0
18.	RER	60	80	20	EA	30	60	30
19.	P	60	80	20	DM	60	60	0
20.	LR	70	80	10	AAP	10	30	20
21.	SD	50	70	20	FN	70	80	10
22.	MBS	60	80	20	ZM	60	60	0
23.	DS	50	100	50	AP	60	60	0
24.	SS	70	100	30	DG	30	50	20
25.	AA	60	80	20	DAL	40	60	20
26.	SP	60	90	30	DF	50	80	30

NO	Experimental Class				Control Class			
	Subject	Pre-test (X ₁)	Post-test (X ₂)	Difference (X)	Subject	Pre-test (Y ₁)	Post-test (Y ₂)	Difference (Y)
	Total	1340	20,60	720	Total	1590	1830	240
	Average	51,53	79,23	27,69	Average	61,15	70,38	9,23

2. Putting the data above into the formula of t-test in order to get t_{observed} .

$$M_X = \frac{720}{26} = 27,69$$

$$M_Y = \frac{240}{26} = 9,23$$

$$\sum X^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$\sum Y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

$$= (720)^2 - \frac{720^2}{26}$$

$$= (240)^2 - \frac{240^2}{26}$$

$$= 518400 - 19938,46$$

$$= 57600 - 2215,38$$

$$= 498461,5$$

$$= 55384,62$$

$$= \sqrt{498461,5}$$

$$= \sqrt{55384,62}$$

$$= 706,01$$

$$= 235,33$$

Furthermore, the writer counted by using t-test formula, as follows:

$$N = 26$$

$$M_x = 27,69$$

$$M_y = 9,23$$

$$\sum X = 706,01 \quad \sum Y = 235,33$$

$$\begin{aligned}
 t &= \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2}\right)\left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}} \\
 &= \frac{27,69 - 9,23}{\sqrt{\left(\frac{706,01 + 235,33}{26 + 26 - 2}\right)\left(\frac{1}{26} + \frac{1}{26}\right)}} \\
 &= \frac{18,46}{\sqrt{\left(\frac{941,3}{50}\right)\left(\frac{1}{26} + \frac{1}{26}\right)}} \\
 &= \frac{18,46}{\sqrt{18,826 \times 0,1152}} \\
 &= \frac{18,46}{\sqrt{2,16}} = \frac{18,46}{1,46} = 12,64
 \end{aligned}$$

Therefore, *t-observation* is 12,64 as the result of the counting by using *t* - test formula above. To know the critical value of *t*-test (t_{table}) the writer firstly counted *df*. *Df* is degree of freedom.

Therefore formulation of $df = N_X + N_Y - 2$

$$df = N_X + N_Y - 2$$

$$= 26 + 26 - 2 = 50$$

After considering the t-test table by using *df* 50, the writer not found it in the table. So, it is done interpolation because 50 are higher than 40 and smaller than 60.

Table 18

Critical Value of ttable

	5 %	1 %
<i>df</i> 40	1.684	2.423
<i>df</i> 60	1,671	2,390

Table 19

Interpolation of t-table

Interpolation	5%	1%
$\frac{Df\ 40 + Df\ 60}{2}$	$\frac{1,684 + 1,671}{2}$	$\frac{2,423 + 2,390}{2}$
	1,775	2,406

To *df* 50 with *df* 5% is 1,775 and 1% is 2,406. Then, the data confirmed that to $12,64 > t_{\text{table}}\ 1,775$. Because *t*-observation is bigger than *t*-_{table} both *df* 5 % = 1,775 and 1 % = 2,406.

After the statement above were formulated the researcher consulted *t*-_{observation} to *t*-_{table} as follows:

If *t*-_{observation} is higher than *t*-_{table}, *H*_a is accepted and *H*_o is rejected.

If *t*-_{observation} is lower than *t*-_{table}, *H*_a is rejected and *H*_o is accepted.

Finally the data confirmed that $t_{\text{observation}} > t_{\text{table}}$ in 5% and 1% with the significant $1,775 < 2,406 > 2,406$. Therefore it can be inferred that H_a is accepted and H_o is rejected. It means that there is a positive and significant influence on using Comic Strips toward the students' reading comprehension at the eleventh graders of SMA N 1 Trimurjo in Academic Year 2016/2017.

C. Discussion

1. Interpretation $t_{\text{observation}}$

The writer has formulated the Alternative hypothesis (H_i) and Null hypothesis (H_o) as follows:

a. Alternative hypothesis (H_i)

There is a significant the influence on using Comic Strips toward the students' Reading Comprehension at the eleventh grade students of SMA N 1 Trimurjo in Academic Year 2016/2017.

b. Null hypothesis (H_o)

There is not a significant the influence on using Comic Strips toward the students' Reading Comprehension at the eleventh grade students of SMA N 1 Trimurjo in Academic Year 2016/2017.

After H_1 and H_0 above were formulated the writer consulted T-observation to T-table as follows:

- If $t_{\text{observed}} > t_{\text{table}}$, H_1 is accepted and H_0 is rejected.
- If $t_{\text{observed}} < t_{\text{table}}$, H_1 is rejected and H_0 is accepted.

Finally the data confirmed that " $t_{\text{observed}} = 12,64$ is higher than " $t_{\text{table}} = 2,406$.

Therefore it can be inferred that H_1 is accepted and H_0 is rejected. It means that there is a positive and significant influence on using Comic Strips toward the students' Reading Comprehension at the eleventh grade students of SMA N 1 Trimurjo in Academic Year 2016/2017.

During the research, the writer observed that the children are interest in learning English material through using Comic Strips. They were enthusiastic during the learning process. They were also active in the class during the presentation of the material by using Comic Strips as media.

They were able to understand the English material through using Comic Strips as media more easily. The writer assumed that teaching and learning by using Comic Strips as media can influence students' Reading Comprehension well. Through using Comic Strips as media, the students learn English easier way because the students can memorize it's more easily and effectively, they learned by seeing Comic Strips. So it has proved that using Comic Strips can influence the students' Reading Comprehension than the other method especially for the students at the eleventh grade students of SMA N 1 Trimurjo in Academic Year 2016/2017.

Furthermore, the result of this research confirmed about the influence of Comic Strips toward the Students' Reading Comprehension was right. This research also clarified that the theory of the influence of Using Comic Strips Toward The Students' Reading Comprehension at The Eleventh Grade Of SMA N 1 Trimurjo in Academic Year 2016/2017. In other words, the result of the research may vary on the other educational institutions. It depends on several factors such as condition, situation, research setting, and subject of the research.

2. Limitation

This research was conducted at The Eleventh Grade of SMA N 1 Trimurjo in Academic Year 2016/2017 class XII IPS 3 as Experimental Class and XII IPA 4 as Control Class about Reading Comprehension. So, the result of this research was limited at that place, subject, theme, and time. Thus, the result of this research can't be generalized as the result of research generally.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the analysis of the research data, the writer concludes in this research using Comic strips as media is an alternative media that can influence the students' Reading Comprehension. It can be seen from the result of the pre-test and post-test. The students at the eleventh graders of SMA N 1 Trimurjo, especially class XI IPS 3 as experimental class and XI IPA 4 as control class. They have done pre-test and post-test. Before the post-test, the researcher gives a treatment to the students in experimental class and for control class the researcher doesn't give a treatment. The score that they get before and after the treatment is so different. In pre-test; the average score of experimental class is 51,53 and the average score of post-test is 79,23. In pre-test; the average score of control class is 61,15 and the average score of post-test is 70,38. The result of this research is $t_{\text{observation}} > t_{\text{table}}$ ($1,775 < 12,64 > 2.406$). Where is the h_0 is accepted and h_a is rejected its mean that, there is positive and significant influence of using comic strips toward student's reading comprehension at the eleventh graders of SMA N 1 Trimurjo in Academic Year 2016/2017.

Through using Comic Strips as media, the students learn new experience in study English. In brief, there is a positive and significant influence on using

Comic Strips as media toward the students' Reading Comprehension because after treatments. The fact shows that there are change at amount of student that get the low category and the high category. In experimental class, there are 22 students or 84,61% (pre-test) into the low category become 6 students or 23,07% (post-test). Then, there are 4 students or 15,38% (pre-test) into high category become 20 students or 76,92% (post-test). By Using Comic Strips in teaching reading comprehension made students easier in accepting the materials. It could be increasing the students' reading comprehension through applied Comic Strips. By using Comic Strips the students will be interested so that the students more active in learning process.

Furthermore, Comic Strips can be solution for the teacher to teach the students in Reading Comprehension, the students will be more active in learning process. They are given much more opportunities to explore all of their skill. By using this media, teaching and learning process is more interesting, enjoyable and relaxed and all of the students will take part actively in teaching and learning process.

B. Suggestion

After the researcher had done the research at the eleventh graders of SMA N 1 Trimurjo in Academic Year 2016/2017, the researcher would like to give some suggestion as follows:

1. For the Headmaster

The headmaster should support the English learning process by preparing some facilities of teaching and learning.

2. For the teachers

The teacher can choose the comic strips as an alternative media in teaching English especially in reading comprehension in order that the student can understand the material delivered by the teacher, because by an interesting media in teaching learning, it can automatically improved the students motivation in learning process and it can make them try best effort to accepting the material taught by the teacher.

3. For the students

The students should be more active in learning English especially in Reading Comprehension by using Comic Strips, because using Comic Strips as media can help the students to enjoy in following the material that the teacher given. So it can increase their knowledge in learning English.

BIBLIOGRAPHY

- Alice C Omaggio, *Language Teaching in Context, Proficiency-Oriented Instruction*, Boston: Heinle & Heinle, 1986
- Alison Ferguson, "Language, meaning, context, and functional Communication" in *ECU Publications Pre*, 2011
- Camille Blachowicz and Donna Ogle, *Reading Comprehension Strategies For Independent Learners, 2nd Edition*, New York: The Guilford Press, 2008
- Cary Stephen, *Going graphic: Comics at Work in the Multilingual Classroom*. Portsmouth, NH: Heinemann, 2004
- Charles Thacker, "The Benefits of Comic in Education", it can be find in www.homepages.dsu.edu downloaded at May 15th, 2016
- Christophe Dony, "How to Use Comics in The ESL Classroom?" (Englan: Le Journal de BabeLg), ISSN 2031-1176, e-ISSN 2031-1168/April 2009
- Daniel Muijs. *Doing quantitative research in education*. London: Sage Publication, 2004
- Debbie Miller, *Reading with Meaning: teaching comprehension in the primary grades*, Portland, Maine: Stenhouse Publishers, 2006
- Edmunds, Tracy. *Why should kids read comics?* Available: www.comicsintheclassroom.net, Downloaded on May 3th, 2016
- Edi Kusnadi, *Metodologi Penelitian*, Metro: Ramayana Pers & STAIN Metro, 2008
- Elisabeth S. Pang et.al, *Teaching Reading, IAE*, Switzerland: Palais des Academies, 2003
- Evelyn Hatch and Hossein Farhady, *Research Design and Statistic for Applied Linguistics*, U.S.A.: Newbury House Publishers.Inc, 1982
- Frank Smith, *Understanding Reading*, (London: LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS, 2004), Sixth Edition
- Gary Anderson with Nancy Arsenault, *Fundamentals of Educational Research*, USA: Falmer Press, 2005
- H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy*, San Francisco: Longman 2001, Ssecond Edition

- Hudson, T. *Teaching Second Language Reading*, New York: Oxford University Press. 2007
- Jennifer, “*Four Objectives of Reading in the ESL Classroom*” it can be fine in www.englishwithjennifer.com, downloaded at May, 15th, 2016
- Jennifer Haines, “*Why Teach With Comic*”, it can be find in www.readingwithpictures.org downloaded at May 15th,2016
- Jeremy Harmer, *The Practice of English Language Teaching, Third Edition*, England: Longman, 2001
- John. W. Creswell, *Research Design Qualitative, Quantitative And Mixed Methods, Approach*, New Delhi: SagePublication, 2003
- Jun Liu, “Effects of Comic Strips on L2 Learners’ Reading Comprehension”, , (*United Statet:Tesol Quarterly*), Vol. 38/ Summer 2004
- Mallia, G. “*Learning from the Sequence: The Use of Comics in Instruction*” in www.english.ufl.edu downloaded at May 13th 2016
- Pezhman Zare and Moomala Othman, “The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learners” in *International Journal of Humanities and Social Science*, (Selangor, Malaysia: Universiti Putra Malaysia), Vol. 3 No. 13; July 2013
- Scott mcCloud, *Understanding Comic The Invisible Art*, United States: Kitchen Sink Press, 1993
- Snow, C. Chair. *Reading for Understanding (Towards an R&D Program in Reading Comprehension)*.Santa Monica: RAND. 2002
- Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 1999
- Thomas S.C. Farrell, *Planning Lesson for a Reading Class*, Singapore: SEMEO Regional Language Centre,2002
- Timothy C. Urban, *Statistic in Plain English*, New Jersey, London: LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS, 2005, Second Edition

CURRICULUM VITAE

Eva Rachmawati was born in Lampung, Metro on August 22th, 1994. She is the first child of married couple Rohtar Madi Malik and Elise Mariana.

She graduated from Elementary School at SDN 3 Metro Pusat in 1999-2005, her secondary school was at SMP N 2 Metro Pusat in 2005-2008, and his Senior High School was at SMA KARTIKATAMA Metro in 2008-2011. Nevertheless, STAIN Jurai Siwo Metro has become her next direction to go on her study in the academic year of 2011/2012. She has been in English Education Study Program since the academic year of 2011/2012 up to now.