

AN UNDERGRADUATE THESIS
IMPROVING STUDENTS' READING COMPREHENSION BY CARTOON
STORY AT EIGHTH GRADES OF SMP NEGERI 8 METRO

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OF JURAI SIWO METRO
1434 H/2013 M

**IMPROVING STUDENTS' READING COMPREHENSION BY CARTOON
STORY AT EIGHTH GRADES OF SMP NEGERI 8 METRO**

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**PENINGKATAN PEMAHAMAN MEMBACA SISWA MENGGUNAKAN
CERITA KARTUN DI KELAS VIII SMP N 8 METRO TAHUN AJARAN
2012/2013**

ABSTRAK

Oleh:

DEWI PUSPITA SARI

Tujuan utama dari penelitian ini adalah untuk mengetahui peningkatan pemahaman membaca siswa dengan menggunakan cerita kartun di kelas VIII SMP N 8 METRO. Penggunaan Kartun biasanya hanya menyampaikan cerita melalui gambar, membuat cerita lebih mudah dipahami. Cerita kartun dapat mengembangkan imajinasi mereka melalui cerita. Berimajinasi membantu siswa mengembangkan potensi yang dimiliki. Hal ini dapat membantu siswa mengingat kata dan menarik minat siswa untuk membaca buku. Oleh karena itu, penggunaan cerita kartun sebagai media untuk meningkatkan pemahaman membaca.

Penelitian ini merupakan penelitian (PTK) Penelitian Tindakan Kelas ini dilakukan dalam dua siklus. Tiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Subjek dalam penelitian ini adalah siswa kelas VIII SMP N 8 METRO. Alat pengumpulan data yang digunakan dalam penelitian ini adalah observasi, tes dan dokumentasi. Peneliti melakukan kolaborasi dengan guru bahasa Inggris di kelas VIII SMP N 8 METRO.

Penemuan pada penelitian ini menunjukkan bahwa adanya peningkatan dari pre-tes dan post-tes. Dari rata-rata keaktifan murid di siklus 1 adalah 67.73%, dan meningkat di siklus 2 menjadi 87.09%. Dari rata-rata presentase di siklus 1 dan 2 adanya peningkatan sebesar 19.36%. Selain itu, peningkatan juga terjadi pada hasil belajar siswa. Dari data tes, nilai rata-rata siswa di pre-tes 56.45, di post-tes siklus 1 adalah 72.66, dan 93.87 di post-tes siklus 2. Berdasarkan hasil pengumpulan data, menunjukkan bahwa post-tes di siklus 2 adanya peningkatan sebesar 21.21%. Dapat disimpulkan bahwa cerita kartun dapat meningkatkan pemahaman membaca siswa di kelas VIII SMP N 8 METRO.

IMPROVING STUDENTS' READING COMPREHENSION BY CARTOON STORY AT EIGHTH GRADES OF SMP N 8 METRO IN THE ACADEMIC YEAR OF 2012/2013

ABSTRACT

By:

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The primary goal of this research is to know improve students reading comprehension by cartoon story at eighth grades of SMP N 8 METRO. Using Cartoon usually only covey a story through simple images, making it easy to understand. Cartoon story gives students exercise their imagination through stories. This imaginative experience helps students develop their own creative potential. This helps students to remember vocabulary and interest to read books. Therefore, using cartoon story as media to improve reading comprehension.

The approach of this research is classroom action research. The research was conducted in two cycles. Every cycle consisted of planning, acting, observing and reflecting. The subject of the research was the students' eighth grades of SMP N 8 METRO. In collecting data the researcher used test, observation, and documentation. The research was conducted through collaborative with an English teacher of eighth gradeS of SMP N 8 METRO.

The finding of the research shows that there was any increasing from pre-test and post-test. The average percentage of active students in cycle 1 is 67.73%, and improves become in cycle 2 become 87.09%. From average of percentage in cycle 1 and 2 improve was 19.36%. Moreover, the improvement also happens in the students' learning result. Based on the data taken from the test, the students' average score in pre test 56.45, in post test of cycle 1 is 72.66, and 93.87 in post test of cycle 2. From the data collected, it showed that the post test 2 the results increased was 21.21%. So, it can be concluded that the cartoon story can improve the students' reading comprehension at the eighth grades of SMP N 8 METRO.

MOTTO

**The aim of education should be to teach us rather how to think,
than what to think-rather to improve our minds, so as to enable
us to think for our self, than to load the memory with thoughts of
other man.**

~Bill Beattie~

DEDICATION PAGE

The researcher dedicates this undergraduate thesis to:

My lovely parents, Mr. Putut Sudarmanto and Mrs. Syari'ah The biggest thanks for both of you. I highly love you very much.

My beloved brother and younger sister, Fazri Kusuma Bhakti, and Dian Tri Utami. Thanks for giving me support, spirit and greatest smile.

My beloved friends who always close, care, support and smile for me.

SMP N 8 METRO as my research place.

My Almamater State Islamic College (STAIN) Jurai Siwo Metro.

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To start with, the researcher would like to extend her gratitude to Allah SWT for blessing, health, and also mercy because the researcher can finally accomplish this undergraduate thesis. *Shalawat* is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslim in particular.

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Last but not least, the researcher's deepest gratitude also goes to my lovely friends, my classmate, my friends in Eureka, all people in STAIN Jurai Siwo Metro and SMP N 8 METRO who involved directly and indirectly in making this writing. The researcher hopes that this writing will become source of good for others.

Metro, June 18, 2013
The Researcher

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CHAPTER I

INTRODUCTION

A. Background of study

English is an essential and international language. It is to connect people in a country with other people in another country which have different languages. Many people in the world use English because it can make a unity. Because of English some different countries can interface international corporation. To illustrate that point, English is frequently used for the need of bilateral or multilateral corporation among the countries, such as economy, education, culture, social and so forth.

National education in our country, has added English as a subject in the curriculum of education levels in Indonesia, such as elementary school, junior high school, senior high school / vocational school and university. Moreover, it becomes one of the primary subjects to be examined in national examination. Consequently, English has been highly implemented in Indonesia for the need of education.

English learning is divided into four basic skills, namely listening, speaking, reading, and writing. Those skills are needed to develop the students' English performance. In improving students' skills especially in reading, the students need to have an interesting learning process. Therefore, to make the students more interested in reading, the writer uses visual media specifically cartoon story to help the students in improving their reading comprehension.

Furthermore, the writer found many problems of English skill, especially material in English leasson. Based on result of pre survey data that was conducted in SMP N 8 METRO on 1st February 2013, from the mid semester followed by 31 students, only 35.5% the students passed in the mid of semester, and 64.5% the students failed with the highest grade 80 and the lowest grades 45 with the minimum mastery criteria is 70 for English language. For the specific pre survey result see table 1 below.

Table I
Mid Term Test at The Eighth Graders Class C of SMP N 8 Metro

No	Grade	Explanation	Amount	Percentage
1	≤ 70	Failed	20 students	64.5 %
2	≥ 70	Passed	11 students	35.5 %
			31 students	100 %

Source: *Students English Score at the Eighth Grade Specially Class C of SMP N 8 METRO(Pre Survey, on 1st February 2013)*

From the table above, the writer can know that most of students do not reach minimum standard yet, so the students must do remedial. In learning process, the teacher uses writing and memorizing strategies. The students were given vocabulary material and homework. As a result, the students feel bored when they learn English because of the learning strategy.

The writer will use cartoon story to increase reading comprehension. Cartoon story is learning approach. It is to make students feel comfortable in the classroom.

Consequently, the students will tend to be more imaginative and active in comprehending a text and applying physical activities in English learning.

Usually, they like learning through stories so that they are motivated to learn English. Because using a story can make the students interesting, the story should be familiar with them, a majority of people get used to listen to stories and like them very much. Cartoon story can be found in comic books, story books, magazines or newspapers. Many children who like a cartoon story, because of the attractive pictures, are stimulated to increase reading comprehension.

The main concern of this study is to determine the effect of using cartoon story on the students' reading comprehension. Based on the problem above, the researcher would like to investigate whether there is improving students' reading comprehension by cartoon story at SMP N 8 METRO.

B. Problem Identification

Based on the background above, the researcher could identify the problem as follows:

1. The students have lack of ability in reading.
2. The students have lack of motivation in reading.
3. The techniques which are used in the learning process are boring.
4. Most of students get low score in reading comprehension exercises.

C. Problem Formulation

Based on the background of the problem, this research will be conducted to find the answer to the following question : Can increase using cartoon story to improve students in reading comprehension at SMP N 8 METRO

D. Problem Limitation

Based on the background above, the problem arises as follow: “Can the use of cartoon story improve the students’ reading comprehension at SMP N 8 METRO?”

E. Objective and Benefit of the Study

1. Objective of the Study

In relation to the research question, this research is intended to know whether there is improvement of the students’ reading comprehension by cartoon story at SMP N 8 METRO.

2. Benefit of the Study

a. For the students

- 1) To hope can give positive contribution for the students improve reading comprehension.
- 2) To make enjoy in learning process by cartoon story.
- 3) To motivate students to read a book more seriously.

b. For the teacher

- 1) To create fun learning environment.

- 2) To extend English material more easy.
 - 3) To give information for English teacher about improvement the students reading comprehension by cartoon story.
- c. For the school.
- 1) Cartoon story to create fun learning environment.
 - 2) Cartoon story could be substance for the foreign language teacher in their teaching.
 - 3) The results of this research can be used as information and the contribution of knowledge in learning English for the future.

CHAPTER II

THE REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Concept of Reading

Reading is the process of understanding to interpretation of the written language form.¹ It is a complex activity that involves both perception and thought. When the students read, they use their eyes to receive written symbols (letters, punctuation marks and spaces) and use brain to convert into words, sentences and paragraphs that communicate something to us.

According to Anthony, reading is the process of interaction among the readers; it is to give information suggested the written language, and the context of the reading situation.² It is a process for the students to learn English with the result that they understand what they read and give the information for reader about of the context of reading.

The statement above seems to indicate that reading is a complex activity process which is essentially involving the language and thought in order to get meaningful message, science or information sent the researcher through printed language such as graphic symbols and written verbal symbol. Through reading text, the students get new information and knowledge.

¹Elizabet S.Pang,*Teaching Reading*,International academy of Education, University of Illinois,Chichago, p.6

² Thomas S.C Farrell, *Planning Leassons for a Reading Class*,Singapore,2002,p.1

2. Concept of Reading Comprehension

Reading consists of two related process: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of word, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.³

It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

According to Anderson, reading comprehension is a series of steps in building the meaning by making coordination of a number of complex process including word reading, word and world knowledge, and fluency of the readers.⁴ It is clearly defined that reading comprehension is the essential part in learning English, because to reach the productive skill such as writing, we have to have a good mastery in reading first.

³ Elizabet, *Op.cit.*, P.6

⁴ Janette K. Klingner, ET.AL, *Teaching Reading Comprehension to students with learning difficulties*, New York, 2007, p.2

Therefore, it is wide range of factors can influence children's reading comprehension ability and their interpretations of what they read. Thus, reading comprehension a certain the importance for children to know the meaning of the written text.

From the statement above, reading comprehension means understanding new information in light of what we already know and else it is the form of among graphic symbols used to represent language, linguistic skill, cognitive skill, and experience in the world. A variety of those factors exert a strong influence to children's reading comprehension and their interpretation. Usually, it is insufficient while the ability to recognize word is not completed by reconstructing the meaning of the author.

Now that we have found teaching reading class and have selected the texts to read, the next step is to actually teach reading to our students. Among the processes, this involves teaching effective reading strategies to students so that they can use them independently.

3. Strategies for Reading Comprehension

Reading strategies refer to how readers make sense of what they read and what they do when they do not understand

something in a text. For example, reading difficult segments of a text, and guessing the meaning of an unknown word from context, to more comprehensive strategies such as summarizing of the context.⁵

Based on the definition above, reading strategies are a complex activity process which is very important involving the language and thought in order to get meaningful message and give information for the readers.

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.⁶ The following are eight such strategies, each of which can be practically applied to classroom techniques, that the include of strategy reading comprehension is:

a. Activating prior knowledge

Schema theory suggests that readers have prior knowledge about topic before they read. This prior knowledge can be similar (elaborated) to what the reader will encounter in a new text. In the cases teacher can play a vital role in seeing that readers' knowledge about the topic is built up so that can successfully comprehension a new text.⁷

⁵Thomas S.C Farrell, *Op.cit.*,p.20

⁶H.Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, San Francisco State University, 2000.p306

⁷Thomas S.C Farrell, *op.cit.*,p.24

It means that the readers know what they can look for and weed out potential distracting information. Wherever, teaching a reading technique makes sure that students know their purpose in reading something.

b. Predicting

Prediction is linked to the strategy of activating prior knowledge prediction creates anticipation and gets students thinking about previous experiences they may have had about the topic before they read about it.⁸ It means that involves the readers in active interaction with the text by making them think about what they have read and what they read next.

c. Skimming

Skimming is a reading strategy that involves students looking through the text rapidly for the general meaning of an article and the students know the main topic or message of an article.⁹ Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic or message, and possibly some of the developing or supporting ideas.

d. Scanning

The second in the most valuable category is scanning. It involves students reading a text in order to find specific information.¹⁰ It is a slower process than

⁸ *Ibid.*,p.27

⁹ *Ibid.*,p.28

¹⁰ *Ibid.*,p.29

skimming. This strategy is a high speed activity and teachers should develop questions that involve students looking for exact information in the text.

e. Guessing meaning of unknown words using contextual clues

Sometimes students may need to guess the meaning of a word they do not know while reading a text they are in an examination type situation. This is an extremely broad category. Learners can use guessing to their advantages to: 1) Contrast, 2) Cause, 3) Consequence, 4) Explanation, 5) Hyponyms, 6) Definition, 7) Punctuation, 8) Inference.¹¹

¹¹ *Ibid.*, p.30

f. Recognizing text structure

If students are taught low texts structured, they may be able to do the following:

1) Distinguish is between main ideas and supporting details, 2) Identify is main ideas, 3) Write is summaries, 4) Understand is how parts of the text are related and recognize cohesive devices that writers use, and 5) Using this knowledge to writer more clearly¹²

g. Identifying topics and main ideas

Mikukeky suggests that students practice these skill in developmental sequence from simple to more complex cognitive tasks. For example, the sequence of exercises includes the following: 1) Finding the topic from a list of words, 2) Recognizing the topic of a paragraph, 3) Identifying the main ideas of a passage¹³

h. Word recognition exercises

The purpose of word recognition exercises is to improve the student's ability to focus quickly on words for instant recognition and understanding, just as native-speaker readers usually do. However, it should be noted that word recognition exercises are not vocabulary development exercises.¹⁴

¹² Thomas S.C Farrel,p.32

¹³ *Ibid.*, p.35

¹⁴ *Ibid.*, ,p.39

4. Concept of Media

The media is aids of learning teaching and learning process. Everything that can be used to stimulate thoughts, feelings, concerns and abilities or skills of learners is to facilitate the process of learning. These limits are quite extensive and include in-depth understanding of the source, the environment, human and methods utilized for the purpose of learning.¹⁵

The language of "media" means an intermediary or an introduction. Accordingly association for education and communication technology (AECT), media is all forms of media that are used for the process of providing information. And then National Education Association (NEA) stated that the definition of media is objects that can be manipulated, seen, heard, read and used in learning activities.¹⁶

In addition, media is an important thing for learning activities because using media can help the students to understand the material taught by the teacher easily.

a. The Function of Media

In line with the purpose of media, teaching and learning process as a process of communication invites the teacher and students brainstorm to develop their ideas.¹⁷ Learning activities frequent lapses to communication becomes ineffective and inefficient, among others, caused the lack of student's interest in learning. Thus, the purpose of the use of media in teaching and learning is¹⁸:

¹⁵ Nanang Hanafiah , *Konsep Strategi Pembelajaran*, Refika Aditama, jakarta, 2010, p, 59

¹⁶ Asnawir, *Media Pembelajaran*, Ciputat Pers, Jakarta, 2002, p. 11

¹⁷ Syaiful Bahri, *op.cit.*, p, 138

¹⁸ Asnawir, *op.cit.*, p. 14

- 1) Media can overcome the limitations of the student, for example, two different living environments will have different experiences. Therefore media can overcome deference from them.
- 2) Media can overcome classroom. Many things are difficult to understand students' learning with the use of the media so that the problem can be overcome.
- 3) Media can instill the basic concepts of the true, concrete, and realistic. Use of media, such as pictures, movies, graph model can provide the basic concepts right.
- 4) Media can generate new desires and interests. Media used providing experience to students in addition to add insight thus increasing the desire and interest to learn.
- 5) Media can provide motivation for students so that students are motivated to learn.

b. Characteristic of Media

Media as objects can be manipulated, seen, heard, read, or discussed with the instruments used for these activities. In addition, according to Moedjiono, materials of learning media or without equipment used to present information to the students so that they can achieve the goal.

Meanwhile, Marshall argues that, the media is an extension that allows humans affect others in constant contact with him. However, every media has various characters. It has the differences each other both in meaning and purpose of media itself. Media can be seen by increasing the ability of stimulus in learning.

Characteristic media stated by Kamp is the basis of media selection based on specific learning situations. "The question of what media attributes are necessary for a given learning situation becomes the basis for media selection"¹⁹

Thus, the use of media in the classroom is needs that cannot be ignored. This is understand given the learning experienced by students concentrated on various

¹⁹ Arief Sadiman, *Media Pendidikan*, PT Raja Grafindo Persada, 2009,p.28

activities increase knowledge and insight to life provision in the present and future. One of efforts that must be taken is to create learning situations which allows the process of experiential learning on students with mobilize all sources of learning and how to learn effectively and efficiently. In this, learning media is one of the effective support assist in the learning process.

c. Kind of Media

The explanation below discusses the characteristics of some types of media used in teaching and learning activities:

1) Media Auditory

Media auditory is media that relies on the ability of noise, such as radios. It is not suitable for people who are deaf or deficiencies in hearing.²⁰ In addition, it needs the concentration from the learners to carry out this method because does only requires the learners to give their full attention but also it obliges them to hear the media during learning activity.

2) Media Audiovisual

Media audiovisual is a media that has elements of sound and image, usually the form of audiovisual media is film (sound slides) and video cassette.²¹ It is media audiovisual used projector in class. Usually, it is film or video for learning activity.

3) Visuals Media

²⁰ Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, PT Rineka Cipta, Jakarta, 2002, p.140

²¹ Syaiful Bahri Djamarah, *op.cit.*, p.141

Graphic media includes visual media. Visual media serves to distribute the message. The channel that is used involve the sense of sight. Messages to be delivered will be described with visual communication symbols. The symbol should be understood that the process of delivering a message can be successfully and efficiently achieved.²²

Besides, graphic media serves to attract students, illustrate or show facts that would quickly be forgotten when not in graphics. Visual media creation is easy and includes media that have a low cost when making visual media. Many types of visual media, some of which will be discussed below:

a) Picture

Picture or photo is the most commonly used. A picture is a common language that can be enjoyed, so as to facilitate the reader to understand the meaning of the picture.²³ Media picture/photo has advantages it is:

- (1) Properties of concrete; pictures / photos that can show more realistic subject matter compared to using verbal media.
- (2) Pictures can overcome time and space constraints. When, not all objects can be brought into the classroom and not necessarily the child is taken to an object / event. Therefore use of pictures / photos can overcome it.
- (3) Pictures to clarify an issue and they are cheap and easily available and in use as teaching material.

²² Arief Sadiman, *op.cit.*, p.28

²³ *Ibid.*, p.29-31

b) Diagrams

Diagrams as schema to explain about object. Diagrams can indicate between component and identifying the process it. It contains instructions.²⁴ The several characteristic diagrams, it they are about: (1) Diagrams have symbolic and abstract with the result that hard to be understood. (2) Although it is difficult to understand, but the diagram can clarify the meaning.

c) Charts

The function of the charts is to present ideas or concepts that are difficult to be conveyed if only in writing or orally. Charts are also to provide an important summary of a presentation.²⁵

d) Graphs

Graphs are a simple picture that uses images or lines that typically uses verbal symbols. The graphs' function is to describe quantitative data carefully, to explain progress and comparison of an object or event interconnected briefly and clearly. There are several kinds of graphs that can be used, such as line graphs, barographs, and circle or pie graphs, graphs pictorial.²⁶

e) Cartoon

Cartoons can be referred to as two-dimensional animated images. Cartoons are not only used for entertainment, it can be used for media education, information, and media knowledge. In the literal sense of the cartoon was brought to live or move.

²⁴ *ibid.*, p.34

²⁵ *ibid.*, p.35

²⁶ *ibid.*, p.40

It is a series of images or objects that move. Media cartoon is not the major media as a distraction but only just, as an addition to the motivation to learn and provide a new atmosphere in the learning activities. Not all cartoons stories deserve to be as a medium of learning, then we or any teacher should conduct the selection process in advance where the story is relevant and worthy of learning media.

Cartoon is a form of visual communication that uses symbols to convey something messages quickly and succinctly. Cartoons can affect attitudes and behavior. Benefit cartoons can attract students to read. Cartoon usually only convey a story through simple images, making it easy to understand quickly.²⁷

It is not just picture but has character as like real object and they life can influence emotional and acting. The first, interest the attention and desire of children to focus on and created fast remind in their memory. Using a cartoon character in classroom material stimulates interpersonal behavior, learning and social development in children.

The students pay attention of how “handling imagine” because they have the latency steps to bring the learning activity up through their environment. Parents and teachers should be carefully providing some media such as cartoon due to the fact that children like cartoon than the reading text.²⁸

²⁷ *Ibid.*, p.45

²⁸ Siripen Lamurai, “Positiv cartoon to change students behavior” Bangkok , 2009 ,p.2

In addition, in learning activity as specially cartoon teacher carefully to supply media for the students because cartoon have possitive and negative fact. The teacher find out of the famous cartoon in order the students know what is the cartoon.

5. Concept of Story

Stories guide us through our whole life - from the moment we were born and it does not change when we become adults. When we are children, our parents tell us or read us stories and fairy tales. When we are older we can hear stories in radio or watch them on TV. Stories are for all of us, not just for children. Stories offer a whole imaginary world, created by language, that children can enter and enjoy.²⁹

Story is a real language experience. Story aims to entertain the reader. Usually, story has elements of education, can give a good example. Stories are important not only in our mother tongue. Children enjoy reading to stories and they can make predictions about what will happen next. Stories are an ideal introduction to the foreign language as they present language in a familiar and memorable context. Stories could help us in learning and it could be more fun.³⁰

Based on that statement, stories are very motivating, challenging and great fun for children. They can help develop positive attitudes towards the foreign language, culture and language learning. Stories also provide opportunities for developing continuity in children's learning.

²⁹Lynne Cameron, *Teaching Languages to Young Learners*, Cambridge University Press, 2001, p.159

³⁰Kasihani K.E.Suyanto, *English For Young Learners*, PT Bumi Aksara, Jakarta, 2010, p.126

According to Jennifer Moon, story is represented through out the diverse process of aducation, both for the teacher, and for those who learn. Meaning to say, story is widely used in the teaching and learning process.³¹

It means that, story not only functions to entertain but also to support the teaching and learning process. This helps children to remember vocabulary, so they can gradually learn to anticipate what is about to happen in the story.

Story takes a part in human lives and cultures especially in the prosess of teaching and learning.³² Meaning to say, people can not ignore the exsistence of the story especially in aducation activities.

Psychologists believe that children need stories, when they grow up. Stories are very important for our psychical health. We learn our mother tongue through stories. It is natural to learn foreign language through them as well. They are a part of children's intellectual life. They provoke their fantasy and give them answers to important questions of a child's life. They are meaningful and effective item of their socialization.³³

It means that stories are important not only in our mother tongue. Besides that Children enjoy reading to stories. Stories are an ideal introduction to the foreign language as they present language in a familiar and memorable context. Stories could help us in learning and it could be more fun.

³¹Jennifer Moon, *Using Story in Higher Education and Professional Development*, London and New York, 2010, p.3

³²*Ibid.*p.1

³³<http://psychologie.doktork+-a.cz/pohadky-nasi-dusi-vyvojove/>), *Using Stories in Teaching English*,31-10-2012

The structure of typical stories was analysed by Propp and many of the same feature have been found in analyses of how people tell stories in their conversation. Typical features of stories, that will be found in most versions of Little Red Riding Hood (LRRH) are: 1)An opening; often formulaic in fairy tales e.g. ‘*Once upon a time*’. 2) Introduction of characters. 3) Description of setting. 4) Introduction of a problem. 5)A series of events. 6) That lead to the resolution of the problem. 7) A closing: often formulaic in fairy tales e.g. ‘they all happily ever after’. 8)A moral; which may or may not be explicitly stated.³⁴

According to Jennifer Moon, the purpose of story as follow: 1)Story as a form of communication. 2)Story as a means of facilitating learning from experience. 3)Story as a medium for the development of skills. 4)Story as motivation for children. 5)Stories and learning about the nature of knowledge³⁵

Stories are essential for children because using stories is important in English learning. Therefore, using stories in teaching English as soon as possible is a good beginning.³⁶ As stated by Ellis and Brewster, “children get pleasure in reading stories repeatedly. Certain language items are acquired and overtly reinforced by this frequent repetition. Many stories consist of key vocabulary and structures in natural repetition. It is helpful for children in remembering every detail, in order to carefully anticipate what will happen in the stories.”³⁷

³⁴ Lynne Cameron, *op.cit.*, p.161-162

³⁵ Jennifer Moon, *op.cit.*, p.16-18

³⁶ *Ibid.*, p.12

³⁷ <http://psychologie.doktork+-a.cz/pohadky-nasi-dusi-vyvojove/>), *Using Stories in Teaching English*,31-10-2012

From the statement above using stories will enrich their thinking and gradually enter their own speech, result that the teacher to introduce for children about new vocabulary and sentence structures by exposing the children to language in varied. Thus, students' get motivation through stories, and the stories are challenging and great fun for them.

6. Improving Reading Comprehension Using Cartoon Story

According Trostle, story in reading measures both vocabulary development and comprehension. Readers more readily comprehend and retain key narrative information and the concept when they are presented in story form.³⁸ In addition, children have more difficulty reading, comprehending and recalling expository than story texts for they understand story structure and prior cartoon story to know what to expect and to watch for in the text. When students read cartoon story to arousing response of laughter, sadness, excitement and anticipation which is not only enjoyable but can help to expand the child's to self confidence and emotional development.

This positive effect of instruction on cartoon story has been well documented for both good and poor readers and for the comprehension of both stories. It means that the students knowledge of the structure of stories is critical to comprehension.³⁹

³⁸ Story As Vehicle, *Teaching English to Young Children Multilingual Matters 57*, PDF, 1990, p.90

³⁹ *Ibid.*, p.95

Brown showed that students understand and delight in fantasy stories. Cartoon story proved equally more effective for teaching and information.⁴⁰

According to above explanation cartoon story gives students exercise their imagination through stories. This imaginative experience helps students develop their own creative potential. Consequently, students are fun and enjoyable when they using cartoon story as media to improving reading comprehension.

B. Action Hypotheses

Based on the frame of theories and assumption the researcher formulates the hypothesis as follow:

By using cartoon story as media for teaching, can the students improve their reading comprehension at SMP N 8 METRO.

CHAPTER III

⁴⁰*Ibid.*, p.101

RESEARCH METHOD

A. Object of the study

The object of this study is improving the students' eighth grade of SMP N 8 METRO. The research is conducted in class VIII which consists of 31 students as an object of the research because the average of English test in class VIII was the lowest among the others and the researcher improves the student's reading comprehension by using cartoon story.

The subject of the research:

Class : VIII C

Male : 16

Female : 15

Total : 31

B. Action Plan

a. Classroom Action Research

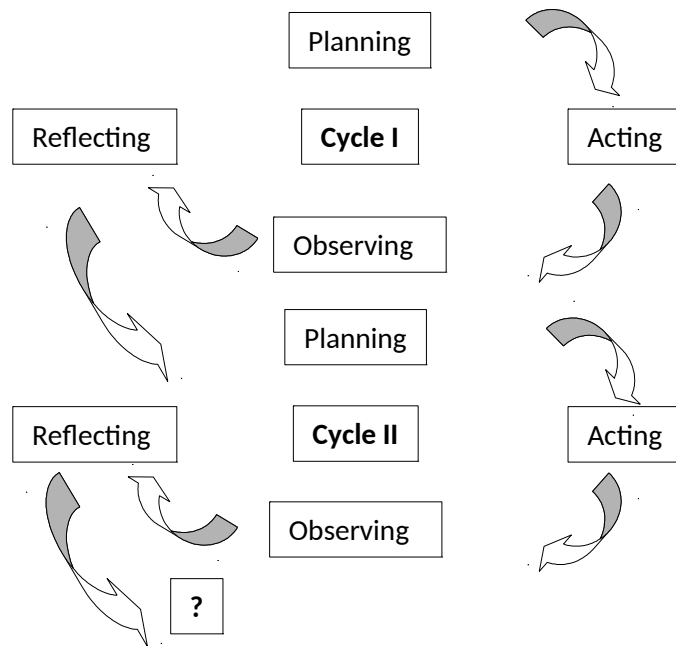
Yogesh Kumar Singh states that action research is a method for improving and modifying the working system of a classroom in school⁴¹. It means that action research is a way to investigate teaching and learning process in class.

⁴¹ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi; New Age International Publisers, 2006), p.261

According to Jean and Jack that action research is a name given to a particular way of researching your own learning.⁴² In other words, a study conducted by the teacher in his own class through self-reflection, in order to increase performance as a teacher so that students' learner outcomes to be increased.

In the Classroom Action Research, every cycle consist of activities. There is a relationship between one and the other. They are: Planning, Acting, Observing, Reflecting.

Here is steps classroom action research design:



Sequence of action-reflection cycles.⁴³

⁴² Jean McNiff with Jack Whitted, *Action Research: Principles and Practice*, (London and New York; 2000), Second Edition, p.15

⁴³ Suharsimi Arikunto, *Penelitian Tindakan Kelas*, Bumi Aksara, Jakarta, 2002 p.16

Cycle 1

1. Planning

Planning is the first steps in each activity. Plan the activity that the writer can not focus on it. Here are planning steps:

- a. The researcher and collaborator prepare the lesson plan.
- b. The researcher and collaborator prepare the material.
- c. The researcher and collaborator prepare source learning.
- d. The researcher and collaborator prepare observation sheet.

2. Acting

The second step in the action research is acting. It is the implementation about the planning. In this step the writer acts as follows:

a. Pre Teaching Activities

- 1) The teacher prays and greet the students.
- 2) The teacher checks the attendant list.
- 3) The teacher asks the students condition.
- 4) The teacher chooses the appropriate material which is going to be taught.

b. While Teaching Process

- 1) The teacher applies the lesson plan.
- 2) The teacher explains about the cartoon story, description of the cartoon story, sentence, and good paragraph.
- 3) The teacher asks the students what the main topic about this story.
- 4) The teacher gives evaluation.

c. Post Teaching Activities.

- 1) The teacher asks to the students to answer some question related to the topic.
- 2) The teacher gives homework for the students.
- 3) The teacher greeting for the students.

3. Observing

In this step the researcher will observe the process of teaching learning by using format observation, and the outlines of observation in this step such as, student's ability in question answer, the teacher's participation in learning process, reading student's good participant and student's error. The important things in teaching learning process will be noted by observer.

4. Reflecting

Reflecting is the last step in this process. The researcher analyzes and discusses the observation result during teaching process, like the weakness and strength from of the action in this steps, the researcher uses data from evaluation to make improvement for the second cycle. The researcher decides that the next cycle focuses on the weakness in preview cycle.

Cycle II

1. Planning

Planning is the first steps in each activity. Here are the steps of making planning. The researcher and collaborator prepare the lesson plan.

- a. The researcher and collaborator prepare the material and the cartoon story.
- b. The researcher and collaborator prepare source learning.
- c. The researcher and collaborator prepare observation sheet.

2. Acting

The second step in the action research is acting. It is the implementation about the planning. In this step the writer acts as follow:

- a. Pre Teaching Activities
 - 1) The teacher prays and greets the students.
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 - 3) The teacher asks the students condition.
 - 4) The teacher chooses the appropriate with the material going to be taught.
- b. While Teaching Process
 - 1) The teacher applies the lesson plan.
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 - 3) The teacher gives explanation to the student how to link ideas, to express ideas about the material by using cartoon story.
 - 4) The teacher teaches by using cartoon story.
 - 5) The teacher asks the students to how to read and what the meaning about text in the cartoon story.
 - 6) The teacher gives evaluation.
- c. Post Teaching Activities.

- 1) The teacher asks to the students to answer some question related to the topic.
- 2) The teacher gives homework for the students.
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In this step the researcher will observe the process of teaching learning by using format observation, and the outlines of observation in this step such as, student's ability in question answer, the teacher's participation in learning process, reading student's good participant and student's error. The important things in teaching learning process were noted by observer.

4. Reflecting

The researcher will correct and analyze the result of the action. By reflecting, the researcher will know the strength and weakness of the action. In the step the researcher will compare the score distribution of pre test and post test, the researcher reviews and reflects on the student's attitude whether it is positive or negative, enough in the second cycle or need for next cycle.

C. Data Collection Technique

Bellow some techniques to collect the data:

1. Observation

This is a monitoring and recording systematically to the phenomenon that is investigated.⁴⁴ Moreover, the research uses activities given and whether they get

⁴⁴ Edi Kusnadi, *Metodologi Penelitian*, Gunung Pesagi, Bandar Lampung, 2008, p. 103

bored or not with that activities given. These students and the teacher's activities are observed and noticed by the observer.

2. Test

According to Douglas Brown, test is a method of measuring a person's ability or knowledge in a given domain.⁴⁵ The researcher will use test in form pre-test and post-test.

a. Pre test

After observing the subject's activities, the writer gave pre test to know how far the students' reading comprehension using cartoon story before giving treatments.

This was done to determine the readiness for instructional program and to diagnose individual's specific strengths and weakness in reading comprehension using cartoon story.

b. Post test

After treatments the writer gave them post test. It was done to know the students' result in learning of reading comprehension using cartoon story after giving twice treatment.

3. Documentation

Documentation is a method that is used to get information from written sources or documents like books, magazines, regulation, notes of meeting and daily report.⁴⁶

⁴⁵ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition , San Fransisco State University, 2001,p.384

⁴⁶ *Ibid.*, p. 102

The researcher uses this method to get the data about the history of the school, the sum of teachers, official employed and students at SMP N 8 METRO.

D. Data Analysis Method

Data analysis will be conducted by taking the average score of the pre test and post test. Furthermore to know the gain, the writer would compared between pre test and post test. Then, the result will be matched by the minimum standard in this semester. If from cycle I there are some students not successful, so we would conducted cycle II. The minimum cycle in CAR (Classroom Action Research) were two cycle, if from cycle II all of the students were successful, the cycle able to be stopped until cycle II only.

1. The analysis of learning result

Then, students' score arranged from the highest to the lowest. After that, the average score of the pre-test and the post-test can be determined by using the formula:

$$x = \frac{\sum x}{n}$$

Explanation : $\frac{x}{n}$ = average score
 $\sum x$ = total of score
n = total of students⁴⁷

⁴⁷ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Jakarta, Bumi Aksara, 2002, p.264

To get total score and increased the students' progress from the implemented treatments, the researcher compares the average score of the pre test and post test. Taking this way, the researcher gained the increase of the average students.

2. The analysis of students activities

The researcher will use the percentage of active students by using formula as follow :

$$\% B = \frac{Mb}{M} \times 100 \%$$

Explanation :

%B = percentage of active students

Mb = number of active students

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CHAPTER III

RESEARCH METHOD

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The subject of the research:

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Male	: 16
Female	: 15
Total	: 31

F. Action Plan

b. Classroom Action Research

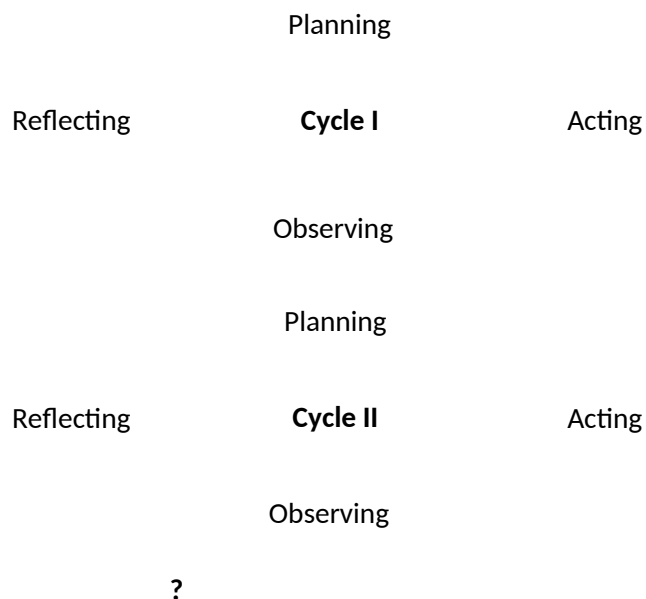
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In the Classroom Action Research, every cycle consist of activities. There is a relationship between one and the other. They are: Planning, Acting, Observing, Reflecting.

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Cycle II

3. Planning

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Explanation :

%B = percentage of active students

Mb = number of active students

M = number of students

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. A Brief History of the School

This classroom action research was conducted at SMP Negeri 8 Metro which one of the first high schools in Metro City and located in the village of Karang Rejo 23 founded in 1997. Geographically it is located on the border between the Metro City and North Metro District to be exact with the East Lampung regency. These conditions provide opportunities for students of primary school to graduate competent of students.

Enacted Law no. 20 in 2003 on the national system and PP. 19 of 2005 on national education standards has forced changes to the education management system in Metro City. Learning process in SMP Negeri 8 Metro for classes VII to IX class by applying contextual learning.

SMP Negeri 8 Metro also strongly supports the implementation of government programs, this is proved by the provision of learning opportunities for students who cannot pass through the School Operational Assistance subsidy.

B. Reasearch Finding Description

The researcher collaborated with the eight grade English teacher, Mr. Agustinus Yuwono,S.Pd. Before implementing the treatment the researcher and the collaborator prepared the lesson plan. One story was used in every cycle. One cylce in the reserach was implemented in one meeting (2x40 minutes).

1. Action and Learning at Pre-Test

2. Pre test activity

Before implementing cycle 1 the reseacher administered pre test on May 4, 2013 at 10.10 until 11.30. All students were ready to study English when teaching time came. The researcher greeted the students and the students answered the greeting together. The resercher told the students that the researcher would conduct the research in their class in order to know their ability of reading comprehension before doing the action of the classroom action research. The pre-test was administred to the students finish individually.This test was essay which consisted of 8 items. The time allocation for test was more than 40 minutes.

3. The Students' Pre-Test Result

Table 2
The Students Pre Test Result

No	Students Names	Students Score
1	AB	70
2	AC	40
3	AD	70
4	AE	80
5	AF	70
6	AG	50
7	AH	60
8	AI	60
9	AJ	70
10	AK	80
11	AL	50
12	AM	40
13	AN	40
14	AO	60
15	AP	40
16	AQ	40
17	AR	70
18	AS	70
19	AT	60
20	AU	60
21	AV	40
22	AW	40
23	AX	50
24	AY	60
25	AZ	60
26	BA	60
27	BB	40
28	BC	40
29	BD	50
30	BE	70
31	BF	60
Total		1750
Average		56.45

Table 3
Frequency of Student's Score at Pre-Test

Student's Score	Frequency	Percentage (%)
70-80	9	29.03%
60-69	9	29.03%
50-59	4	12.90%
40-49	9	29.03%
Total	31	100%

Based on the table above we can see that 22 students (70.96%) were not successful and 9 students (29.03%) were successful. The complete students were which fulfill the minimum standard at SMP N 8 METRO at least 70. So, we can compare that the success students were more be less than not success students. And from the result pre-test, we got average 56.45 . So, the result was unsatisfactory.

This research was conducted in 2 (two) cycles. As it is mentioned before, each cycle consists of planning, action, observation, and reflection. Based on the analysis of the problem in the class, the researcher and the teacher made a lesson plan. The material of the Classroom Action Research (CAR) are reading comprehension through cartoon story.

4. Cycle I

a. Plan

In guiding this research, the researcher collaborated with the eight grade English teacher, Mr. Agustinus Yuwono,S.Pd. In this step the researcher prepared lesson plan, material of cartoon story to be explained to the students,observation

sheet, attendance list as the data of the students. In this meeting the researcher presented the cartoon story and the topic was *What Will They Do?*, resource by Donna Wijayanto, *Short Story Collection: Adventure with Friend*, PT Gramedia Pustaka Utama, Jakarta , 2012. This cycle was implemented in one meeting (2x40 minutes).

b. Action

This activity was implemented on Wednesday, May 8, 2013. The meeting was started by greeting, praying, checking attendance and asking the students condition. In this stage, the condition of the class was effective because the researcher to made sure the students effectiveness before the researcher was doing research in the class. The class showed that most of students gave their full nice attention to the research when the study time came.

The collaborator started to give apperception about narrative text especially cartoon story that entitled “ *What Will They Do?*”. The reseacher alloted text cartoon story every student.

The researcher said “well class, in the last meeting, I gave you a test about cartoon story that entitled what will they do. Now, I want to ask you. What is the meaning of “what will they do?”. Some students answered together “Apa yang seharusnya mereka lakukan?”. The researcher said “ Good! Now we will discuss together”.

At the beginning of the lesson, the students were called one by one, they read a sentence from the reading passage. The researcher pointed out the part of the text

narrative after each student had read. Then, the researcher gave new vocabulary and the researcher asked a question about “What is the meaning of the first sentence in the text?”. The students answered the question but the students were less appropriate to translate the text and the researcher justified the meaning text.

This is as a beginning to enter the post test. The researcher used just a day for the first step. Finally, only for evaluation the researcher asked the students to answer 8 questions about essay for text cartoon story and make a conclusion of the materials while researcher administered a pre and post test.

c. Observation

The reesearcher observed the students’ activities while learning process happened. There were three activities being observed, namely, reading story, reading comprehension by cartoon story , activities in class and essay.

The collaborator explained and reviewed the material of narrative text especially cartoon story. After that, the researcher gave some questions for students. In fact, there were some students who were chatting in class and have low motivation.

a. Success of process

The researcher used an observation sheet and to observe the students’ activities while treatment implemented. Based on data obtained in the first cycle, there were 64.51% students who are active in reading story, 70.96% active in reading comprehension by cartoon story, and 67.74% activities in class. The average percentage of active students gained in the first cycle was 67.73%.

Based on the data, the first cycle showed that some students who are noisy, lazy to translate of the text, but when the reseacher gave text cartoon story "*what will they do*" the student's motivation was improved. The students are more active to read of the text cartoon story because it was easy to understand.

b. Success of product

i. Pre test

This test was administreted at the same time with post test implemented on May 4, 2013. The form of this test was essay. The students had 45 minutes to finish this test.

From the pre test, the researcher got the data that the highest score was 80 and the lowest was 30. The total score were 1770 and the number of students was 31, so the average score gained in pretest was 57.09

ii. Post test of cycle 1

After implementing the treatment in cycle 1, the researcher administered the post test. the steps were same as the pre test. These were the result gained from the post test of cycle 1. The highest score was 100 and the lowest 30. The total scores were 2180 and the number of students was 31. So, the average score of post test in cycle 1 was 72.66. So, it can be concluded the improving student's reading comprehension by cartoon story in cycle 1 was 10 students get low score, 6 students get good score and 15 students get excellent score.

d. Reflection

From the result of observation in cycle 1, it could be concluded that learning reading by using story had worked well. There were 67.74% students were active in learning process and their average score learning of result was fair, namely 72.66

Based on the average of students' activities and students' learning result data, cycle 1 was fairly success. The researcher still found weakness in this cycle, about the kind of story that is used to make a students motivation in learning. There were students were not interested in cartoon story *what will they do?*, because this story was so long. So, in the cycle 2 the researcher prepared to use the active and cheerful cartoon story to build students motivation and attention to reading comprehension by using cartoon story. Cycle 2 was implemented to compare the learning result between cycle 1 and cycle 2. They coould improve, be constant, or decrease skill from this activities.

5. Cycle II

a. Plan

Based on observation and reflection in cycle I, the researcher planned to use the different kind of cartoon story. Those were the cartoon story more adventure and fun for the student's because the picture in this story about travell in other countries. They were chosen in order to make the students more active in learning process and the pupose was to improve their reading comprehension.

For the cycle 2 the researcher prepared lesson plan, material of cartoon story, test for post test, observation sheet. In this cycle, the researcher used cartoon story *which city would you like to visit?* this cartoon story more adventure and more fun for the student's. The cycle implemented in one meeting (2 x 40 minutes).

b. Action

The implementation of cycle was conducted on Saturday, May 18, 2013. The meeting was started by greeting, praying, checking attendance and asking the students condition. In this stage, the condition of the class was effective because the researcher to make sure the students effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the research when the study time came.

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The researcher said “well class, in the last meeting, I gave you a test about cartoon story that entitled *which city would you like to visit*. Now, I want to ask you. What is the meaning of “ *which city would you like to visit?*”. Some student's answered “ *kota mana yang akan kalian kunjungi?*”. The researcher said “ Good! we will discuss together”.

As the biginning of the lesson, the students read a sentence from the reading passage. The researcher point to the part of the text narrative after each students had

read. Then, the researcher gave new vocabulary and asked a question about “ What is the meaning of the sentence in the text?”. The students answer the question in the text.

The researcher used just a day for the first step. Finally, only for evaluation the reseacher asked the students to answer 8 questions about essay for text cartoon story and make a conclusion of the materials while researcher administered a pre and post test.

c. Observation

In this step, the researcher observed the students’ activities in learning process. There activities were reading story, reading comprehension by using cartoon story, activities in the class, and essay paper.

In fact, the researcher recorded that was raising to be active and very interest with this activities. They enthusiastic to read cartoon story. Then they fill in the essay very well.

1. Success of process

The data obtained from observation sheet in cycle II there were 83.87% students who active in reading story, 87.09% active in reading comprehension by cartoon story, and 90.32% activity in class. The average percentage of active students gained in the second cycle was 87.09%.

Based on data, in fact the reseacher recorded in the second cycle, from the first time prepared until finished, the students’ were enthusiastically. They are read cartoon story *which city would you like to visit* is so energetic and cheerful,

moreover they can explained using English about meaning this story. The energetic and cheerful story about adventure story were the good choice to implemented for adolescent.

2. Success of product

The evaluation of product that used in this cycle 2 was administering post test. The steps as same as cycle 1 . The form of this test was fill in essay. The students had 40 minutes to finish this test.

These were the result gained from the post test of cycle 2. The highest score was 100 and the lowest score was 80 The total scores were 2910 and the number of students was 31. So, the average score of post test in cycle 2 was 93.87%. So, it can be concluded the improve students reading comprehension by cartoon story in cycle 2 was success.

d. Reflection

From the result of observation in cycle 2, it can be concluded that learning reading comprehension by using cartoon story had worked well. There were 90.32% students were active in learning proccess and their average score learning result was good. The choice to energetic and cheerful story can improve students' activities and learning result in these materials if it was compared by cycle 1.

C. Interpretation

The result of this research is in line with the theory proposed in chapter II. “Story create motivation and anthusiasm for learning”.⁵⁵ Teacher has for a long time recognized that they can use story to motivate students provide variety in a lesson. Variety is especially important for younger students, who often have very little internal motivation for entering a language in classroom. Stories create readers feel personal involvement with the story and improve of interested to read story.

It means that, story aims to entertain the reader. Stories are an ideal introduction to the foreign language as they present language in a familiar and memorable context. Stories could help us in learning and it could be more fun.

And it is also by another theory, “Maria examined what childrens voluntarily read and students read because they wanted to read. Story can helping remember language, introducing variety of English, and motivate the students more active to read.”⁵⁶

Based on that statement, stories are very motivating, challenging and great fun for children. They can help develop positive attitudes towards the foreign language, culture and language learning. Stories also provide opportunities for developing continuity in children’s learning.

⁵⁵ Jennifer Moon, Using Story in Higher Education and Professional Development, London and New York, 2010, P. 16-18

⁵⁶ Gravie, Teaching English to Young Children Multilingual Matter, 1990, P.108

1. Action and Learning Result in Cycle 1

Learning result data were obtained from students score. Here is the table and graph of students' improvement on each activity:

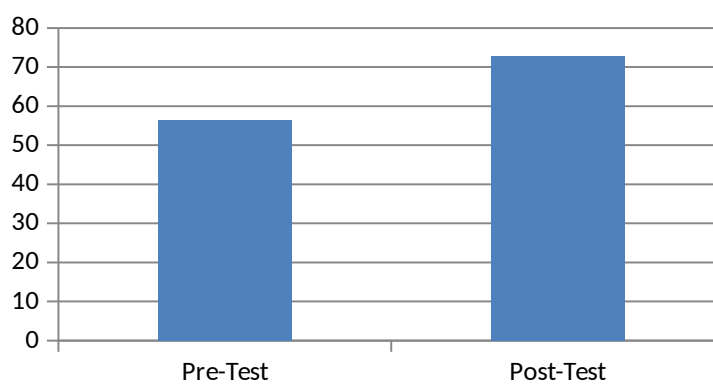
Table 4
The Increasing of Students Scores at Pre-Test and Post-Test Cycle 1

N o	Stusents Name	Pre-Test Score	Post-Test Score	Increasing	Explanation
1	AB	70	40	-30	Decrease
2	AC	40	60	20	Increase
3	AD	70	60	-10	Decrease
4	AE	80	50	-30	Decrease
5	AF	70	90	20	Increase
6	AG	50	50	0	Constant
7	AH	60	80	20	Increase
8	AI	60	80	20	Increase
9	AJ	70	90	20	Increase
10	AK	80	80	0	Constant
11	AL	50	80	30	Increase
12	AM	40	70	30	Increase
13	AN	40	50	10	Increase
14	AO	60	100	40	Increase
15	AP	40	100	40	Increase
16	AQ	40	30	-10	Decrease
17	AR	70	70	0	Constant
18	AS	70	80	10	Increase
19	AT	60	90	30	Increase
20	AU	60	100	40	Increase
21	AV	40	100	60	Increase
22	AW	40	100	60	Increase
23	AX	50	70	20	Increase
24	AY	60	80	20	Increase
25	AZ	60	70	10	Increase
26	BA	60	60	0	Constant
27	BC	40	60	20	Increase
28	BD	40	50	10	Increase
29	BE	50	50	0	Constant

30	BF	70	70	0	Constant
31	BG	60	70	10	Increase
	Total	1750	2180		
	Average	56.45	72.66		

Graph 1

Students Scores at Pre-Test and Post-Test Cycle 1



Learning result data were obtained from the tests that given to the students, there were pre-test and post-test in cycle 1 had done individually. It is aimed to know the ability of the students before and after treatment. From the result of pre-test and post-test, we know that there was an increasing from the student's result score it can be seen from the average 56.45 become 72.66.

From the analysis done by the teacher, the student's result in pre-test found that most students had difficulties in pronunciation and vocabulary. They were confused when they read story because the teacher only gave a little explanation. Beside that, from the score of post-test at cycle 1, it can be seen that there was

increasing because the teacher had given more explanation about the problems in pre-test.

2. Action and Learning Result in Cycle 2

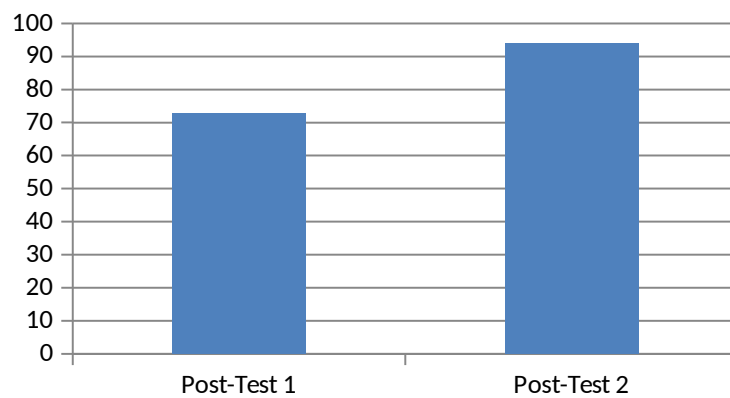
Table 5
The Increasing of Students Scores at Post-Test 1 and Post-Test 2

No	Students Name	Post-Test 1	Post-Test 2	Increasing	Explanation
1	AB	40	90	50	Increase
2	AC	60	80	20	Increase
3	AD	60	90	30	Increase
4	AE	50	100	50	Increase
5	AF	90	100	10	Increase
6	AG	50	90	40	Increase
7	AH	80	90	10	Increase
8	AI	80	100	20	Increase
9	AJ	90	100	10	Increase
10	AK	80	100	20	Increase
11	AL	80	90	10	Increase
12	AM	70	90	20	Increase
13	AN	50	100	50	Increase
14	AO	100	100	0	Constant
15	AP	100	90	-10	Decrease
16	AQ	30	90	60	Increase
17	AR	70	90	20	Increase
18	AS	80	90	10	Increase
19	AT	90	100	10	Increase
20	AU	100	80	-20	Decrease
21	AV	100	100	0	Constant
22	AW	100	100	0	Constant
23	AX	70	100	30	Increase
24	AY	80	90	10	Increase
25	AZ	70	100	30	Increase
26	BA	60	90	30	Increase
27	BC	60	90	30	Increase
28	BD	50	90	40	Increase

29	BE	50	90	40	Increase
30	BF	70	100	30	Increase
31	BG	70	100	30	Increase
	Total	2180	2910		
	Average	72.66	93.87		

Graph 2

Student's Scores at Post-Test 1 and Post-Test 2



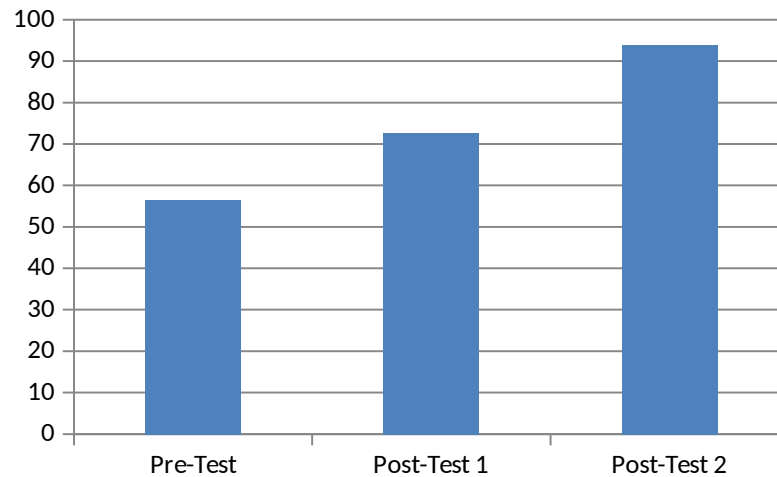
From the increasing of post-test cycle 1 to the post-test cycle 2. It can be seen from their score 72.66 in the post-test 1 become 93.87 in the post-test 2. It can be seen that the use of carton story can improve the student's reading comprehension.

Table 6
The Data of Students Scores

No	Student Name	Pre Test Score	Cycle 1 Post Test Score	Cycle 2 Post Test Score
1	AB	70	40	90
2	AC	40	60	80
3	AD	70	60	90
4	AE	80	50	100
5	AF	70	90	100
6	AG	50	50	90
7	AH	60	80	90
8	AI	60	80	100
9	AJ	70	90	100
10	AK	80	80	100
11	AL	50	80	90
12	AM	40	70	90
13	AN	40	50	100
14	AO	60	100	100
15	AP	40	100	90
16	AQ	40	30	90
17	AR	70	70	90
18	AS	70	80	90
19	AT	60	90	100
20	AU	60	100	80
21	AV	40	100	100
22	AW	60	100	100
23	AX	60	70	100
24	AY	30	80	90
25	AZ	60	70	100
26	BA	40	60	90
27	BC	60	60	90
28	BD	60	50	90
29	BG	50	50	90
30	BH	70	70	100
31	BJ	60	70	100
	Total	1750	2180	2910
	Average	56.45	72.66	93.87

Graph 3

The Students Score at Pre-Test, Post-Test1 and Post-Test 2



From the increase of pre-test, post-test cycle 1 and post-test cycle 2. It can be seen from their score 56.45 in the pre-test and 72.66 in the post-test 1 become 93.87 in the post-test 2. From their score pre-test and post-test 1 can be concluded to improve between pre-test and post-test was 16.21% and from score post-test 1 and post-test 2 can be concluded that 21.21% to improve students reading comprehension by cartoon story.

3. Students Activities Data

Students activities data were obtained from of active students on observation sheet. Here is table and graps of students improvements on each activity on every cycle:

Table 7
Active Students in Cycle 1 and Cycle 2

	Cycle 1			Cycle 2		
Percentage of active students in each activity	64.51 %	70.96 %	67.74%	83.87 %	87.09 %	90.32 %
Average of percentage in each cycle	67.73%			87.09%		

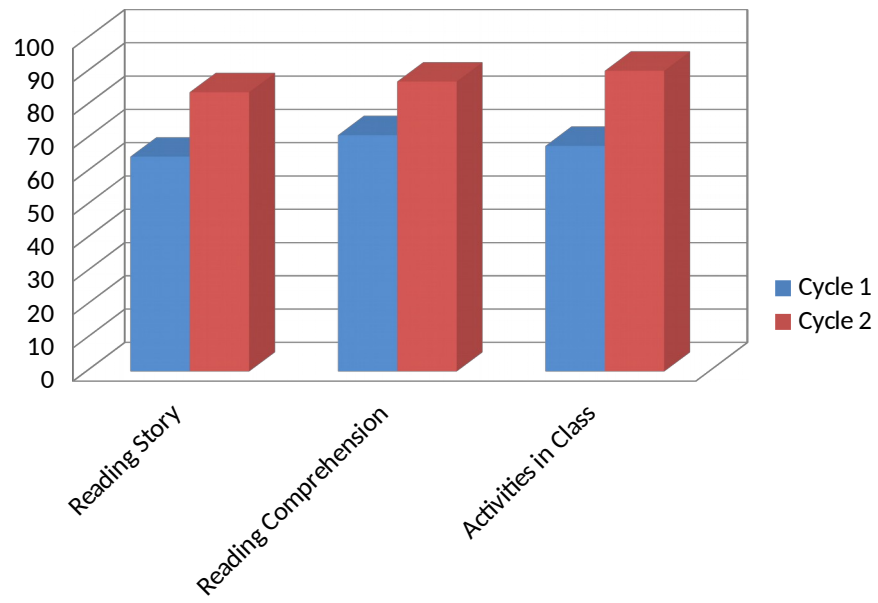
Based on the result of active students on observation sheet, from data percentage of active students in cycle 1, there were 64.51% students who are active in reading story, 70.96% active in reading comprehension by cartoon story, and 67.74% activities in class. The average percentage of active students gained in the cycle 1 was 67.73%.

From observation sheet in cycle 2 there were 83.87% students who are active in reading story, 87.09% active in reading comprehension by cartoon story, and 90.32% active in class. The average percentage of activities students gained in the cycle 2 was 87.09%.

These were the result gained from average of percentage in cycle 1 was 67.73% , and 87.09% in cycle 2. It can be concluded the improve students reading comprehension by cartoon story in cycle 2 was success.

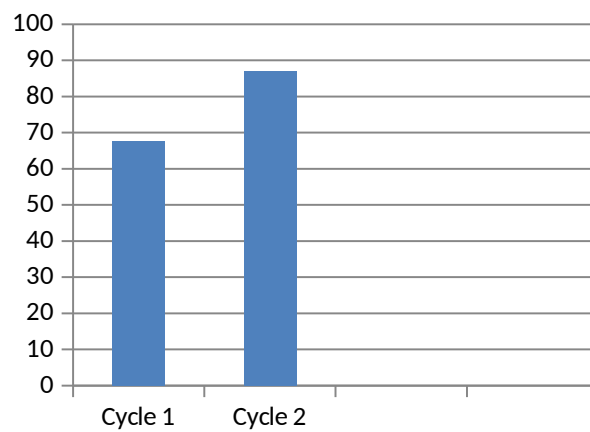
Graph 4

Active Students in Cycle 1 and Cycle 2



Graph 5

The Average of Active Students in Cycle 1 and Cycle 2



From the table and graphs of active students' above, the students' score always improve from pre-test, post test cycle 1, post test cycle 2.

Table 8
The students Average Scores

	Pre Test	Post test in Cycle 1	Post test in Cycle 2
Average score	56.45	72.66	93.87
Number of learning mastery result	9	20	31

From number of learning mastery result in pre-test was 9 students, post-test 1 was 20 students and post-test 2 was 31 students to improve students reading comprehension by cartoon story. It can be concluded from percentase for pre test was 29.03% , post-test 1 was 64.51%, and post-test 2 was 100% students pass.

4. Analysis Result of Data

Based on result data, the fact that found the first cycle, there were some students who are noisy and lazy to translate of the text by using *what will they do*, but when the reseacher using *which city would you like to visit* the students are more interested in reading and the students more active to translate of the text.

Then, based on result data, in fact the reseacher in the second cycle, from the first time prepared until finished, the students were enthusiastically. They are read cartoon story together by using the title *which city would you like to visit* is

moreover they can explained using English about meaning this stories. The energetic and cheerful stories about adventure were the good choice to implemented for adolescent. Its very interesting stories.

The interesting stories can improve students motivation learning. And to make stories interesting we can try to vary the instruments to use, and the stories through simple images, making it easy to understand quickly.

Based on the above discussion, it can be concluded that the use of story can improve the students motivation and students reading comprehension, of the eighth grades of SMP N 8 METRO.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of implementation of reading comprehension by using cartoon story in two cycles of the classroom action research, the researcher would like to draw the conclusion as follow.

The use of cartoon story in learning English especially material narrative text can increase the attetion and activities of eighth grade of SMP N 8 METRO. These can be seen from observation note as instruments of collecting data. The average percentage of students' activities in cycle 1 is 67,73% and in cycle 2 is 87.09%, from data in cycle 1 and 2 improve become 19.32%. Based on the data, it can be concluded that cartoon story can make great fun for the students and increasing the students motivation to more active to read book. Cartoon story does not only function as to entertain but also to support in teaching learning process. This help students to remember vocabulary, so they can gradually learn English.

Cartoon story can be chosen as the aid to teach narrative text. This can be concluded from the students learning result in every cycle. The students' average score in pre test 56.45, in post test of cycle 1 is 72.66, and in post test of cycle 2 is 93.87. it shows us that the average score always improve from pre test and post test1 was 16.21 and than improvement become 21.21 in post2. It also means that use of cartoon story can improve the students reading comprehension.

B. Suggestion

Based on the conclusion, the following are some suggestions for English teacher, students, and other researcher that might useful for advance.

1. For English Teacher and lecturer

The teacher should be more active to motivate the students in learning English. Moreover, but the teacher also should be more creative and give the freedom to students' to expressing their feeling. The creativities use an aid to teach the material in order to make the students feel interesting, enjoy and high motivation in learning process.

2. For students

The students should improve their reading comprehension and exploring their ability by using other story. They have to give attention well and to focus the material. They also have to enrich their vocabulary so they can answer the teacher's question by using english.

3. For other Researcher

The researcher suggests other researchers to conduct a further study. It is also good to do further research focusing on the using cartoon story to improve students' reading comprehension.

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