

AN UNDERGRADUATE THESIS

USING COMIC ART TO INCREASE STUDENT'S READING

AT STATE JUNIOR HIGH SCHOOL 1 BATANGHARI

EAST LAMPUNG



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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H/2024 M

**USING COMIC ART TO INCREASE STUDENT'S READING
AT STATE JUNIOR HIGH SCHOOL 1 BATANGHARI
EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirments for the Degre of Sarjana

Pendidikan (S.Pd) in English Education Department

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1445 H/ 2024 M



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READING AT STATE JUNIOR HIGH SCHOOL 1
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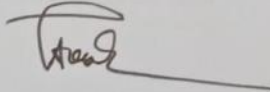
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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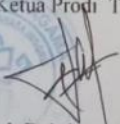
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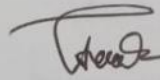
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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RATIFICATION PAGE

No. B-0116/In.28-1/D/PP-00-9/01/2024

An undergraduate thesis entitled: USING COMIC ART TO INCREASE STUDENT'S READING AT STATE JUNIOR HIGH SCHOOL 1 BATANGHARI EAST LAMPUNG, Written by Ariska Meilani, student number 1901050005, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, December 27th, 2023 at 10.00 - 12.00 a.m.

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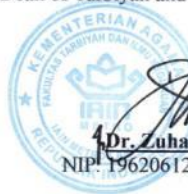
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USING COMIC ART TO INCREASE STUDENT'S READING AT STATE JUNIOR HIGH SCHOOL 1 BATANGHARI EAST LAMPUNG

ABSTRACT

**By :
Ariska Meilani**

The main objective of this classroom action research is to find out whether comic media can improve the reading comprehension abilities of eighth grade students at SMP N 1 Batanghari. This research consists of two cycles. Each cycle consists of planning, action, observation, and reflection. The subjects of this research were 34 students from SMP N 1 Batanghari for the 2022/2023 academic year. In collecting data, researchers used tests consisting of pretest, posttest I and posttest II, observation, documentation and field notes.

The findings of this research are that comic media can improve the reading comprehension abilities of grade 8 students from SMP N 1 Batanghari, East Lampung. This fact can be seen from the average score of students in the pre-test of 50.5. In short, the average post-test score for the I test is 63, while the average post-test 2 score is 84. This shows that there is a significant improvement using comic media regarding the reading comprehension abilities of students in eighth grade at SMP N 1 Batanghari, East Lampung. , TA 2022/2023. The conclusion is that students' understanding can improve by using comic media.

KEYWORDS : Reading Comprehension, Comic Media, Classroom Action Research.

PENGGUNAAN SENI KOMIK UNTUK MENINGKATKAN MEMBACA SISWA DI SMP N 1 BATANGHARI LAMPUNG TIMUR

ABSTRAK

**Oleh :
Ariska Meilani**

Tujuan utama dari penelitian tindakan kelas ini adalah untuk mengetahui apakah media komik dapat meningkatkan kemampuan pemahaman membaca siswa kelas VIII di SMP N 1 Batanghari. Penelitian ini dilaksanakan dalam dua siklus. Tiap siklus berperan dalam perencanaan, tindakan, observasi, dan refleksi. Subyek penelitian ini adalah siswa SMP N 1 Batanghari tahun pelajaran 2022/2023 yang berjumlah 34 siswa. Dalam pengumpulan data, peneliti menggunakan tes yang terdiri dari pretest, posttest I dan posttest II, observasi, dokumentasi, dan catatan lapangan

Temuan penelitian ini adalah media komik dapat meningkatkan kemampuan pemahaman membaca siswa kelas 8 SMP N1 Batanghari Lampung Timur. Hal ini terlihat dari nilai rata-rata siswa pada pre-test sebesar 50,5. Singkatnya rata-rata skor post-test untuk I test adalah 63, sedangkan rata-rata skor post-test 2 adalah 84. Hal ini menunjukkan bahwa terdapat peningkatan yang signifikan dengan menggunakan media komik terhadap kemampuan pemahaman membaca siswa kelas VIII SMP N 1 Batanghari, Lampung Timur TA 2022-2023. Kesimpulannya pemahaman siswa dapat meningkat dengan menggunakan media komik.

KATA KUNCI : *Pemahaman Membaca, Media Komik, Penelitian Tindakan Kelas.*

STATEMENT OF RESEARCH ORIGINALITY

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Penulis



ARISKA MEILANI
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MOTTO

Kesuksesan tidak diukur dari seberapa sering Anda jatuh, tetapi seberapa sering Anda bangkit kembali."

(Vince Lombardi)

Success is not measured by how often you fall, but by how often you get back up.

(Vince Lombardi)

النَّاسُ أَصْلِحْ نَفْسَكَ يَصْلُحْ لَكَ

Perbaikilah dirimu sendiri niscaya orang lain akan baik padamu

DEDICATION PAGE

I highly dedicate this undergraduate thesis to :

1. My beloved Parents (Mr. Asrat Rianto and Mrs. Yusnida Arini)
2. My Family (Syahdan, Bilqis, M. Sapta)
3. My Sponsor (Drs. Kuryani M.Pd), who has guided me patiently to completed this undergraduated thesis.Thank you for guiding.
4. My beloved lecture of English Education Department of State Islamic Institute of Metro
5. The big family at SMP N 1 Batanghari, thanks for helping.

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Thanks to Allah SWT, as the One who always gives all what we need and sends the good figures around us to face this life. Sholawat and Salam also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. This research an undergraduate thesis entitles “Using Comic Art to Increase Student’s Reading at State Junior High School 1 Batanghari East Lampung”. This an undergraduate thesis as fulfillment of requirement of the degree of Education Bachelor (S.Pd) in English Education Department of IAIN Metro.

Regarding to the undergraduate thesis,the writer offers her big thank to :

1. Prof. Dr.Hj.Siti Nurjanah, M.Ag.,PIA, as the Rektor of IAIN Metro Lampung.
2. Dr.Zuhairi,M.Pd,as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur,M.Pd.B.I,as the Head of English Education Department of IAIN Metro Lampung.
4. Drs.Kuryani,M.Pd,as the advisor that has given valuaeable

As human being, the writer completely realizes that this undergraduate thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes she has made in writing and presentating items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduate thesis.

Hopefully, this undergraduate thesis can be a meaningful benefit for the writer especially for our campus and all readers in general.

Metro, Desember 8th 2023
the Researcher

A handwritten signature in black ink, appearing to read 'ARISKA MEILANI', with a period at the end. The signature is stylized and somewhat cursive.

ARISKA MEILANI
Student ID. 1901050005

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CHAPTER I

INTRODUCTION

A. Background of Study

English is taught as a foreign language in Indonesia, beginning from the junior high school through the university. In some places, particularly in big cities, some schools even use it as a medium of instruction starting from kindergarten. At the college level, TEFL varies, some non-English departments still teach English and some others do not for a number of reactions. At some universities, English is medium of instruction, while the others it is practically abandoned. In society, it is only used in very limited circles where a substantial number of expatriate workers and tourists are found. As English is not spoken in society at large, thus there is currently no such thing as 'Indonesian English' as yet; however, there are certainly a minuscule number of Indonesian families that begin to use it at home.¹

When we learn a second language, we learn to communicate with other people: to understand them, talk to them, read what they have written and write to them. But the fact that people frequently have to communicate with each other in writing is not the only reason to include writing as a part of our second-language syllabus. There is an additional and very important reason: reading helps our students learn. How? First, reading reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students. Second, when our students read, they also have a chance to be adventurous with the language.²

There are four skills in English language: Listening, Speaking, Reading and Writing skills. Especially for reading skill, it is so important in English learning, because it develops the mind. The mind is a muscle. it needs exercise. Understanding the written word is one way the mind grows in its ability.

Students must be able to share ideas, opinions, experiences in spoken and written language in every situation and place. Based on the 2013 curriculum for junior high schools in Indonesia, it is stated that learning English is not only in the classroom but also at home and in the community. Teachers are not the only source of learning. Students must actively explore various sources to increase their knowledge. They can get it from various sources, such as books in the library, other friends or from interactive media such as comics, macromedia flash and even games.

According to the subjects chosen by the students, one of which is English, students are required to master four language skills, namely, reading, writing, listening and speaking. His four skills were intertwined with each other. One of the four skills, reading has a very big role in human life. Especially in today's life, writing is a means to convey the author's intent to the reader. Learning to read in school is a very important subject, because reading makes it easier for students to think actively and creatively. Through reading activities, students can practice organizing and clarifying various concepts or ideas and read can generate new ideas and vocabulary. Seeing this phenomenon, it can be seen that the position of reading lessons in schools is very necessary.

Based on the facts, it is necessary to develop learning media according to the needs of teachers and students. The existing teaching materials are of course adapted to the existing curriculum, but are not rigid and make it easier for students to learn. Seeing the importance of teaching materials for students, submission materials are needed that can facilitate teachers and students in the learning process. Teachers as educators must provide a stimulus to stimulate students' talents and interests in learning to read English and teachers are also required to always be creative in choosing teaching materials that are suitable for student development. related to this, the researchers will use comics as a medium for learning to reading in English.

The researcher intends to develop students' interest in reading by using comics in English. In this study, comics are used in learning to read. The reason the researcher chooses comics as a supporting medium for learning to read English is because the researchers expect comics media to be a stimulus medium to stimulate students in reading English. This is because comics have a simple written form with a light and easy-to-understand storyline, there are also interesting pictures that can help students to know the contents of the story.

Likewise with students who of course already know comics well and not a few also like them, making it easier for English comics to be accepted among junior high school students. So that researchers modify comics into learning media which are expected to overcome students' difficulties in reading English and can also meet the needs of teachers as supporting media in classroom learning.

Table 1.1
The data Pre-Survey of Students' Reading Test
at the Eighth Grade of SMP N 1 East Lampung

No.	Name	Score	Criteria
1	AW	75	Complete
2	AFG	50	Incomplete
3	AAP	45	Incomplete
4	AA	45	Incomplete
5	ARP	50	Incomplete
6	AE	30	Incomplete
7	AP	30	Incomplete
8	AR	50	Incomplete
9	AS	50	Incomplete
10	APY	30	Incomplete
11	AK	40	Incomplete
12	CA	55	Incomplete
13	DDP	40	Incomplete
14	DRW	60	Incomplete
15	DWP	75	Complete
16	DAP	75	Complete
17	EAK	55	Incomplete
18	FZT	50	Incomplete
19	KAT	50	Incomplete
20	KA	75	Complete
21	KAS	45	Incomplete
22	LK	45	Incomplete
23	LM	35	Incomplete
24	MIA	45	Incomplete
25	MRR	40	Incomplete
26	NGZ	75	Complete
27	NAO	55	Incomplete
28	RL	55	Incomplete
29	RS	35	Incomplete
30	RAM	30	Incomplete
31	SIK	50	Incomplete
32	SGP	55	Incomplete
33	SAP	45	Incomplete
34	WRE	75	Complete
Total		1.715	
Average/Mean		50,5	Incomplete

Table 1.2
The Percentage of the Students Reading Test among
the Eighth Grade of SMP N 1 Batanghari

NO	Grade	Explanation	Frequencies	Percentage
1.	< 75	Incomplete	28	70
2.	≥ 75	Complete	6	30
		Total	34	100%

Based on the test results at the time of the pre-survey above, it can be seen that there are still many students who have not achieved the minimum score in reading skills. In addition, based on the results of the tests questionnaire that was distributed during the pre-survey, students' interest in reading skills was very low. more than 70% of students are not interested and even avoid reading class. Of course this effects their ability to write, this is influenced by the lack of available learning facilities, especially learning media.

The table 1.2 above represents that only 6 students from 34 students get good score (complete) in reading test. The minimum mastery criteria (MMC) for English in SMP N 1 Batanghari is ≥ 75 . It can be seen that 28 students belong to be uncompleted for the score < 75 and only 6 students can do well in reading test. It can be explained that 28 students have low reading comprehension.

B. Problem Identification

Based on observations made at SMP Negeri 1 Batanghari in teaching and learning activities, the study found several problems. In the source of learning is reading assignments:

1. The students have limited English vocabulary.
2. The students have difficulty in determining the context of the situation to be reading.
3. The students have low motivation and interest in reading English.
4. The students have insufficient reading skill.

C. Problem Limitation

Based on the problem that have been identified, the researcher limits the research problem by focusing on the students' low reading ability. This research is in the from of classroom action research by comic media to improve students' ability and interest in reading.

D. Problem Formulation

Can the implementation of a comic art increase students' reading skills of VIII grade at SMP Negeri 1 Batanghari?

E. Objective and benefit of study

1. The Objectives of Study

This study aims to increase the reading skills by implementating comic art of eighth grade students at SMP N 1 Batanghari ,East Lampung.

2. The Benefits of Study

This research has various benefits not only for researcher, but also for students, English teachers, and the Headmaster.

a. For the Students

This research is respected to good contribute in increase students' reading ability through the implementation of comic art. The students' are expected to be helped in the process of learning to write

effectively. In addition, through this research the motivation and interest of students in reading learning is expected to increase.

b. For the English Teacher

This research is expected to broaden teachers' insights about the applications of new methods in English, and can be used as an alternative for teaching by teacher so as to improve the professional quality of teachers in organizing learning in class according to the applicable curriculum.

c. For Headmaster

By using this research, it is hoped that it can assist school principals in developing education in the form of improving teaching education programs and activities to be able to create teaching and learning situations, especially in understanding and improving reading skills.

F. Prior Research

1. Research written by Muhammad Sofian Hadi, Lidiyatul Izzah, & Ineke Larasati about The Influence Of Mangarock Online Comics In Teaching Writing a Narrative Text . Manggarock online comics are used by many researchers in enhancing students' language skills. This study aims to investigate the effectiveness of Manngarock online comics improve students' writing skills at the ninth-grade students of SMP Harapan Masa, Depok, Indonesia.¹ This study is categorized as a quantitative study using

¹ Muhammad Sofian Hadi, Lidiyatul Izzah and Ineke Larasati, *The Influence of Mangarock Online Comic In Teaching Writing a Narrative Text* (Muhammadiyah University Of Jakarta, 2021) Vol.9 (2), P.243

a Pre-experimental design. To attain the data, researchers employ writing tests. The sample of this study is all students of ninth grade students of SMP Harapan Masa. The students are subjected to Manggarock online comics. To know the efficacy of Manggarock online comics, researchers apply statistical analysis, which is a t-test. The students' writing skills in the pre-tests and the post-test are calculated using descriptive statistical analysis. Based on the results of the analysis, the mean score of students is 79.26. mean while, the value of the t-test (16.243) was higher than the t-table (2.015) in a significant level of 5% (0.05). Therefore, the alternative hypothesis (H_a) proposed was accepted, while the null hypothesis was rejected. From the results of this analysis, this study can be concluded that the Manggarock online comics have a positive effect on students' writing skills at the ninth-grade students. In this study the researchers used a quantitative study using a pre-experimental design, while my research used a (CAR) classroom action research study. And the similarities were using a reading test and comic media.²

2. Research written by Budiman, Mahdum, Wirda Burhan about Increasing The Ability Of SMA N 12 Pekanbaru Students In Writing An Analytical Exposition Text Through Comic Strips. This research aimed at describing and testing whether the students' ability in writing analytical exposition text is increased by using comic strips at SMAN 12 Pekanbaru. The respondents of this study were the second grade students especially XI

² Muhammad Sofian Hadi, Lidiyatul Izzah and Ineke Larasati, *The Influence of Mangarock Online Comic In Teaching Writing a Narrative Text* (Muhammadiyah University Of Jakarta, 2021) Vol.9 (2), P.243

Science 3 academic year 2011-2012. The total number of students in this class was forty two (42) students. The quantitative and qualitative data was collected by using writing test and observation sheets. The research finding reveals that there is a significant increase of students' writing ability in writing analytical exposition text through comic strips. It can be proved by the average score of pre-test was 43.7 and the average score of post-test was 65.37. Besides, the students' interest and motivation improved also. These can be seen from the increasing of students' awareness and activeness in learning process based on observation sheets. Based on the a research above, this research is shown for high school students and this research uses quantitative and qualitative data, while my research uses classroom action research data show for junior high school students .Collected using written tests and observation sheets.³

3. Research written by Intan Setyaningrum (2018) about the effect of English comic in reading comprehension at the eighth year students of SMPN 11 Mataram in the academic year 2018/2019. The objective of this research is to find out whether there is any significant difference in the improvement of students' mastery in reading comprehension using comics and without using comics. The researcher used an experimental method with pre-test and post-test design with treatments for this research. The population of this research were all of the eighth year students with total sample of 58 students from two classes, VIII E as the experimental group and VIII B as the control group. The technique

³Budiman, Mahdum and Wirda Burhan, *Increasing The Ability Of SMAN 12 Pekanbaru Students In Writing an Analytical Exposition Text Through Comic Strips* (Univesitas Riau, 2014) Vol.5 (2), P.36

used in analyzing the data was the t-test formula. The results of this research showed that the mean deviation of the experimental group's pre-test and post- test was higher than the control groups. It was also supported by the t-value which was higher than the t-table. Therefore, the Null hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) which stating that the English comic is effective in improving student's reading comprehension was accepted. Based on this finding, it is suggested that English comic can be used by English teachers as an alternative reading materials to improve the students' reading comprehension.English reading skill. In this study, the researcher used t-test formula and experimental group, while in my research I used classroom action research and the similarity of this research and mine is using comic.⁴

⁴ Intan Setyaningrum. *The Use of English Comic in Reading Comprehension*. 2018.

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Reading

a. Definition of Reading

According to Kristin Lems, Leah D. Miller, and Tenena M. Soro Reading is an interactive process that occurs between text and reader processing strategies and background knowledge⁵. Further, Moreillon, “Reading makes meaning out of print and visual information, but reading is not simple, reading is an active process that requires a lot practice and skill⁶. Based on the theory, it can be concluded that reading is a more complex process to get meaning or ideas from a text.

Reading helps language acquisition. Provided that the student more or less understands what, he has read. The more you read, the more you understand. Reading also positively affects students' vocabulary, spelling and writing.⁷ This means that they can also improve our knowledge, spelling and writing by casually reading information about texts.

Reading is a set of skills that involves understanding printed words and deriving their meaning. To read, you must be able to decipher (pronounce) printed words and understand what you read.

⁵ Kristin Lems, Leah D. Miller, and Tenene M. Soro, *Teaching Reading to Aa English Language Learners*, (New York: the Guilford Press, 2010), p.33

⁶ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), p.10.

⁷ Jeremy Harmer, *How to Teach English*, (Oxford: Pearson Education, 2007), p.99

b. The Types of Reading

According to Patel and Praveen. There are some types of reading that is Intensive reading, Extensive Reading, Aloud Reading and Silent Reading.

- a. Intensive Reading is a type of reading that focuses on idioms and vocabulary found in poems, poetry, novels, or other sources for example students focus on the linguistic or semantic details of reading and on structural details such as grammar.
- b. Extensive reading is a type of reading in which students read texts for enjoyment and develop general reading comprehension, example: Students read as many types of books as possible, such as magazine mostly for fun only a general understanding of its contents is required.
- c. Aloud reading is to read loudly and clearly, for example, Reading comprehension, conversation, and other types of text in other words, the purpose of silent reading activities is to practice reading silently so that students can concentrate and understand the text example: A students memorizes a text.⁸

c. The Purpose of Reading

Reading is a purposeful activity. Anyone can read and receive checks informs or checks informs or checks exiting knowledge, people can also read for fun, or to improve your knowledge of the language you are reading, read and play important roles in state life. Reading continues to

⁸ Dr. M.R Patel dan Pravin M. Jain, book: *English Language Teahching* (Jaipur: 2008),p. 117-123.

inform individuals about political, socioeconomic and cultural issues in their country. Reading them influences our attitudes, beliefs, standards, morals, judgments, and behavior in general, it shapes our thoughts and actions, the purpose of reading is to connect ideas and sentences you already know. Readers need to understand the topic being read in order to connect ideas.⁹

According to Grabe William and L. Fredika, the category of purpose for reading there are: reading to search for simple information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write, reading to critique texts and reading for general comprehension.

a. Reading to search for simple information

Reading to search for simple information is reading ability, although some researchers view it as a relatively independent cognitive process. It is often used in reading assignments, but it is perhaps best seen as a form of reading skill.

b. Reading to skim quickly

Reading to skim quickly is a useful skill in its own right in practice, this involves a combination of strategies to deduce what is important in the text and applying basic reading comprehension to segments of the text until a general idea emerges.

c. Reading to learn from text

⁹ Kristin Lems, Leah D. Miller, and Tenene M. Soro, *Teaching Reading to Aa English Language Learners*, (New York: the Guilford Press, 2010), p.33

Reading to learning is usually done in the academic or educational field the professional context one must learn a large amount of information from the text, it requires the ability to recall key ideas and recognize and compose rhetoric enclose your text and link it to your reader base.

d. Reading to integrate information

Reading to consolidate information requires additional work determine the relative importance of complements, mutually supportive or contradictory information, likely rebuilding the rhetorical framework for information absorption from multiple sources, reading to consolidate information requires additional work determination of the relative importance of complement corroborating or contradicting information and possibilities rebuilding the rhetorical framework for absorbing information from various source.

e. Reading to write and reading to critique texts

Reading to write and reading to critique texts a variation of the reading tasks for consolidating information both needed ability to organize, select and evaluate information sentences.

f. Reading for general comprehension

After reading, read for general understanding by experience and fluent readers it requires very fast and automated word processing strong skills in forming general semantic representations of main ideas and efficient co-ordination of many things process under very limited

time pressure.¹⁰ The purpose of reading is not only for students but also for students ordinary people they have to read a lot to have information and knowledge about human life that can help maintain political social life and economic information country problem.

Table 1
Measuring and Indicators of Reading Skill

Theory Reading	Indicators	Skors
Organization	Students are able to: 1. Generate Ideas 2. Provide supporting details: development of texts that are knowledgeable, the substantive, thorough, relevan to assigned topic.	0-25
Content	Students are able to express fluently expression of ideas stated/supported in a clear concise, well organized, logical sequence and cohesive.	0-15
Grammar	Students understand using correct grammar effective complex construction, correct agreement, tenses, numbers, word/function order, articles, pronouns, prepositions.	0-20
Mechanics	Students are able to: Use reading English correctly demonstrate mastery of the terms, correct spelling, correct punctuation, capitalization, paragraphs.	0-20
Vocabulary	Students are able to: Use effective words/idioms sophisticated range, choice and use of word/idioms, effective, mastery of tenses, appropriate register.	0-20

B. Definition Comic

Although rigid definitions of comics are often controversial, in

¹⁰ Grabe & Stoller Routledge, book: *Teaching and Researching Reading* (London, New York, 2002), p.7-10

general, their exploration is likewise an important and worthwhile exercise because they offer us the opportunity to identify, categorize, evaluate and interpret comics as far as education is concerned. There are many definitions of comics. According to Kunzle, the following definition “A comics consist in a sequence of separate images with a preponderance of image over text that appears (and was originally intended to appear) in a mass medium and tell a story which is both moral and topical”.¹¹

Based on Eisner as cited in Retalis says that comic is sequential art, thus emphasizing that comics is a form of art, method or expression. In his book “Understanding Comics”, Scott McCloud cited that comics is juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or produce an aesthetic response in the viewer”.¹² However, David Carrier argues for three essential features of the comic, there are speech balloon, the closely linked narrative, and the book-size scale. And according to Hayman and Pratt propose the following definition “a sequence of discrete, juxtaposed picture that comprise a narrative, either in their own right or when combined with text.”¹³

C. Comic Media

Comic Media is a learning media in the form of images that can attract students’ attention. Students tend to like books with pictures to make it easier for them to understand the book’s content (Nugraheni, 2017; Wicaksono et

¹¹ Retalis, R. (2008), *Using Web Comics In Education*. Journal In Education. p.14. <http://Educomics>. Retrieved January 24, 2019.

¹² Ibid, p.15

¹³ Kristiyanto, Daniel, *Development of Comic Media on Learning Theme 7 Sub-Theme 4 In Third Grade Elementary Schools*, International journal, v.4, No.4 (2020).

al,2020). Besides being full of pictures, comics can also convey learning material/objectives in a more fun way. Reading comics, students have learned the material the teacher wants to convey (Nuraini & Saputro,2017; Pandawangi et al,2019; Saputro & Soeharto,2015).

In particular, the notion of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools to capture, process, and reconstruct visual or verbal information. The advantages of comic media are :

1. The main role of comic media is its ability to create student interest in learning.
2. Comic media can function to foster reading and writing interest in students.
3. Comic media add to the vocabulary of the readers' words.
4. Comic media can make it easier for students to capture things or formulas given by the material.
5. Comic media can develop children's interest reading and one of the other fields of study¹⁴.

D. Comic Implementation Theory in Learning

The learning comic in this study is an example of application Education technology. The essence of the application of educational technology is to solve problems in the learning process, so that the learning process can run effectively, efficiently, and attractively. The existence of comic media as a source to learn will make it easier for students in the

¹⁴ Daniel Kristiyanto, *Development of Comic Media on Learning Theme 7 Sub-Theme 4 In Third Grade Elementary Schools*, International journal, v.4, No.4(2020), p. 531.

learning process, in particular in realizing abstract lesson concepts when presented in the form of theory only and need a concrete presentation. In this case it's comic learning plays a major role in presenting these abstract concepts to students in concrete examples in everyday life.

Comic as a learning medium are expected to help the learning process in achieving the learning objectives that have been targeted. Comics in learning are used as “teacher’s media in conveying learning material and stimulating students in group discussion activities, so that learning achievement and ability”.¹⁵

E. Hypothesis

Based on the theoretical framework and conceptual framework above, in this classroom action research the writer tries to determine the hypothesis of the research is “The students’ reading skill can be increased by the use of comic as a media at eighth grade of SMP Negeri 1 Batanghari.

¹⁵ Borg, Walter R.& Gall, Meredith D. 1983. *Educational research: An introduction* (4th ed). New York: Longman.

CHAPTER III

RESEARCH METHOD

A. Variable and Definition Operational Variable

The operational definition of a variable is a complete set of instructions on what to observe and measure a variable or concept to test for perfection. Variable operational definitions found items outlined in research instruments (Sugiarto, 2016:38).

Based on the conceptual framework that had been proposed, the classification of variables were as follows:

1. Variables of Research

There are two independent and dependent variables in this study. The independent variable of this research is media comics that will be used to improve students' reading skills and serve as a student aid in the learning process. This medium can help them improve their reading skills and increase the desire to read.

Dependent variable in this study reading one of the four basic language skills in English that student must know in order to be able to reads with correct grammar.

a. Independent Variable

The independent Variable in this research is variable that observe and measures the impact of the independent variable. The independent variable of this research is media comics that will be used to improve students' reading skills and serve as a student aid in the

learning process. This medium can help them improve their reading skills and increase the desire to read.

b. Dependent Variable

The dependent variable is the response to the reference variable suspected to be caused or influenced by the independent treatment condition. Dependent variable in this study reading one of the four basic language skills in English that students must know in order to be able to read with correct grammar.

B. Subject and Object of Study

The subjects of this research were the eighth grade students of SMP Negeri 1 Batanghari, totaling 34 students, because most of the students had low English proficiency, especially in read english.

In this research the object of research is using comics art to increase students reading the eighth grade of SMP Negeri 1 Batanghari East lampung

C. Setting of Research

The researchers will conduct classroom action research (CAR) on eighth grade students of SMP Negeri 1 Batanghari. The location is in Batanghari, East Lampung.

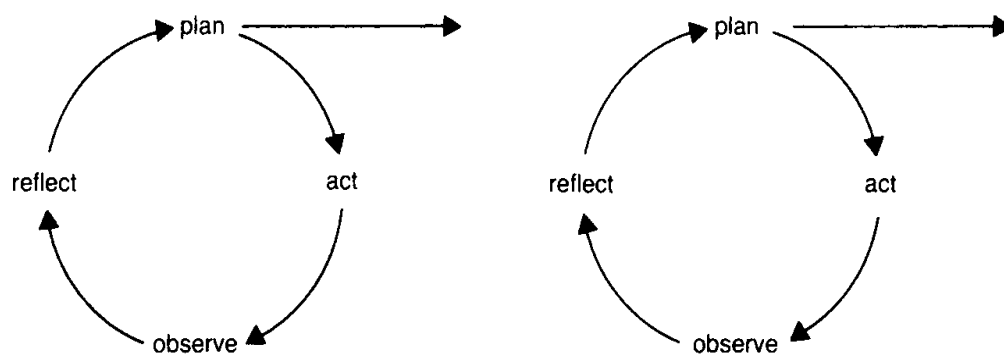
D. Procedure of the Research

Classroom action research is research in the process of teaching and learning in the classroom that aims to solve problems or improve something. Classroom action research can be carried out collaboratively to find solution to problems found in class or to discover student achievement in learning English. Collaborating on classroom action research can include at least two

teachers or a group of teachers interested in solving a problem in a class or department.

In classroom Action Research there are four steps in each cycle that are interconnected. The steps are planning, acting, observing, and reflecting. These steps can be seen in the following design:

Picture 1
Sequences of action-reflection cycles by Jean McNiff.¹⁶



The procedure of CAR cycles are:

1. Cycle 1

a. Planning

Planning is the first step of this research. Planning is a steps to develop an action plan explaining who, where, when, why and how the action will be carried out.

There are several plans carried out by researchers in this step in:

- 1) Researchers make lesson plans to teach reading
- 2) Researchers make lesson plans (RPP) to teach reading¹⁷

¹⁶ Jean McNiff and Jack Whitehead, *Action Research: principles and practice*, (London and New York: Rutledge Flamer, 2002), p.41

- 3) The researchers makes an observation sheet
- 4) Researchers prepare evaluation sheets to evaluate student activities after the learning process.

b. Acting

The second step of action research is acting. Acting is the implementation of planning is just an imagination that will never become a reality.

Implementation of the action, the teaching and learning process will be carried out in the eighth grade of SMP Negeri 1 Batanghari related to the reading subject schedule in this class.

c. Observe

Observations were made to collect information about the learning process carried out by researchers in accordance with the actions that had been prepared. Through gathering information, the researcher can record the weaknesses and strengths of the researcher in carrying out the action, so that the results can be used as input when the read reflects on the preparation of plans for the next cycle. Observations are made in the teaching and learning process. In this step the researcher observes the learning process by using an observation.

d. Reflecting

¹⁷ McNiff, Jean and Jack Whitehead, *Action Research: principles and practice*, (London and New York: Rutledge Flamer, 2002).

Reflection is an activity of analyzing and making conclusions based on the result of tests and observations. Reflection observations and tests are used as a basis for the next repair cycle.

2. Cycle 2

Based on cycle 1's evaluation of perceived weaknesses, then the second cycle develop actions and so on. The cycle will be successful if the indicators of success have been achieved.

E. Data Collection Technique

In collecting data, researchers used tests, observations, documentation and field notes, data collection as follows

1. Test

In this study, researchers will use tests for instruments. Testing is a number of questions or exercises used to measure skills, the tests used by researchers are read tests and questions or questions with multiple choices and essays. This test is dedicated to the eighth graders of SMP N 1 Batanghari to collect data about students' reading comprehension.

a) Pre-test

Students are first given a pre-test before receiving treatment in determining their skills. Reading comprehension test is the first type of test, students are given sheets of paper containing text that does not yet have punctuation marks and the correct placement of capital letters and then answer and complete the text.

b) Post-test

In order to compare student improvement before and after receiving treatment, a post-test was given to students after they learned reading comprehension using the comic media. This can be shown by comparing the pre-test and post-test results.

c) Observation

Researchers will use observation to obtain data about students and activities in the learning process. The object in this observation uses comic media to improve reading students activity.

d) Documentation

Researchers will use this method to obtain data about school history, the number of teachers, staff and students at SMP N 1 Batanghari and an overview of learning activities.

e) Field note

To collect data more accurately, the authors use field notes to facilitate data analysis. It is intended to test students' activities in learning English. This happens after the teaching and learning process is completed.

F. Data Analysis Technique

Data analysis is the processing of information or data collected to make conclusions. It is a process of organizing data to explore research patterns and forms. After collecting data from testing, observation, and documentation, the researcher analyzed the data based on the problem boundaries and research objectives. In analyzing and interpreting the data, the first step is to make an abstraction of all the data that has been collected. After

conducting the research, selecting the data related to the research question and grouping it into the category of tow data in the learning process.

Data analysis is carry out in stages to determine the current average score pre-test and post-test. Furthermore, to find out the advantages, the researcher will compare the pre-test with the post-test, is as follows:

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

Note:

\bar{x} = Mean

\sum = Sum of

x = Raw score

N = Number of cases.¹⁸

$$\text{Presentase } X = \frac{\sum x(\text{gain score})}{N(\text{maximum score})} 100\%$$

$$\text{Presentase} = \frac{\quad}{70} \times 100$$

G. Indicator of Success

Indicator of success in this study is highlighted in the learning process of reading comprehension and learning outcomes. A student is considered successful if her 80% of the total number of student gets a score of 75 or more.

¹⁸ Donald Ary, *Introduction to Research in Education*, Australia (Wadsworth, 2010).
p.109

CHAPTER IV

A RESEARCH RESULT AND DISCUSSION

A. Description of Research Location

1. The History of SMP N 1 Batanghari

Batanghari 1 Public Middle School is a public junior high school located in Banarjoyo Village, Batanghari District, East Lampung Regency. Originally SMP Negeri 1 Batanghari was named SMP Preparation and was formed on April 2th 1981. This school was founded by community leaders in Batanghari Regency. This preparatory high school lasted for two years until it became Batanghari 1 Public School in 1983. School leadership or the principal begins as follows:

- a. Drs. Baharudin Harahap Term of Office 1983-1990
- b. Drs. Hasan Basri Term of Office 1990-1997
- c. Mr. Sugeng R Term of Office 1997-1998
- d. Drs. Edi Sutrisno, MM Term of Office 1998-2006
- e. Mr. Sugeng S.Pd Term of Office 2006-2007
- f. Drs. M. Ngadenan Term of Office 2007-2009
- g. Drs. Sunardi, M.Pd Term of Office 2009-2010
- h. Mr Hi. Suroso, S.Pd, M. Si Term of Office 2011-2013
- i. Drs. Hi. Budi Santoso, M.Si Term of Office 2013-2014
- j. Mrs. Hj. Ngatemi, S.Pd, MM. Term of Office 2014-2022
- k. Mr. Drs. M. Nasir, M. Pdl. Term of Office 2022-2023
- l. Ahmad Saidi, S.Pd,M.M 2023 present term

2. Vision and Mission of SMP N 1 Batanghari

G. Vision of School

Leading in academic and non-academic achievements

H. Mission of School

- 1) Guiding students in the field of scientific work, science and technology and programmed learning.
- 2) Developing students' potential.
- 3) Growing confidence.

3. Geographical Location of the School

Northern part: next to SD Negeri 1 Batanghari, 2. Southern Part: to the village road, 3. To the east: to the asphalt road in the district. To the west: down the country road. Judging from its location, SMPN 1 Batanghari can be said to be quite strategic because it is close to the Polres and Koramil offices as well as the Batanghari sub-district office and other educational institutions which are on the same route as SMPN 1 Batanghari. However, because the classrooms are on the west side, SMP Negeri 1 Batanghari is still good for teaching and learning activities to avoid traffic noise.

4. The Condition of Teachers and Official Employers in SMP N 1 Batanghari

The numbers of teachers and official employers in SMP N 1 Batanghari academic year 2022/2023 teacher and employers that can be identified as follows:

Table 4.1
The Condition of Teachers and Official Employers in
SMP N 1 Batanghari

No.	Name	Occupation
1	Ahmad Saidi, S.Pd.M.M	Headmaster
2	Ratnaningsih, S.Pd	Vice of Curriculum
3	Drs. Joko Mursito	Dean of Students
4	Mihaya, S.Pd	Social Sciences
5	Mahfian Yani, S.Pd	Natural Sciences
6	Sudarsih, S.Pd	Civic Education
7	Safitri, S.Pd	Civic Education
8	Drs. Hi. Sismadi	Natural Sciences
9	Suwarjo, S.Pd	Natural Sciences
10.	Siti Rupiah, S.Pd	Natural Sciences
11.	Ermawati, S.Pd	Indonesian Language
12.	Suprpto, S.Pd	Indonesian Language
13.	Nurnaningsih, S.Pd	Indonesian Language
14.	Agustina Prabandari, S.P	Indonesian Language
15.	Rimadona Ayu, S.Pd	Indonesian Language
16.	Drs. M. Nasir, M.Pd.I	Religious Education
17.	Susi Nawanti, S.Pd P	Religious Education
18.	Sukartini, S.Pd	Mathematics
19.	Roisatul Aminah, S.Pd	Mathematics
20.	Widi Astuti, S.Pd	Social Sciences
21.	Sri Sumasni, S.Pd	Social Sciences
22.	Laras Wiraswesti, S.Pd	English Language
23.	Setiti Ernawati, S.Pd B	English Language
24.	Insiyah, S.Pd	Informatika
25.	Nurmauli Sitorus, S.Pd	Art and Culture
26.	Agus Pramono, S.Pd	Art and Culture
27.	Muhvar, S.Pd	Physical Education
28.	Sri Wahvuningsih, S.Pd	Physical Education
29.	Erna Budivanti, S.Pd	Physical Education
30.	Siti Aisyah, S.Pd	Lampung Language
31.	Nurbaiti, S.Pd	Lampung Language
32.	Dinda Saraswati, S.Pd	Natural Sciences
33.	Indrian Saputri, S.Pd	BK
34.	Rizqi Puii Evan Bintoro	BK
35.	Iin Yunisa, S.Pd	BK
36.	Nurul Chidayati, S.Pd	Mathematics
37.	Siti Rahma Azahra, S.Pd	Mathematics
38.	Aldila Ghina Salsabila, S.Pd	Art and Culture
39.	Hanif Miftahudin, S.Pd	English Language
40.	Siti Hasanah, S.Pd	English Language
41.	Afifah Mavliana, S.Pd P	Religious Education
42.	Arum Saraswati S.Pd	Mathematics

5. The Building of SMP N 1 Batanghari

SMP N 1 Batanghari has the facilities and infrastructure to support its teaching and learning activities include:

a. Classroom

The classroom is a room in the school building that functions as a place for face-to-face activities in the course of teaching and learning activities between students and teachers.

b. Laboratory

The laboratory is a place used by students and teachers in scientific activities, a place for tests, experiments, investigations, observations and demonstrations related to teaching and learning activities in accordance with the needs of the field of study.

c. Library

The library is an institution that collects printed and recorded knowledge information and manages it in a certain way to meet the intellectual needs of its users through various types of knowledge interactions.

d. Sanitation

Sanitation is a minimum environmental health requirement that is owned by each school to meet the needs of the school community, such as clean water supply facilities, MCK facilities, waste disposal facilities, and waste water disposal facilities.

6. The Description of Research Data

This study uses classroom action research. The implementation was carried out three times in two cycles, namely pre-test, post-test 1 and post-test 2. Each cycle consisted of two sessions and each session lasted 60 minutes. Each cycle consists of planning, action, observation and reflection. In conjunction with classroom management, researchers make lesson plans. This action research uses a roundtable technique to improve students' writing skills.

a. Pretest

The researcher conducted a pretest on Thursday, May 2th 2023. All students prepared themselves before class. The researcher and students come to classes organized by a teacher who is coordinated by researcher. The pre-test was conducted at 13.00 pm. The researcher greet students. The researcher informs the students that will take a pre-test to check students descriptive reading skills. Preliminary exams are left to students to complete directly. The type of test is an essay reading test which requires students to reading descriptive paragraphs. Then, the students pre- test result can be seen on the table below:

Table 4.2
The Students' Pre-Test Score in Reading Ability at the
Eighth Grade of SMP N 1 Batanghari

No.	Name	Score	Criteria
1	AW	75	Complete
2	AFG	50	Incomplete
3	AAP	45	Incomplete
4	AA	45	Incomplete
5	ARP	50	Incomplete
6	AE	30	Incomplete

7	AP	30	Incomplete
8	AR	50	Incomplete
9	AS	50	Incomplete
10	APY	30	Incomplete
11	AK	40	Incomplete
12	CA	55	Incomplete
13	DDP	40	Incomplete
14	DRW	60	Incomplete
15	DWP	75	Complete
16	DAP	75	Complete
17	EAK	55	Incomplete
18	FZT	50	Incomplete
19	KAT	50	Incomplete
20	KA	75	Complete
21	KAS	45	Incomplete
22	LK	45	Incomplete
23	LM	35	Incomplete
24	MIA	45	Incomplete
25	MRR	40	Incomplete
26	NGZ	75	Complete
27	NAO	55	Incomplete
28	RL	55	Incomplete
29	RS	35	Incomplete
30	RAM	30	Incomplete
31	SIK	50	Incomplete
32	SGP	55	Incomplete
33	SAP	45	Incomplete
34	WRE	75	Complete
Total		1.715	
Average/Mean		50,5	Incomplete

Based on the test results at the time of the pre-survey above, it can be seen that there are still many students who have not achieved the minimum score in reading skills. In addition, based on the results of the test questionnaire that was distributed during the pre-survey, students' interest in reading skills was very low. More than 70% of students are not interested and even avoid reading class. Of course this effect their ability to read, this is influenced by the lack of available learning facilities,

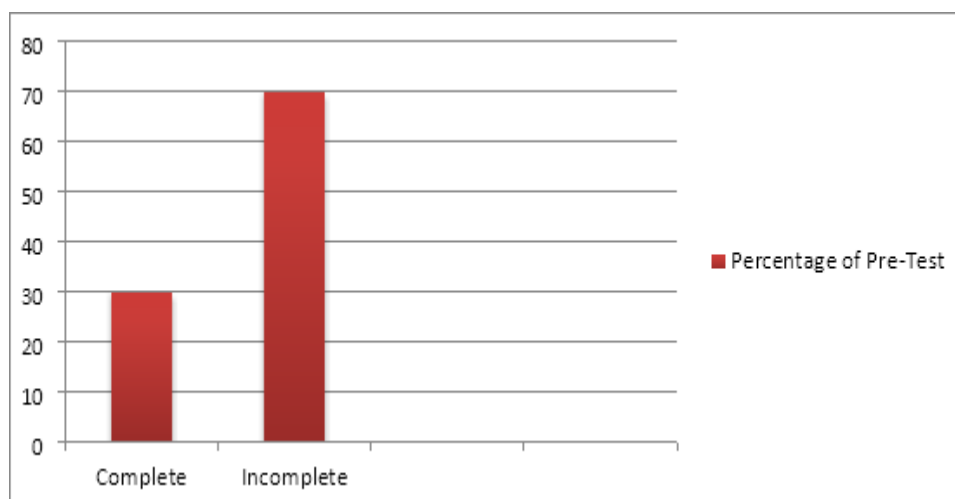
especially learning media.

The table 4.3 above represents that only 6 students from 34 students get good score (complete) in reading test. The minimum mastery criteria (MMC) for English in SMP N 1 Batanghari is ≥ 75 . It can be seen that 28 students belong to be uncompleted for the score < 75 and only 6 students can do well in reading test. It can be explained that 28 students have low reading comprehension.

Table 4.3
The Percentage of the Students Reading Ability at the Eighth Grade of SMP N 1 Batanghari

NO	Grade	Explanation	Frequencies	Percentage
1.	< 75	Incomplete	28	70
2.	≥ 75	Complete	6	30
		Total	34	100%

Graph 4.1
The Percentage of the Students Pre-Test at the Eighth Grade of SMP N 1 Batanghari



b. Cycle I

1. Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as compiled the RPP, teaching materials, and teaching media. Based on the results of the discussion with the collaborator in a on November 1th 2023. Some efforts were planned to solve the problems identified above. The efforts focused on “Using Comic Art To Increase Student’s Reading”

2. Action

The action of Cycle I consisted of two meetings. The detail of the actions in each meeting was discussed as follows:

a) First meeting

The first meeting was held on , November 1th 2023 at 12.30 pm. until 13.50 pm. The researcher started the class by greeting the students. The researcher provide explanations about reading and ask them about problems they experience while reading to English. After discussing, the researcher immediately introduced the material discussed to students.

Apart from that, the researcher used comic media in teaching students to read. The first procedure involved the teacher asking students to read a comic that had been provided by the researcher. Apart from that, the researcher carried out the second procedure, namely the teacher guided students to understand the content of the comic story being read and the researcher observed the comic reading.

which students read inappropriately. Next, the researcher distributed sheets containing questions for students to work on that were still related to the content of the comic story, such as understanding vocabulary, finding the main idea, identifying details, drawing conclusions and so on.

b) The Second Meeting

The second meeting was held on November 6 2023 as the last meeting in cycle 1. The researcher used this segment to give post test one to students. In this study, researchers used post test 1. After students were given an explanation about comics and read the comics that had been provided. At the second meeting, this meeting began with greetings, checking the attendance list, wheeling and asking about the students' condition in class, after the students were given an explanation and they had understood it, then the researcher gave post test 1 to measure their reading comprehension skills.

Thereafter, the researcher gave post-test 1 to the students. The test is about reading comic, that was consist of 10 questions. The researcher gave a worksheet and then researcher gave time 45 minutes to the students based on the teacher agreement. The result of post-test I can be showed as follows:

Table 4.4
The Students' Post-Test Cycle I Score in Reading Ability at the
Eighth Grade of SMP N 1 Batanghari

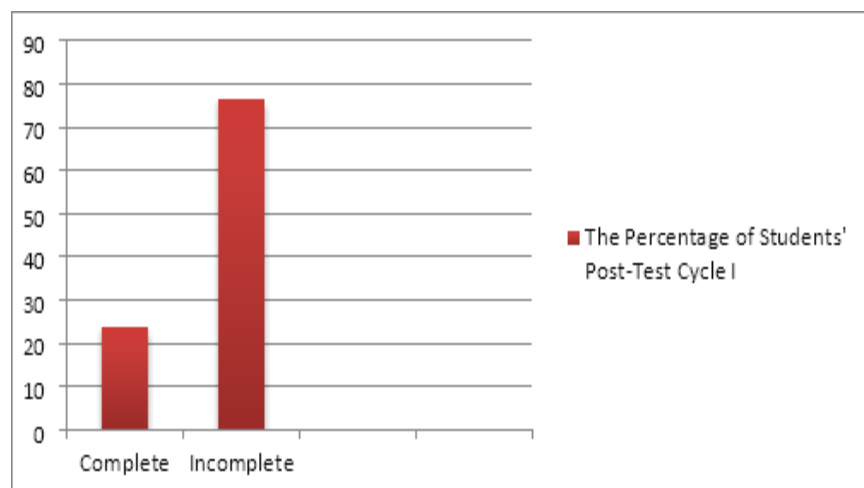
No	Students' Name	Score	Category
1	AW	80	Incomplete
2	AFG	60	Incomplete
3	AAP	60	Incomplete
4	AA	65	Incomplete
5	ARP	55	Incomplete
6	AE	45	Complete
7	AP	45	Incomplete
8	AR	60	Incomplete
9	AS	60	Incomplete
10	APY	50	Complete
11	AK	55	Incomplete
12	CA	55	Incomplete
13	DDP	65	Incomplete
14	DRW	65	Complete
15	DWP	80	Incomplete
16	DAP	75	Incomplete
17	EAK	65	Complete
18	FZT	60	Incomplete
19	KAT	65	Incomplete
20	KA	80	Incomplete
21	KAS	65	Incomplete
22	LK	60	Complete
23	LM	65	Complete
24	MIA	65	Incomplete
25	MRR	60	Incomplete
26	NGZ	75	Incomplete
27	NAO	60	Incomplete
28	RL	75	Complete
29	RS	65	Incomplete
30	RAM	70	Incomplete
31	SIK	55	Incomplete
32	SGP	60	Incomplete
33	SAP	50	Incomplete
34	WRE	75	Complete
TOTAL		2.145	
AVERAGE		63	
HIGHEST		80	
LOWEST		45	

Based on data above, in the post-test I only 8 students who got score based on the minimum standard criteria. The score standard criteria is 75. So, the researcher need the next action in cycle II.

Table 4.5
The Percentage of the Students Post-Test Cycle I at the Eighth Grade of SMP N 1 Batanghari

No	Grade	Explanation	Frequencies	Percentage
1.	< 75	Incomplete	26	76,5
2.	≥ 75	Complete	8	23,5
		Total	34	100%

Graph 4.2
The Percentage of the Students Post-Test Cycle I at the Eighth Grade of SMP N 1 Batanghari



3. Observed

The researcher observed the students' activities during learning English process in cycle I. Researcher gave the material and explanations to the students but many of the students still had difficulties in the learning of reading. To know the effect of Comic

that applied in the classroom, the researcher used the observation sheet in the cycle I to know students' activities in the classroom during learning English process. Based on the observation data of students' activities in cycle I, most of students were showed not all the students active in the teaching learning process especially in learning reading text. The data result of the students activity can be seen in the table bellows:

Table 4.6
The Result of the Students' Activity in the Learning Process of Cycle 1

No	Students' Activities	Frequency	Percentage
1	The student gives their attention to teacher's explanation.	19	55,9%
2	Students answer the teacher's question.	9	26,5%
3	The students give their idea.	20	58,9%
4	The students being active.	14	41,2%

Based on the data observation above, the researcher explained that the total of students who pay attention to the teacher explanation of are 19 (60%). Students' able to study actively during learning English process are 13 students (45%), 15 students (50%) are still doing the task of reading comprehension skill and 15 students (50%) are lazy to make note based on the learning English material.

4. Reflecting

Based on the data result of cycle I, it was showed that there was a little improvement of the result from pre-test until post-test 1.

In the cycle I the students were began interested in English learning process. Although, the class condition of learning English process still conventional. In the field, the researcher found some weakness in the cycle I so researcher need the cycle II to repair four steps in the cycle I.

The result of cycle I the researcher has been gotten the data research under the minimum standard criteria. Because of the target in the indicator of success was 75% from the students got more than 70 score. Therefore, this research would continue on the cycle II.

c. Cycle 2

Based on the result of cycle I, the researcher concluded that it was not success and many weakness during the learning English process, So the researcher must be continued to cycle II because the cycle II was used to repair the weakness in the first cycle. The steps of cycle II as follows:

1) Planning

Based on the observation, evaluation and reflection in cycle I, it could be showed that the cycle I was failed. Because of it, the researcher try to arrange the planning and given an evaluation in the cycle II. In the cycle II, the researcher would give the reading Comic material more interested than before. Afterwards, the researcher prepared the lesson plan, reading Comic material, made observation sheet of the students' activity, and try to find some problems in the

cycle II and then researcher try to solve the problems in the learning English jointly.

2) Action

The action in the cycle II was contained of two meeting. The first meeting was used to apply an action Comic, and the last meeting in Cycle II, it was used to the post- test 2. The explanation for each meeting was as follow:

a) The First Meeting

The first meeting has conducted on Thursday, November 8th 2023 for 45 minutes. This meeting was used to apply of the Reading Comic and this meeting was opened by greeting, checking the attendance list, and praying. In this segment, the researcher gave teaching to the students and gave reading Comic material more enjoyable. So that, In this meeting learning Comic by using was good. Then, the teacher's explanation more enjoyable, learning process actively and the students were gotten the teacher explanation of reading easily.

Then, students are guided to read the comic that has been provided by the researcher and students are expected to be able to understand the contents of the comic story such as: understanding vocabulary, discovering main idea, identifying detail, drawing conclusion. After that, the researcher gave students a handout that contained material of reading Comic and its generic structure. Afterwards, the teacher gave a task to the students. The teacher

helped students who had difficulty answering tasks, such as: understanding vocabulary, discovering main idea, identifying detail, drawing conclusion. This treatment made the students more interested in the learning English.

b) **The Second Meeting**

The second meeting has conducted on Monday, November 13 th 2023. This meeting used to take post-test 2 for 45 minutes. The researcher gave post-test 2 to the students by essay that was contained 10 questions. In this last meeting, most of the students could answer a well because the Comic given the positive effect on the students' reading comprehension skill especially of reading. It can be seen from the result of post-test 2.

Table 4.7
The Students' Post-Test Cycle II Score in Reading Ability at the Eighth Grade of SMP N 1 Batanghari

NO	Students' Name	Score	Category
1.	AW	85	Complete
2.	AFG	80	Complete
3.	AAP	80	Complete
4.	AA	70	Incomplete
5.	ARP	60	Incomplete
6.	AE	85	Complete
7.	AP	95	Complete
8.	AR	85	Complete
9.	AS	90	Complete
10.	APY	90	Complete
11.	AK	90	Complete
12.	CA	100	Complete
13.	DDP	95	Complete
14.	DRW	85	Complete
15.	DWP	90	Complete
16.	DAP	90	Complete
17.	EAK	80	Complete
18.	FZT	80	Complete

19.	KAT	85	Complete
20.	KA	85	Complete
21.	KAS	95	Complete
22.	LK	80	Complete
23.	LM	80	Complete
24.	MIA	80	Complete
25.	MRR	65	Incomplete
26.	NGZ	80	Complete
27.	NAO	85	Complete
28.	RL	80	Complete
29.	RS	90	Complete
30.	RAM	95	Complete
31.	SIK	60	Incomplete
32.	SGP	100	Complete
33.	SAP	85	Complete
34.	WRE	80	Complete
TOTAL		2855	
AVERAGE		84	
HIGHEST		100	
LOWEST		60	

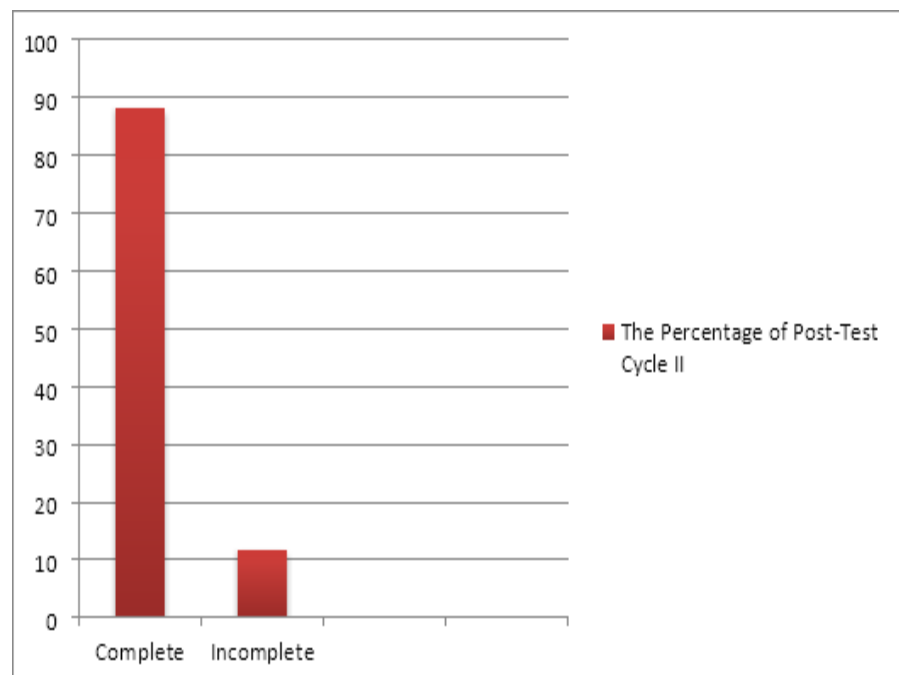
Based on the data above, there fact 30 students (84%) got the scores of post-test II passed based on the minimum standard criteria (MSC). Most of the students could improve their reading comprehension skill. It means that cycle II was successful. The students will get less category if the students get score <50, and the students will get bad category if the students get score >60, afterwards the students will get average category if the students get score >70, in the other hand the students will get good category if the students get score >80, then the students will get excellent category if the students get score >90.

Table 4.8
The Percentage of the Students Post-Test Cycle II at the
Eighth Grade of SMP N 1 Batanghari

No	Grade	Explanation	Frequencies	Percentage
1.	< 75	Incomplete	4	11,8
2.	≥ 75	Complete	30	88,2
		Total	34	100%

Graph 4.3

The Percentage of the Students Post-Test Cycle II at the
Eighth Grade of SMP N 1 Batanghari



3) Observed

The observation on the cycle II, a researcher has been observed during the learning process. The last observation was finished in the cycle II. This observation was a function to know the effect of Comic Art that applied in the classroom was success or not. Based on the data observation of students' activities in cycle II, most

of students were showed actively in the learning English process especially in learning reading. In this research, observation was done on the cycle II. Data result of observation was almost having a semblance form with the observation of the first cycle, but there were any significant improvement of observation in the cycle II than observation in the first cycle. It can be showed from the result of data observation on cycle II, as follow:

Table 4.9
The Result of the Students' Activity in the Learning Process of Cycle 1

No	Students' Activities	Frequency	Percentage
1	The student gives their attention to teacher's explanation.	29	85,3%
2	Students answer the teacher's question.	27	79,5%
3	The students give their idea.	22	64,7%
4	The students being active.	30	88,2%

From the observation sheet above, the students' paying attention to the teachers' explanation were 85,3%, students were able to answer the teacher's question 79,5%, students' were able to give their ide 64,7% and students were able to be active in class 88,2%.

From the observation sheet on the cycle II, all of the students were enjoyable during following the learning English in the classroom, and students could answer well based on the topic.

The evaluation given on cycle II showed successful. It can be seen the result of post-test 2 was evoked the improvement. The

highest score was 85 and the lowest score was 60. The average score of post-test 2 was 74.6.

4) Reflecting

The last segment of cycle II, the researcher did the reflection to know how far the success in this cycle. Based on the data result of observation learning process on cycle II and post test 2, it can be concluded that most of the students were evoked significant improvement. Based on the test result in cycle II, it was showed that the teaching learning process was successful.

Therefore, the researcher concluded that the learning process in English reading text by using comic art to increase student's reading at state junior high school 1 Batanghari east Lampung.

B. Discussion of Research

Based on the data collection method of this classroom action research like as: Documentation, test, field notes, and students' observation sheet were very helpful in repairing learning process and implementation plan in the cycle I and cycle II. The researcher showed the comparison of the data based on the cycle I and cycle II were as below:

1. The Result of the students' observation sheet

The researcher observed the students' activities during the English learning process by using observation guidance. The comparison of observation sheet result between cycle I and cycle II can be showed in the table as follows:

Table 4.10
The Result of the Students' Activity in Cycle I and Cycle II

No	Students' Activity	Cycle I		Cycle II		Note
		F	%	F	%	
1	The student gives their attention to teacher's explanation.	19	55,9%	29	85,3%	Improve
2	Students answer the teacher's question.	9	26,5%	27	79,5%	Improve
3	The students give their idea.	20	58,9%	22	64,7%	Improve
4	The students being active.	14	41,2%	30	88,2%	Improve
Total		182,5%		317,7		Improve
Average		45,63		79,43		

Based on the data above, most of the students' activities got significant improvement from the cycle I and cycle II. The students paying attention to teacher's explanation from 19 students (55,9%) became 29 students (85,3%). Then the students asking / answering the teacher question's had improved from 9 students (26,5%) became 27 students (79,5%). Then, the students giving idea activity form 20 students (58,9%) became 22 students (64,7%). Finally, the students being active activity has improved from 14 students (41,2%) became 30 students (88,2%).

Based on the data explanation above, the researcher made a conclusion that the students' activities were evoked a significant improvement in cycle I and cycle II. It has been reached the indicator of success 70% of students were active in the learning English process.

2. Result of the Student's English Learning in Cycle 1 and Cycle 11

The researcher got the data test result based on the students' learning of the reading comprehension skill, such as the score of the post- test 1 was better than the pre-test and the scores of the post-test 2 was better than post-test 1. The score can be showed in the table below:

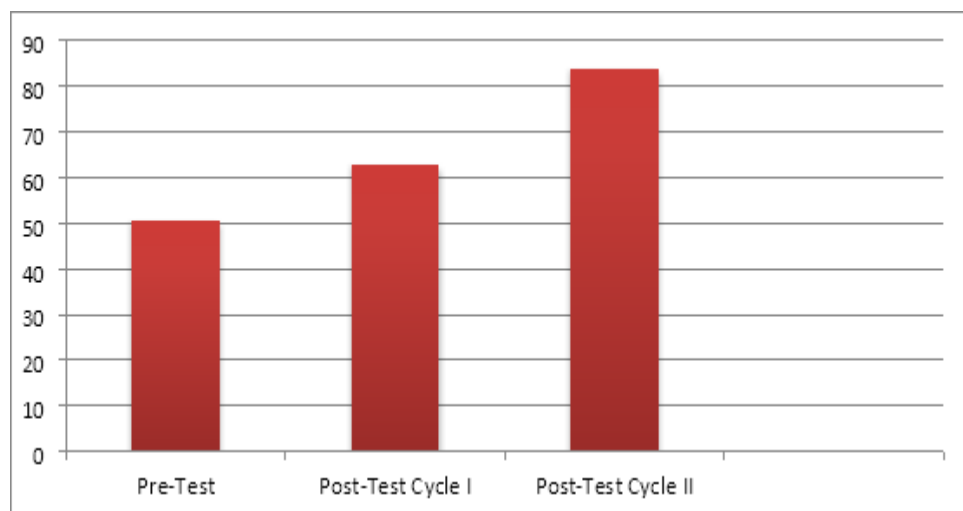
Table 4.11
The Result of the Students' Reading Ability
Score in the Pre-Test, Post-Test I, and Post-Test II

No	Students' Name	Pre-Test	Post-Test Cycle I	Post-Test Cycle II	Improve Score	Note
1.	AW	75	80	85	10	Improve
2.	AFG	50	60	80	30	Improve
3.	AAP	45	60	80	35	Improve
4.	AA	45	65	70	25	Improve
5.	ARP	50	55	60	10	Improve
6.	AE	30	45	85	55	Improve
7.	AP	30	45	95	65	Improve
8.	AR	50	60	85	35	Improve
9.	AS	50	60	90	40	Improve
10.	APY	30	50	90	60	Improve
11.	AK	40	55	90	50	Improve
12.	CA	55	55	100	45	Improve
13.	DDP	40	65	95	55	Improve
14.	DRW	60	65	85	25	Improve
15.	DWP	75	80	90	15	Improve
16.	DAP	75	75	90	15	Improve
17.	EAK	55	65	80	25	Improve
18.	FZT	50	60	80	30	Improve
19.	KAT	50	65	85	35	Improve
20.	KA	75	80	85	10	Improve
21.	KAS	45	65	95	50	Improve
22.	LK	45	60	80	35	Improve
23.	LM	35	65	80	45	Improve
24.	MIA	45	65	80	35	Improve
25.	MRR	40	60	65	25	Improve
26.	NGZ	75	75	80	5	Improve
27.	NAO	55	60	85	30	Improve
28.	RL	55	75	80	25	Improve
29.	RS	35	65	90	55	Improve

30.	RAM	30	70	95	65	Improve
31.	SIK	50	55	60	10	Improve
32.	SGP	55	60	100	45	Improve
33.	SAP	45	50	85	40	Improve
34.	WRE	75	75	80	5	Improve
TOTAL		6715				
AVARAGE		65,9				

Based on the data above, researcher concluded that students' reading ability were evoked an improvement. It can be showed by examined from the data result of the students' score in pre-test in the cycle I. The average score in the pre-test was only 50,5 which were far from minimum standard criteria. Then, after researcher used comic art media the score was improved good enough because the average score in the post-test I was 63 and post-test II was 84. The improvement can be showed in the chart below:

Graph 4.4
The Average Score of the Students Pre-Test, Post-Test Cycle I and Post-Test Cycle II at the Eighth Grade of SMP N 1 Batanghari



Based on the chart above, the researcher concluded that there was an improvement of students' reading comprehension skill in the cycle I and cycle II through Comic. It means that Comic has a positive effect

toward the learning English process.

Related this research until cycle II, the result score and the result activities of the students was achieved the target that was decided on indicator of success. Indicator of success this research is 75% from the students got minimum score is 75. Based on the result of this research showed that 80% from the students got minimum score 75. Related on the data above, the researcher concluded that this research was finished because the indicator of success was reached and did not need to be continued to the next cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research result of the English learning process in the classroom of two cycles, the researcher concluded the research as follows:

1. The use of Comic Art can improve the students' reading comprehension skill of the eight grade of SMP N 1 Batanghari East Lampung 2022/2023.
2. Based on the test in cycle I and II the average score of the students (VIII) of SMP N 1 Batanghari East Lampung was good, it can be described that students were very active in the learning English process. It means that the Comic can improve the students' reading comprehension skill and their activeness in English subject especially in the learning of reading text.
3. Based on the test the average score on the students' reading comprehension skill of the eight grade of SMP N 1 Batanghari East Lampung in pre-test is 50,5, post-test 1 is 63 and post-test 2 is 84. Related on the result above, Using Comic Art to increase student's at state junior high school 1 Batanghari East Lampung in Academic Year 2022/2023.
4. In addition, Comic can be used to improve the class situation of the eight grade students' of SMP N 1 Batanghari. The class situation changes after the implementation of Comic, the students become more active than the previous condition. The students become actively involved in the teaching and learning process. The class atmosphere becomes more alive

when the teaching and learning process occur. By discussing the text and doing the task, the students are interested engaging themselves in improving reading comprehension. They understand more main idea, detail information, reference, vocabulary, and social function/ generic structure of text by participating in all activities conducted by the researcher. The students' interest and curiosity support them in learning reading comprehension. When students have chance to be active in the teaching and learning process of reading class. From those reasons, it is found that Comic can improve the students' participation in learning reading and the students' reading comprehension.

B. Suggestion

Based on the result of the research above, the researcher would like to give suggestion as follows:

1. For the Headmaster
 - a) The headmaster is suggested to improve the English syllabus and lesson plan based on the problems confronted by his students.
 - b) The headmaster is suggested to support the facilitation in the English learning process.
2. For the Students:
 - a) The students are suggested to improve their skill in comprehending the English reading text.
 - b) The students are suggested to improve their skill in reading comprehension by using Comic art to increase student's in the classroom.

3. For the English teachers:

- a) The English teacher is recommended to apply Comic Art as a innovation in comprehending the English reading text that can help students' skill to comprehend of text effectively.
- b) The English teacher is recommended to motivate the students in learning English and the teacher should help in improving their knowledge in comprehending the English reading text.

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APPENDIX

SYLLABUS

School	: SMP Negeri 01 Batanghari
Class	: VIII
Subject Course	: English
Skill	: Reading

Basic Competencies	Subject Matter	Learning Activities	Indicator
<p>3.7 Reading aloud means functional texts and simple short essays with acceptable, pronunciation, stress and intonation related to the surrounding environment use learning comic media.</p> <p>4.7 Identify the social function, text structure, and linguistic elements of learning comic for information related to surrounding the environment.</p>	<p>Reading ability about a comic learning text.</p>	<ol style="list-style-type: none"> 1. Pay attention to the guiding question before reading the text. 2. Read the learning comic given. 3. Do practice questions related to the text. 	<ol style="list-style-type: none"> 1. Students are able to read aloud a story in the learning comic media. 2. Students are able to understand the information of the story in the learning comic media given.

Instrument		Time Allocation	Material Resource
Media	Instrument's Shape		
Learning Comic	Questionnaire	2 x 40 Minutes	Internet

LESSON PLAN I

School : SMP Negeri 01 Batanghari
 Class : VIII
 Aspect/Skill : Reading
 Time : 2 x 40 Minutes
 Meeting : 1

1. Standard Competence:

The understanding of functional meaning in the written text and simple short essays in the learning comic media to interact with the surrounding.

2. Basic Competence:

3.7 To reading aloud means functional texts and simple short essays with acceptable, pronunciation, stress and intonation related to the surrounding environment use learning comic media.

4.7 To identify the social function, text structure, and linguistic elements of learning comic for information related to surrounding the environment.

3. The Indicators:

- a. Read aloud a story in the learning comic media.
- b. Understand the information of the story in the learning comic media given.

4. The Objectives of Learning

Students are able to create interaction for the action of giving and asking for information related to the nature, people and the context of adjective.

5. Materials:

Reading skill is an ability to understand the information of the text. The purpose of reading skill is so that the readers are able to understand, analyze and respond to written text.

6. Time Allotment

2 x 40 minutes.

7. Teaching Method

Lecture and problem-based learning method

8. Procedures of Teaching

No	Learning Activities	Time Allotment
1	<p>Introduction Apperception:</p> <ul style="list-style-type: none"> - Open the lesson by a prayer - Greeting the students - Checking the students' attendance list - Asking the students' knowledge about reading skill <p>Motivation</p> <ul style="list-style-type: none"> - Delivering the objectives of learning - Explaining the importance of the material - Convey the type of learning media 	15 Minutes
2	<p>Main Activities</p> <p>Exploration: In the exploration activity, the teacher:</p> <ul style="list-style-type: none"> - Involves the students in looking for the wide information about the topic/theme of the materials that will be studied by applying the comic learning media - Facilitates the students' interaction among the students with the teacher, the environment and other learning resources - Involves the students actively in each learning activity <p>Elaboration: In the elaboration activity, the teacher:</p> <ul style="list-style-type: none"> - Explains about reading skill - Gives the example of the information from reading a text - Explains about comic learning media - Use comic learning media to learning - Gives a test which contains 10 questions - Ask the students to answer the test based on their understanding of the tests that have been learned - Provides an opportunity for the students to think, solve problem and act without a fear. - Facilitates the student to compete in a sportive way to improve the learning objectives. <p>Confirmation: In the confirmation activity, the teacher:</p> <ul style="list-style-type: none"> - Ask the students to read and do the test given - Collect student answer sheets 	60 Minutes
3	<p>Closing Activities: In the closing activity, the teacher</p> <ul style="list-style-type: none"> - Discusses the text with the students - Concludes the material with the students 	15 Minutes

	<ul style="list-style-type: none"> - Reflects the activities that have done in the learning process and motivates the students - Conveys the lesson plan for the next meeting - Close the lesson by a prayer - Greeting the students 	
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9. Evaluation

Evaluation Technique	Evaluation Instrument	Sample of Instrument
Written Test	Essay	Read the dialogues in the learning comic below and please answer the questions!! 1. What are the names of the two villages in this story?

The Instructional Scoring

The students' score: $\frac{\text{The Correct Answer}}{\text{The Total Question}} \times 100$

Metro, 10 October 2023

Collaborator

Researcher




LARAS WIRASWESTI, S.Pd
NIP. 19820813 2008012 011

ARISKA MEILANI
St.ID. 1901050005

LESSON PLAN II

School : SMP Negeri 01 Batanghari
Class : VIII
Aspect/Skill : Reading
Time : 2 x 40 Minutes
Meeting : 1

1. Standard Competence:

The understanding of functional meaning in the written text and simple short essays in the learning comic media to interact with the surrounding.

2. Basic Competence:

3.7 To reading aloud means functional texts and simple short essays with acceptable, pronunciation, stress and intonation related to the surrounding environment use learning comic media.

4.7 To identify the social function, text structure, and linguistic elements of learning comic for information related to surrounding the environment.

3. The Indicators:

- a. Read aloud a story in the learning comic media.
- b. Understand the information of the story in the learning comic media given.

4 The Objectives of Learning

Students are able to create interaction for the action of giving and asking for information related to the nature, people and the context of adjective.

5 Materials:

Reading skill is an ability to understand the information of the text. The purpose of reading skill is so that the readers are able to understand, analyze and respond to written text.

6 Time Allotment

2 x 40 minutes.

7 Teaching Method

Lecture and problem-based learning method

8 Procedures of Teaching

No	Learning Activities	Time Allotment
1	<p>Introduction Apperception:</p> <ul style="list-style-type: none"> - Open the lesson by a prayer - Greeting the students - Checking the students' attendance list - Asking the students' knowledge about reading skill <p>Motivation</p> <ul style="list-style-type: none"> - Delivering the objectives of learning - Explaining the importance of the material - Convey the type of learning media 	15 Minutes
2	<p>Main Activities</p> <p>Exploration: In the exploration activity, the teacher:</p> <ul style="list-style-type: none"> - Involves the students in looking for the wide information about the topic/theme of the materials that will be studied by applying the comic learning media - Facilitates the students' interaction among the students with the teacher, the environment and other learning resources - Involves the students actively in each learning activity <p>Elaboration: In the elaboration activity, the teacher:</p> <ul style="list-style-type: none"> - Explains about reading skill - Gives the example of the information from reading a text - Explains about comic learning media - Use comic learning media to learning - Gives a test which contains 10 questions - Ask the students to answer the test based on their understanding of the tests that have been learned - Provides an opportunity for the students to think, solve problem and act without a fear. - Facilitates the student to compete in a sportive way to improve the learning objectives. <p>Confirmation: In the confirmation activity, the teacher:</p> <ul style="list-style-type: none"> - Ask the students to read and do the test 	60 Minutes

	given - Collect student answer sheets	
3	Closing Activities: In the closing activity, the teacher - Discusses the text with the students - Concludes the material with the students - Reflects the activities that have done in the learning process and motivates the students - Conveys the lesson plan for the next meeting - Close the lesson by a prayer - Greeting the students	15 Minutes

9 Evaluation

Evaluation Technique	Evaluation Instrument	Sample of Instrument
Written Test	Essay	Read the dialogues in the learning comic bellow and please answer the questions! 1. What is the title of the comic?

The Instructional Scoring

The students' score: $\frac{\text{The Correct Answer}}{\text{The Total Question}} \times 100$

Metro, 10 October 2023

Collaborator

Researcher




LARAS WIRASWESTI, S.Pd
 NIP. 19820813 2008012 011

ARISKA MEILANI
 St.ID. 1901050005

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

School : SMP Negeri 01 Batanghari

Grade : VIII

Day/Date/Cycle :

No.	Name	Active in Reading Ability Learning Process					Total Score
		Attention	Asking	Answering	Giving Idea	Tasking	
1	AW	√	-	-	√	√	3
2	AFG	√	-	√	-	-	2
3	AAP	√	-	-	√	-	2
4	AA	-	√	√	√	-	3
5	ARP	√	-	-	√	√	3
6	AE	√	-	-	-	-	1
7	AP	√	√	√	-	√	4
8	AR	√	√	√	√	-	4
9	AS	√	-	-	√	-	2
10	APY	-	√	√	√	-	3
11	AK	-	-	-	-	√	2
12	CA	√	-	-	√	√	3
13	DDP	-	-	-	√	√	2
14	DRW	-	-	-	√	-	1
15	DWP	√	-	√	-	-	2
16	DAP	√	-	-	-	√	2
17	EAK	-	-	-	√	√	2
18	FZT	√	-	-	-	√	2
19	KAT	-	√	-	√	√	3
20	KA	√	-	√	-	-	2
21	KAS	√	-	-	√	-	2
22	LK	√	-	-	-	-	1
23	LM	-	-	-	√	√	2
24	MIA	√	√	√	-	√	4
25	MRR	√	√	√	√	-	4
26	NGZ	-	√	√	-	√	3
27	NAO	-	√	√	√	√	4
28	RL	√	√	√	-	-	3
29	RS	√	√	√	-	-	3
30	RAM	√	√	√	-	-	3
31	SIK	-	-	-	√	√	2

32	SGP	-	√	√	-	-	2
33	SAP	√	-	-	√	√	3
34	WRE	√	√	√	-	-	3
Total		22	14	16	18	16	86
Percentage		64%	41%	47%	52%	47%	

FIELD NOTE IN CYCLE I

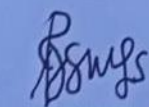
FIELD NOTE IN CYCLE I

School: SMP N 1 BATANGHARI

Class : VIII 2

Date	Meeting	Action
1 November 2023	I	<ul style="list-style-type: none"> - Most of the students did test confusedly - The test give the material about descrip text - Some the students did not understand about the material
6 November 2023	II	<ul style="list-style-type: none"> - Give post test I to the students - The students Passed the criteria, but so corecly students did not pass the score - make Reflection to students and make evaluation

Collaborator



LARAS WIRASWASTI, S.Pd
NIP. 19820813 2008012 011

Metro, 2023

Researcher



ARISKA MEILANI
St.ID. 1901050005

FIELD NOTE IN CYCLE II

FIELD NOTE IN CYCLE II

School : SMPN1 BATANGHARI
 Class : VII 2

Date	Meeting	Action
8 November 2023	I	<ul style="list-style-type: none"> - Explain the material clearly - The students give more attentions for the teacher - The students able to do the task in learning process as the treatment
13 November 2023	II	<ul style="list-style-type: none"> - The teacher give post test II after giving treatment - most 14 students doing the tasks correctly - most of students passed the minimum standart criteria

Collaborator

LARAS WIRASWESTI, S.Pd
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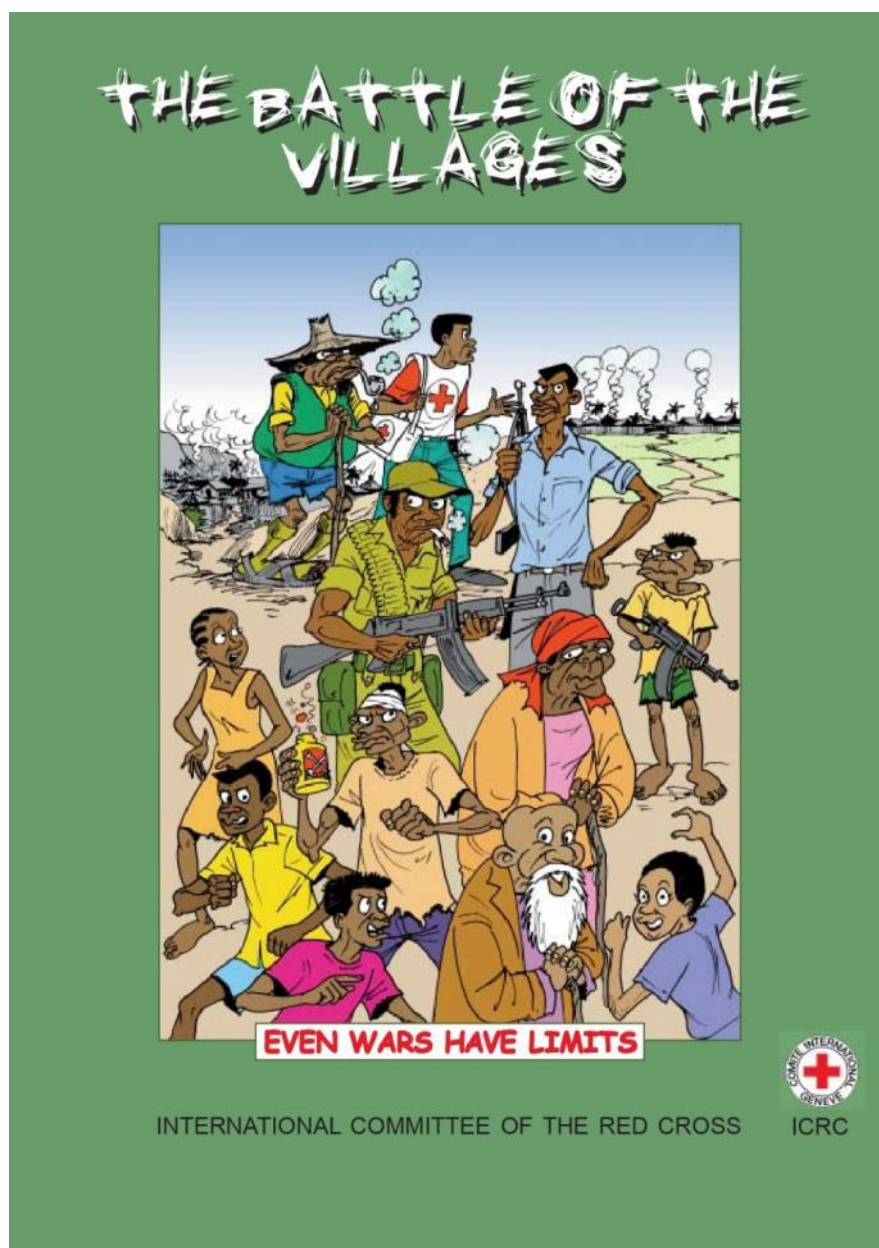
Metro, 2023

Researcher

ARISKA MEILANI
 St.ID. 1901050005

PRE-TEST
(CYCLE I)

Name :
Grade :
Time :
Instruction : **Read the dialogues in the learning comic**
below and please answer the questions!



INTRODUCTION

"The fast blowing wind
does not sweep everything away."
(Pokot proverb, Kenya)

Dear Reader,

Wars happen all over the world and sometimes it seems nothing will ever stop the violence. However, we should never forget that even wars have limits! In every country, religion and culture, we find rules and traditions designed to reduce the suffering caused by wars. These norms are at the heart of International Humanitarian Law, a universal set of rules that protects war victims, especially children and women, and prevents fighters from using certain arms and weapons.

The International Committee of the Red Cross (ICRC) helps victims of war across the world and works to protect their rights and dignity. The human suffering caused by war is also the subject of this new comic book. The story deals with two communities, the Zutas and the Amas. Unable to live in peace with each other, they resort to violence, causing much suffering in both villages. How far will they go? Will they manage to find ways to limit the effects of their war?

Of course, the Amas and Zutas don't exist in reality but similar stories can be found in war zones across the world. So what can you do about this? Read this comic and discuss with your friends what difference you could make in this kind of situation. What do you think should be done to reduce the suffering of victims when war breaks out? We in the ICRC think that in the end everybody has a choice, that of human life and dignity. We hope you agree and join us in spreading these important ideas.

At the end of this book, you will find games and more information about the Red Cross and what it does.

Enjoy the story!

Vincent Nicod
Head of the ICRC's Nairobi Delegation

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Research and Editorial work: Emmanuel Njoroge, Dissemination Officer, Florian Westphal, Regional Information Delegate, ICRC.

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The International Committee of the Red Cross (ICRC)

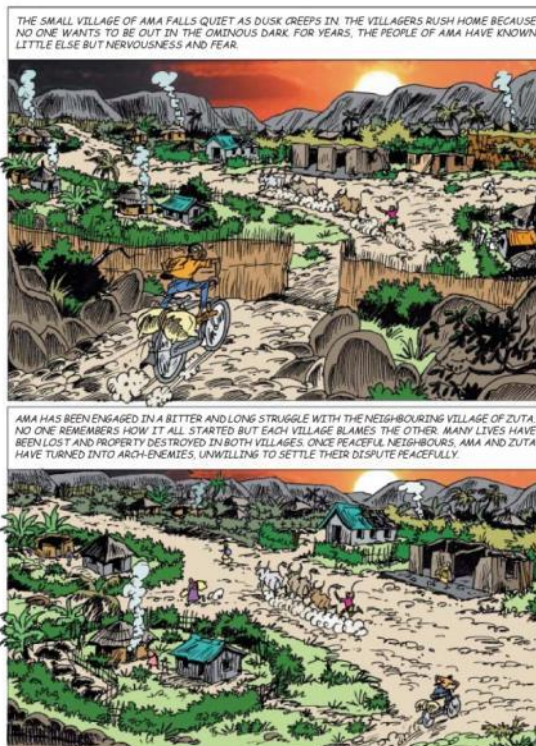


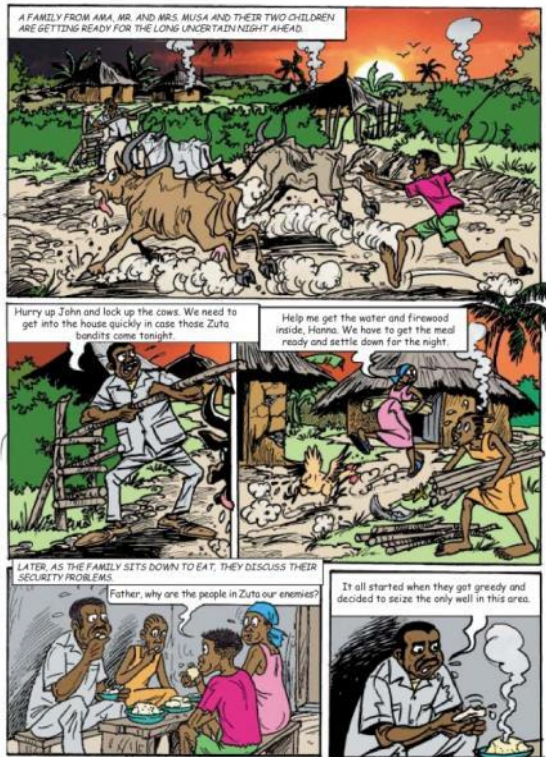
Script & Art Direction: Nduhju Change
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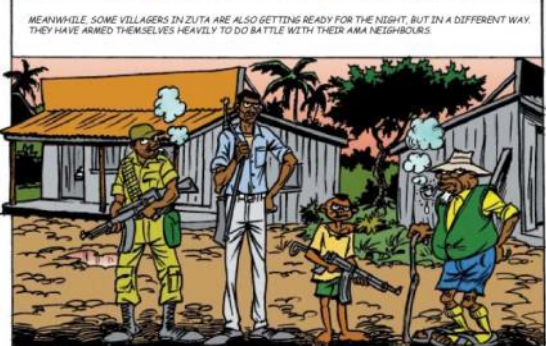
ICRC

SOME CHARACTERS IN THE STORY





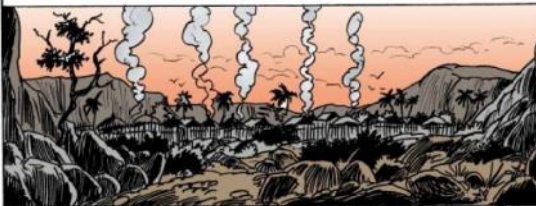
4



5



UNWARE OF THE DANGER, THE PEOPLE OF AMA COOK THEIR MEALS AND PREPARE FOR THE NIGHT.



MEANWHILE, UNKNOWN TO THE ZUTAS, AN AMA BOY IS WATCHING THEIR EVERY MOVE FROM THE SAFETY OF A BUSH.



BUT HE ACCIDENTALLY KICKS LOOSE A ROCK, BLOWING HIS COVER.



FORTUNATELY FOR HIM, THE BOY KNOWS THE AREA WELL.



HE SOON MANAGES TO SHAKE OFF THE ZUTAS.



HELP! HELP! THE ZUTAS ARE COMING!!



THE BOY'S ORIES FOR HELP ALERT THE AMA WARRIORS WHO COME TO HIS RESCUE.



QUICKLY AMA VILLAGE TURNS INTO A BATTLEFIELD. THE AMA FIGHTERS ARE NOT AS WELL PREPARED OR ARMED AS THE ZUTA...



...AND ARE SOON FORCED TO RETREAT. SOME OF THEM MANAGE TO HIDE IN THE BUSHES WHILE OTHERS ARE CAPTURED.

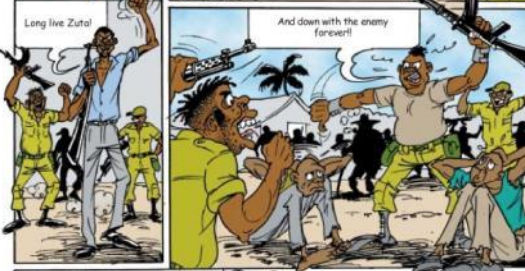


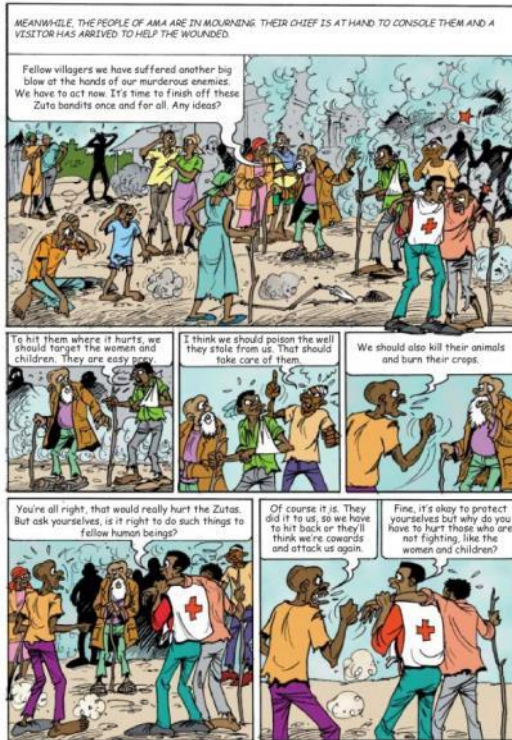
WITHOUT THEIR WARRIORS, THE PEOPLE OF AMA ARE AT THE MERCY OF THE ZUTAS, WHO BEAT THEM VICIOUSLY AND TAKE SOME PRISONERS. SHRIEKS OF PAIN AND ANGUISH PIERCE THE NIGHT.



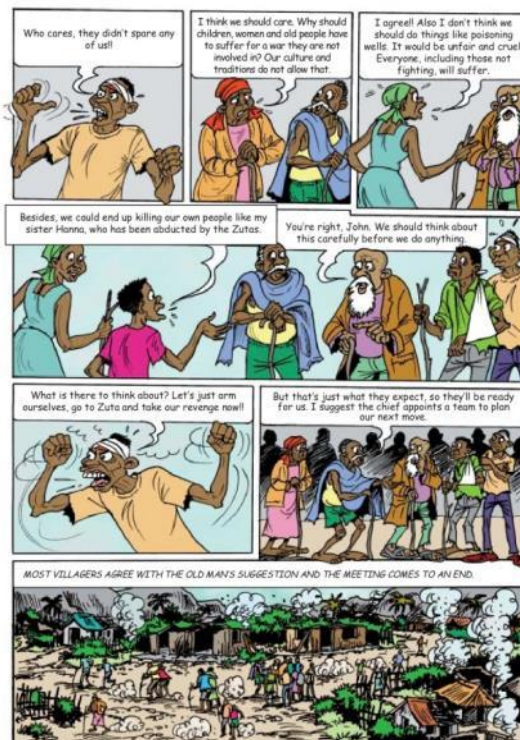
THE NEXT DAY...

THE PEOPLE OF ZUTA ARE CELEBRATING THEIR VICTORY. THE PRISONERS ARE BROUGHT OUT FOR ALL TO SEE. AMONG THEM IS HANNA, MUSA'S DAUGHTER. THE CHIEF ADDRESSES HIS PEOPLE.



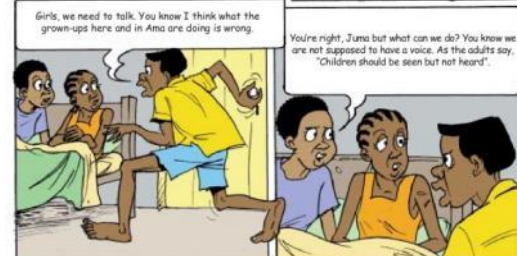


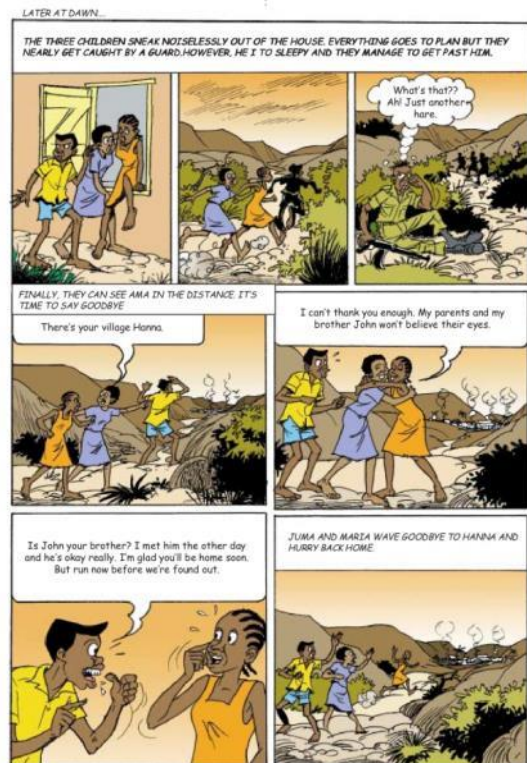
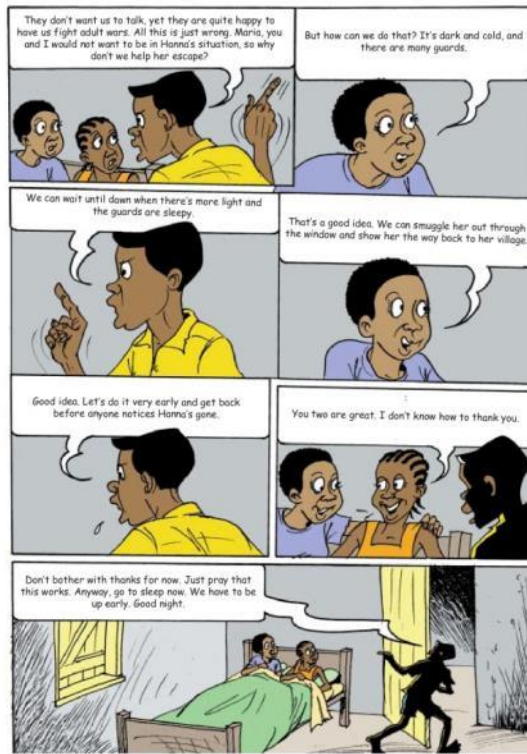
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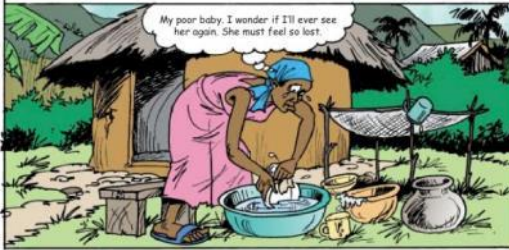
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BACK IN AMA.....

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AT THAT VERY MOMENT HANNA ARRIVES BACK HOME



NEWS OF HANNA'S GREAT ESCAPE QUICKLY SPREADS THROUGHOUT AMA. EVERYONE IS DELIGHTED AND SURPRISED THAT ANYONE IN ZUTA COULD BE CAPABLE OF DOING ANY GOOD.



BUT ONE PERSON IS NOT IMPRESSED.

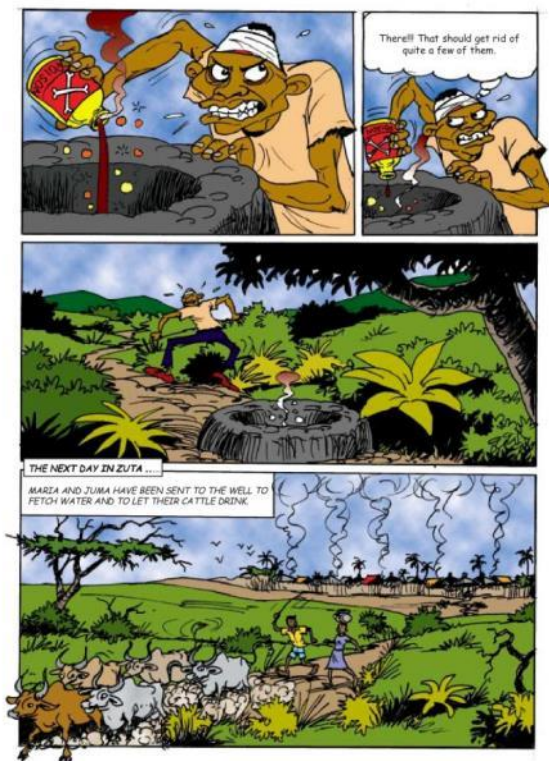


I knew there must be some good Zutas.

The only good Zuta is a dead Zuta!

These bandits are just trying to deceive us. It's time I taught these Zuto murderers a lesson or two.







LATER.....

SOMETHING APPEARS TO BE BADLY WRONG IN ZUTA. MANY VILLAGERS ARE VERY SICK AND ALL ARE COMPLAINING OF STOMACH PAINS. NO ONE KNOWS WHAT IS HAPPENING OR WHAT TO DO.

It must be something we ate.

Maybe the butcher slaughtered a sick cow.

We have to do something! My whole family is sick and our dispensary can't help us.

Father, I heard there's a man in Ama right now helping sick and injured people get better. We could send for him.

Don't be silly, boy. If he's in Ama, he's on their side and therefore won't help us.

I heard he works for an organization called Red Cross. They try to help anyone who is in need, without taking sides.

And how do you know all this, Juma? I'm starting to think you might also know how our slave girl escaped!

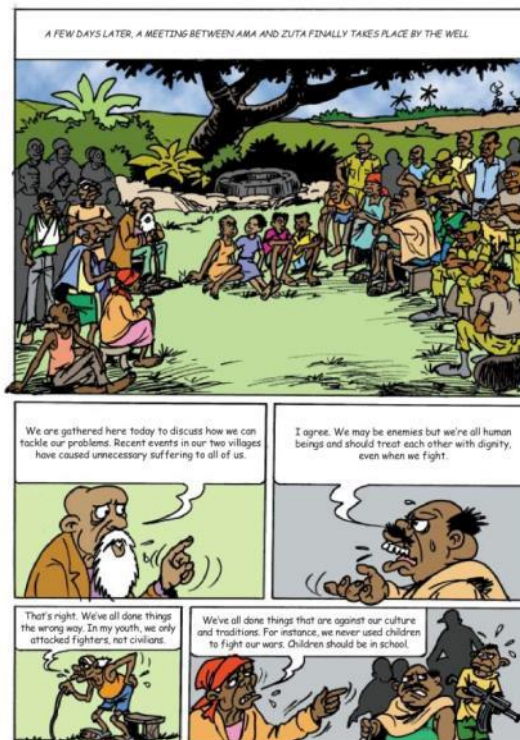
Look everyone. I found this bottle by the well. It seems like someone poisoned our water.

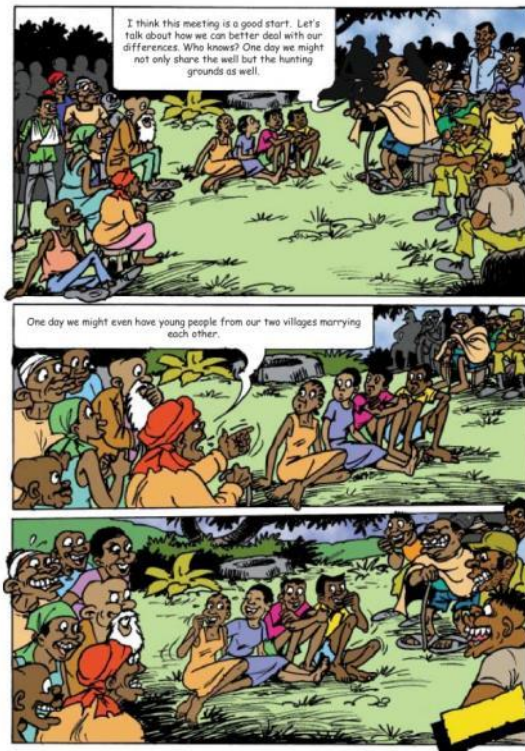
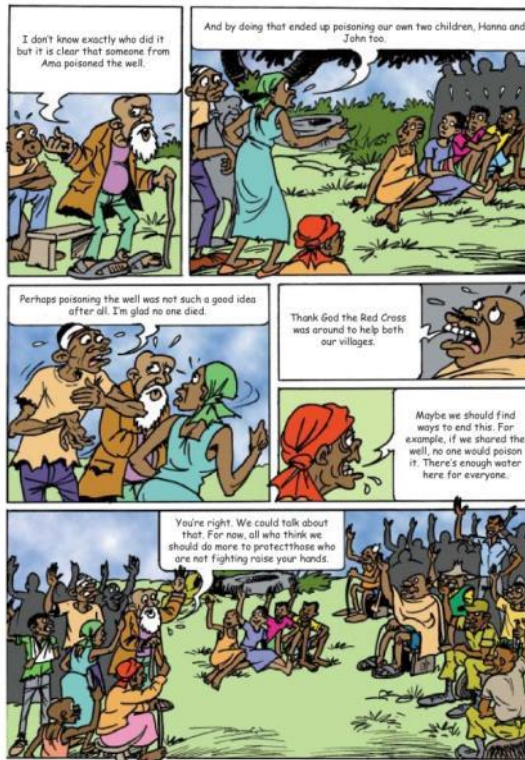
It must be those Ama thugs. Let's go and finish them off once and for all.

Wait a minute. We should worry about getting better first, not going to war. Perhaps we should send for that Red Cross person.

As the chief of this village, I will go. I will send word to the Ama chief for him to meet me near the well.

But who can we send who will not be attacked?





**PROTECTION:**

The ICRC listens to war victims whose rights are violated during war.

**PREVENTIVE ACTION:**

The ICRC works to promote awareness of International Humanitarian Law among combatants and society at large.

**DETENTION:**

The ICRC visits people detained in the course of armed conflicts to make sure they are treated with dignity.

THE ICRC WORKS TO PROMOTE HUMAN DIGNITY FOR PEOPLE WHO ARE IN DIFFICULT SITUATIONS BECAUSE OF ARMED CONFLICT

**ASSISTANCE:**

The ICRC assists millions of war victims across the world who are displaced or can no longer support themselves by providing food, shelter material and other items necessary for survival.

**MEDICAL CARE:**

The ICRC works to heal those wounded in fighting and tries to ensure that everyone has access to healthcare, even at times of war.

**WATER AND HABITAT:**

The ICRC helps war victims to have access to sufficient drinking water and adequate hygiene.

**TRACING:**

The ICRC uses its tracing services to help reunite thousands of people, including young children, who find themselves alone and separated from their families as a result of conflict.

**COOPERATION:**

The ICRC carries out many of its activities in close cooperation with the National Red Cross and Red Crescent societies of the countries it works in. The ICRC also provides financial and technical assistance to support the development of national Red Cross or Red Crescent societies.

ADDRESS:

ICRC Nairobi Regional Delegation, Denis Pritt Rd., P.O. Box 73226, Nairobi, Kenya, Tel.: (254) 020 2723963, 2713367, 351374; Fax: (254) 020 2715598; E-mail: nairobi.nai@icrc.org; ICRC Dar Es Salaam, Ali Hassan Mwinyi & Ruhinda Rd., Plot No. 87, P.O. Box 23431, Dar Es Salaam, Tanzania, Tel.: (255) 2226677/668552; Fax: (255) 222 667 797, E-mail: dar_es_salaam.dar@icrc.org



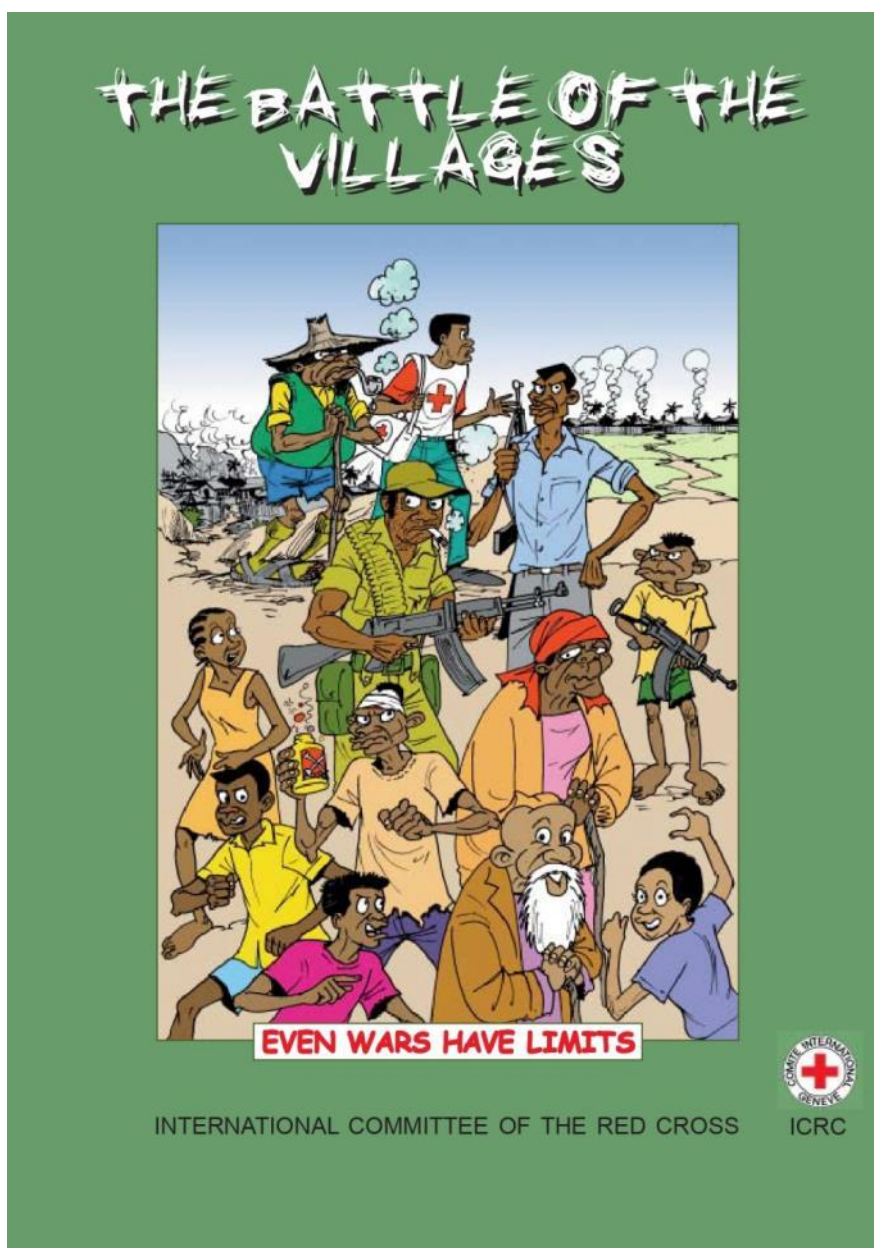
ICRC

THE QUESTIONS

1. What are the names of the two villages in this story?
2. What were the reasons for the fight between the two villages?
3. What happened to Hanna during the fight?
4. Who helped Hanna and in what way?
5. Who helped the sick people both the villages?
6. What was done to the well and what were the results?
7. Why did the two villages decide to hold a meeting?
8. Where did this meeting take place?
9. Who caused the problems between the two villages?
10. What do you think the message from this story?

POST-TEST
(CYCLE I)

Name :
Grade :
Time :
Instruction : **Read the dialogues in the learning comic**
below and please answer the questions!



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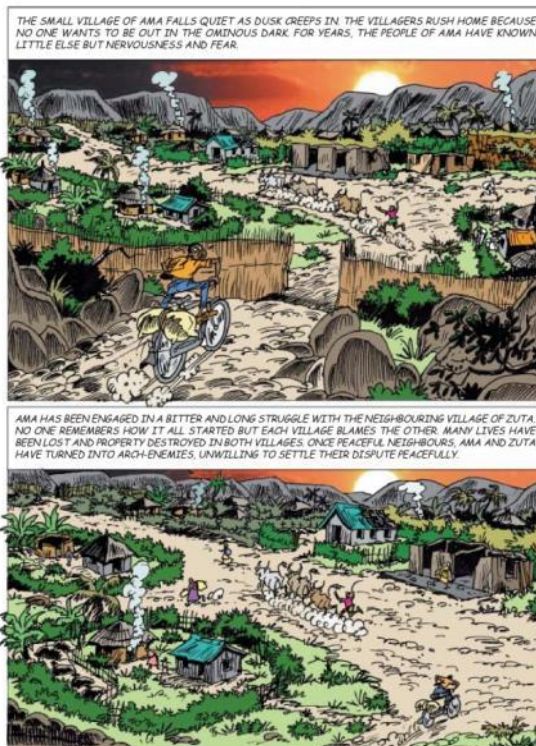


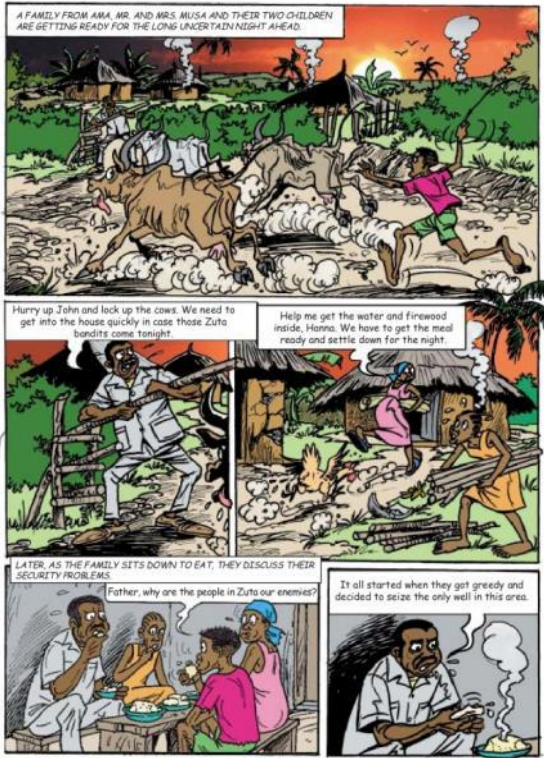
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ICRC

SOME CHARACTERS IN THE STORY





4



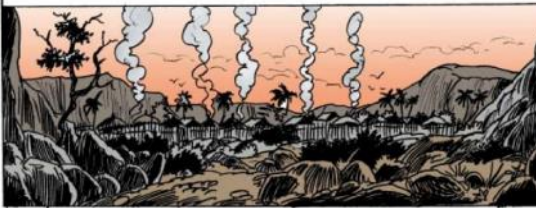
MEANWHILE, SOME VILLAGERS IN ZUTA ARE ALSO GETTING READY FOR THE NIGHT, BUT IN A DIFFERENT WAY. THEY HAVE ARMED THEMSELVES HEAVILY TO DO BATTLE WITH THEIR AMA NEIGHBOURS.



5



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BUT HE ACCIDENTALLY KICKS LOOSE A ROCK, BLOWING HIS COVER.



6



7



MEANWHILE, THE PEOPLE OF AMA ARE IN MOURNING. THEIR CHIEF IS AT HAND TO CONSOLE THEM AND A VISITOR HAS ARRIVED TO HELP THE WOUNDED.

Fellow villagers we have suffered another big blow at the hands of our murderous enemies. We have to act now. It's time to finish off these Zuta bandits once and for all. Any ideas?

To hit them where it hurts, we should target the women and children. They are easy prey.

I think we should poison the well they stole from us. That should take care of them.

We should also kill their animals and burn their crops.

You're all right, that would really hurt the Zutas. But ask yourselves, is it right to do such things to fellow human beings?

Of course it is. They did it to us, so we have to hit back or they'll think we're cowards and attack us again.

Fine, it's okay to protect yourselves but why do you have to hurt those who are not fighting, like the women and children?

10

Who cares, they didn't spare any of us!

I think we should care. Why should children, women and old people have to suffer for a war they are not involved in? Our culture and traditions do not allow that.

I agree! Also I don't think we should do things like poisoning wells. It would be unfair and cruel. Everyone, including those not fighting, will suffer.

Besides, we could end up killing our own people like my sister Hanna, who has been abducted by the Zutas.

You're right, John. We should think about this carefully before we do anything.

What is there to think about? Let's just arm ourselves, go to Zuta and take our revenge now!

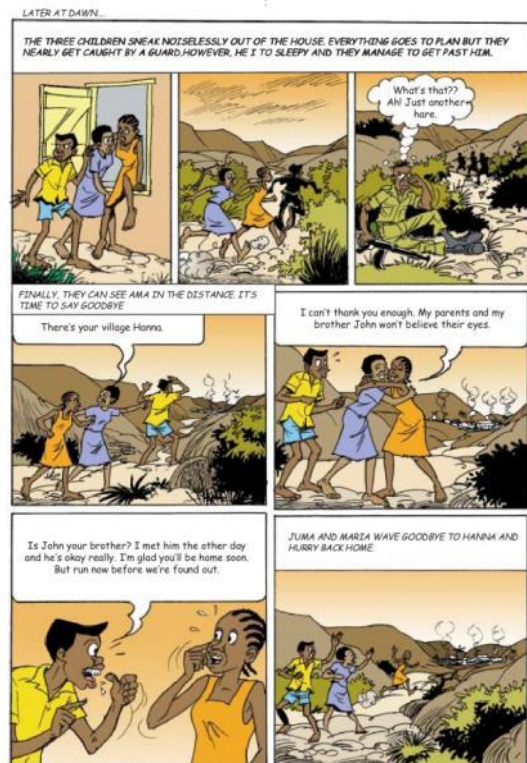
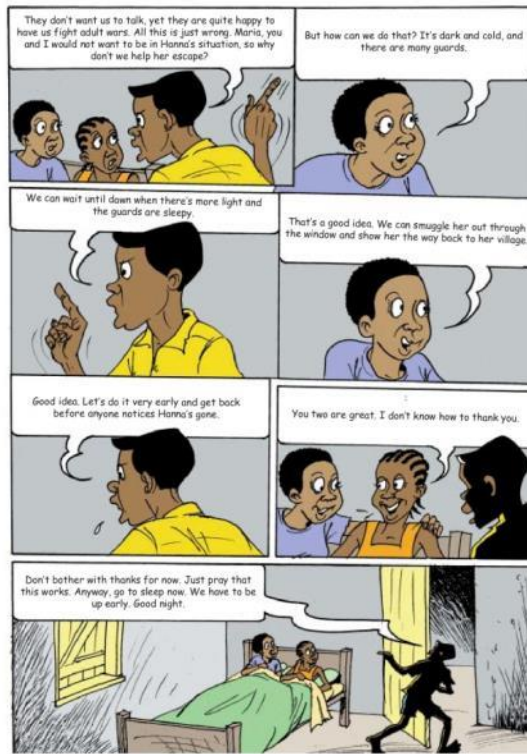
But that's just what they expect, so they'll be ready for us. I suggest the chief appoints a team to plan our next move.

MOST VILLAGERS AGREE WITH THE OLD MAN'S SUGGESTION AND THE MEETING COMES TO AN END.

11

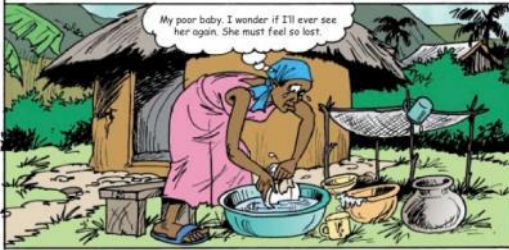
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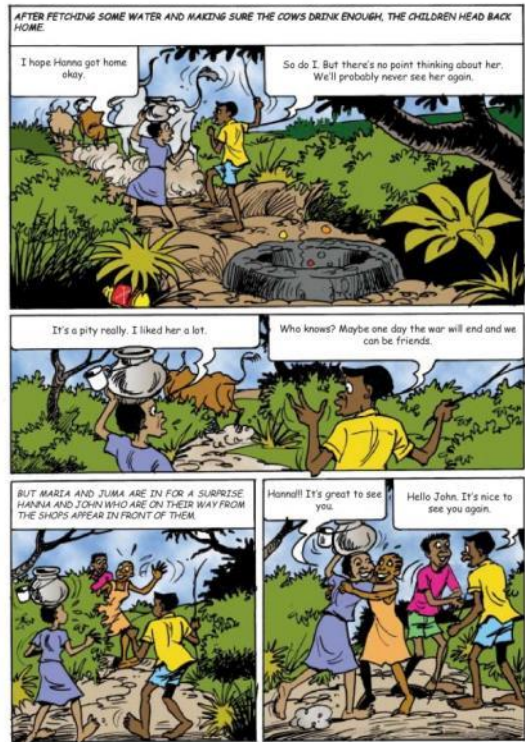




18



19



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It must be something we ate.

Maybe the butcher slaughtered a sick cow.



We have to do something! My whole family is sick and our dispensary can't help us.

Father, I heard there's a man in Ama right now helping sick and injured people get better. We could send for him.

Don't be silly, boy. If he's in Ama, he's on their side and therefore won't help us.



22

I heard he works for an organization called Red Cross. They try to help anyone who is in need, without taking sides.

And how do you know all this, Juma? I'm starting to think you might also know how our slave girl escaped!



Look everyone. I found this bottle by the well. It seems like someone poisoned our water.

It must be those Ama thugs. Let's go and finish them off once and for all.

Wait a minute. We should worry about getting better first, not going to war. Perhaps we should send for that Red Cross person.

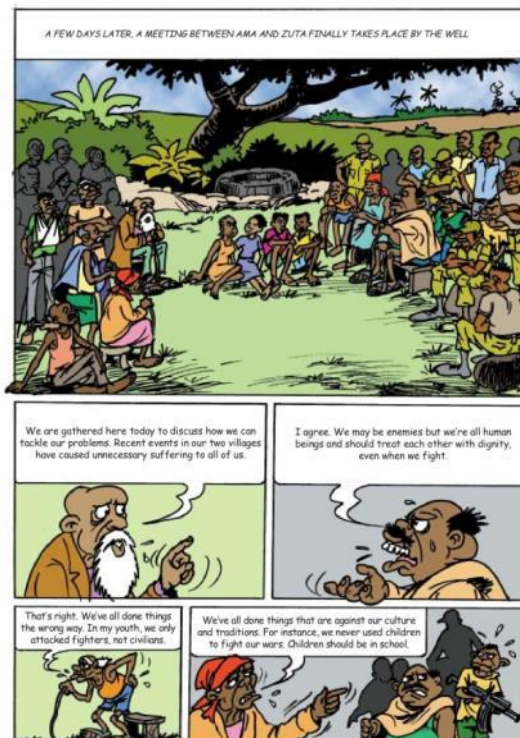
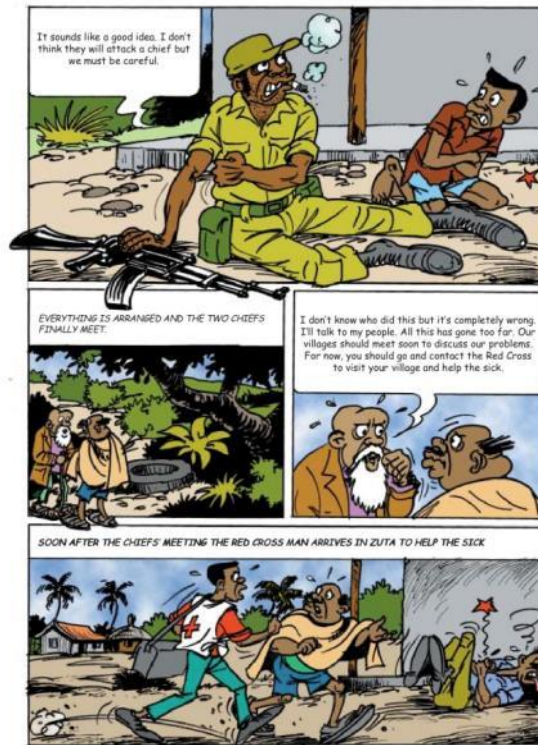


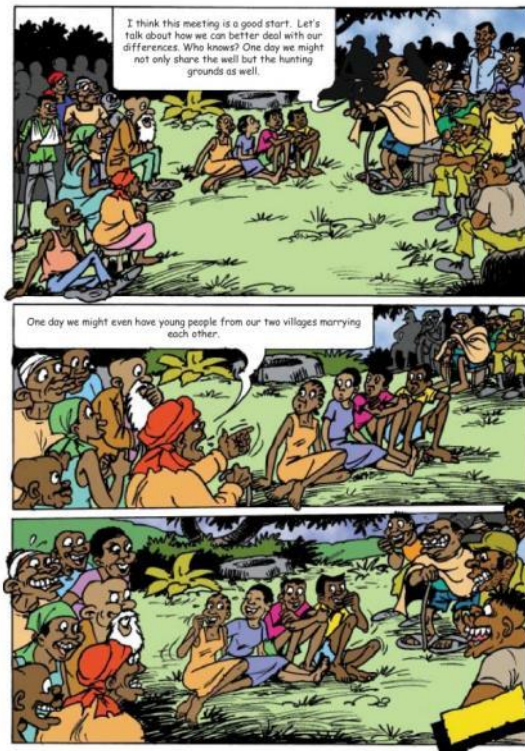
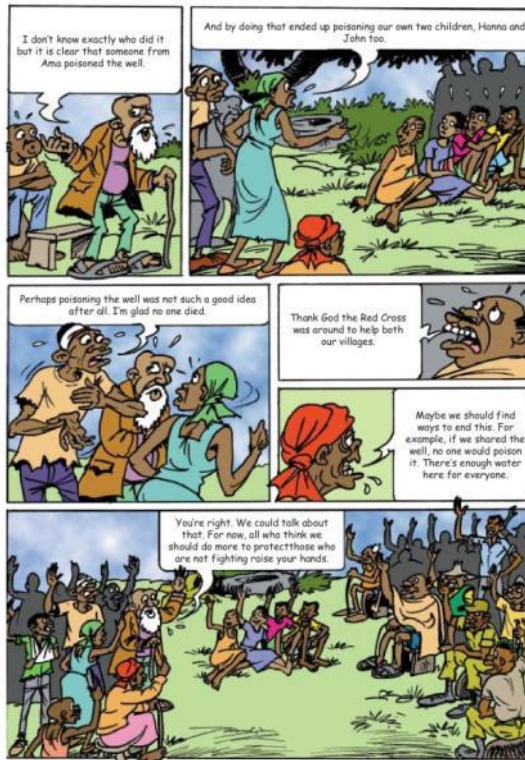
As the chief of this village, I will go. I will send word to the Ama chief for him to meet me near the well.

But who can we send who will not be attacked?



23







PROTECTION:
The ICRC listens to war victims whose rights are violated during war.



PREVENTIVE ACTION:
The ICRC works to promote awareness of International Humanitarian Law among combatants and society at large.



DETENTION:
The ICRC visits people detained in the course of armed conflicts to make sure they are treated with dignity.



ASSISTANCE:
The ICRC assists millions of war victims across the world who are displaced or can no longer support themselves by providing food, shelter material and other items necessary for survival.

THE ICRC WORKS TO PROMOTE HUMAN DIGNITY FOR PEOPLE WHO ARE IN DIFFICULT SITUATIONS BECAUSE OF ARMED CONFLICT



MEDICAL CARE:
The ICRC works to heal those wounded in fighting and tries to ensure that everyone has access to healthcare, even at times of war.



WATER AND HABITAT:
The ICRC helps war victims to have access to sufficient drinking water and adequate hygiene.



TRACING:
The ICRC uses its tracing services to help reunite thousands of people, including young children, who find themselves alone and separated from their families as a result of conflict.



COOPERATION:
The ICRC carries out many of its activities in close cooperation with the National Red Cross and Red Crescent societies of the countries it works in. The ICRC also provides financial and technical assistance to support the development of national Red Cross or Red Crescent societies.



ADDRESS:
ICRC Nairobi Regional Delegation, Denis Pratt Rd., P.O. Box 73226, Nairobi, Kenya, Tel.: (254) 020 2723963, 2713367, 351374; Fax: (254) 020 2715598; E-mail: nairobi.nai@icrc.org; ICRC Dar Es Salaam, Ali Hassan Mwinyi & Ruhinde Rd., Plot No. 87, P.O. Box 23431, Dar Es Salaam, Tanzania, Tel.: (255) 222667/668552, Fax: (255) 222 667 797, E-mail: dar_es_salaam.dar@icrc.org



ICRC

THE QUESTIONS

1. What are the names of the two villages in this story?
2. What were the reasons for the fight between the two villages?
3. What happened to Hanna during the fight?
4. Who helped Hanna and in what way?
5. Who helped the sick people both the villages?
6. What was done to the well and what were the results?
7. Why did the two villages decide to hold a meeting?
8. Where did this meeting take place?
9. Who caused the problems between the two villages?
10. What do you think the message from this story?

PRE-TEST

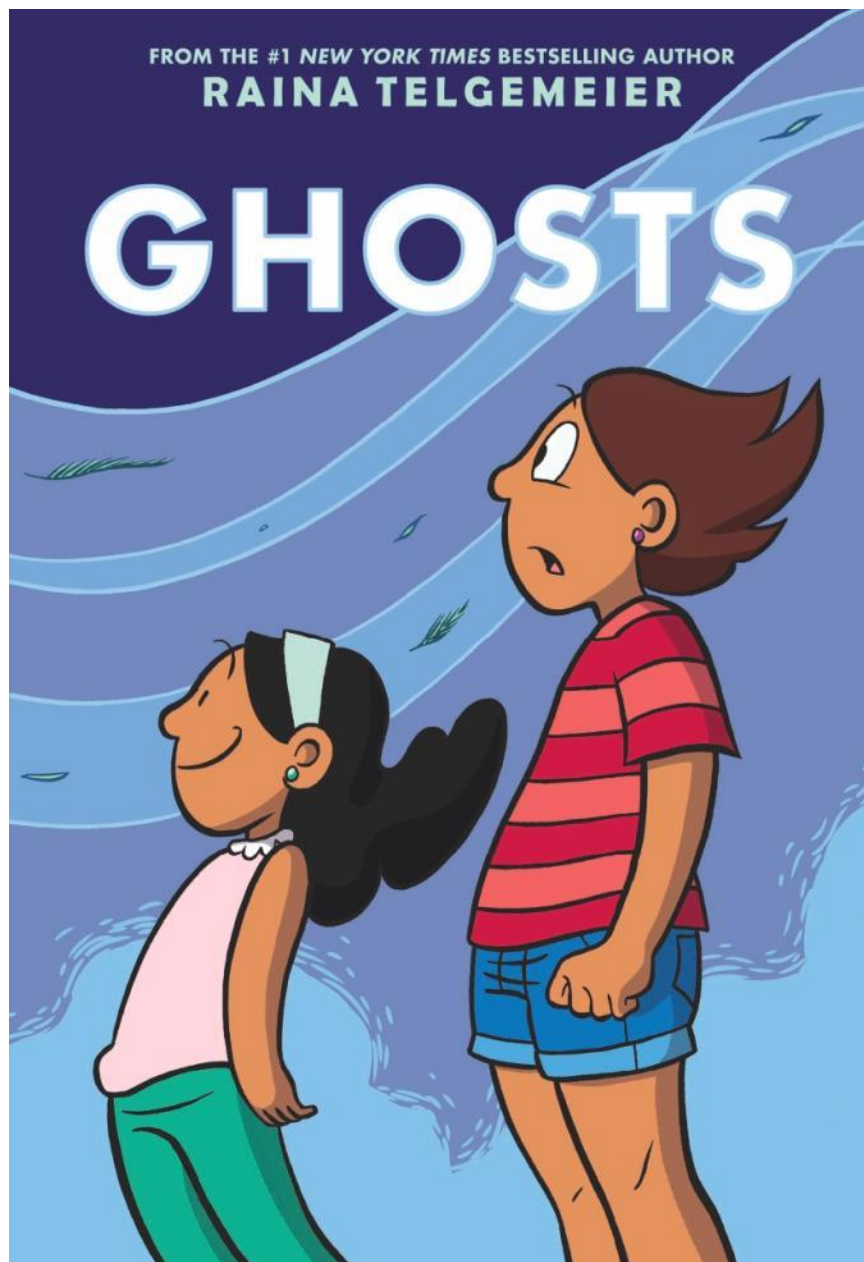
(CYCLE II)

Name :

Grade :

Time :

Instruction : **Read the dialogues in the learning comic below and please answer the questions!**



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Library of Congress Cataloging-in-Publication Data

Names: Telgemeier, Raina, author, illustrator.

Title: Ghosts / Raina Telgemeier ; with color by Braden Lamb.

Description: First edition. | New York : Graphix, an imprint of Scholastic, 2016. | © 2016 |

Summary: Catrina and her family have moved to the coast of Northern California for the sake of her little sister, Maya, who has cystic fibrosis—and Cat is even less happy about the move when she is told that her new town is inhabited by ghosts, and Maya sets her heart on meeting one.

Identifiers: LCCN 2016/004672 | ISBN 9780545540612 (hbk) | ISBN 9780545540629 (pb)

Subjects: LCSH: Sisters—Comic books, strips, etc. | Sisters—Juvenile fiction. | Ghosts—Comic books, strips, etc. | Ghost stories. | Moving, Household—Comic books, strips, etc. | Moving, Household—Juvenile fiction. | Families—California, Northern—Comic books, strips, etc. | Families—California, Northern—Juvenile fiction. | California, Northern—Comic books, strips, etc. | California, Northern—Juvenile fiction. | CYAC. Graphic novels. | Sisters—Fiction. | Ghosts—Fiction. | Cystic fibrosis—Fiction. | Moving, Household—Fiction. | Family life—Fiction. | California, Northern—Fiction. Classification: ICC PZ7.7145 Gh 2016 | DDC 741.5/973—dc23

LC record available at <http://lccn.loc.gov/2016004672>

10 9 8 7 6 5 4 3 2 1 16 17 18 19 20

Printed in the U.S.A. 88
First edition, September 2016
Edited by Cassandra Pelham
Lettering by Jenny Staley
Book design by Phil Falco
Creative Director: David Saylor





2



3



4



5

















THE QUESTIONS

1. What is the title of the comic?
2. How many characters are there in the comic above?
3. What food and drinks did the father order?
4. Where are mom and dad dragging their children?
5. Does Maya have breathing problems?
6. Did Maya's mom tell Maya's sister to take Maya to explore the town?
7. Did Maya found a cat? If yes, what color cat did Maya find?
8. Why can't Maya hold a black cat?
9. Where Maya and her sister are at the end of the comic?
10. What is the atmosphere of the story in the comic?

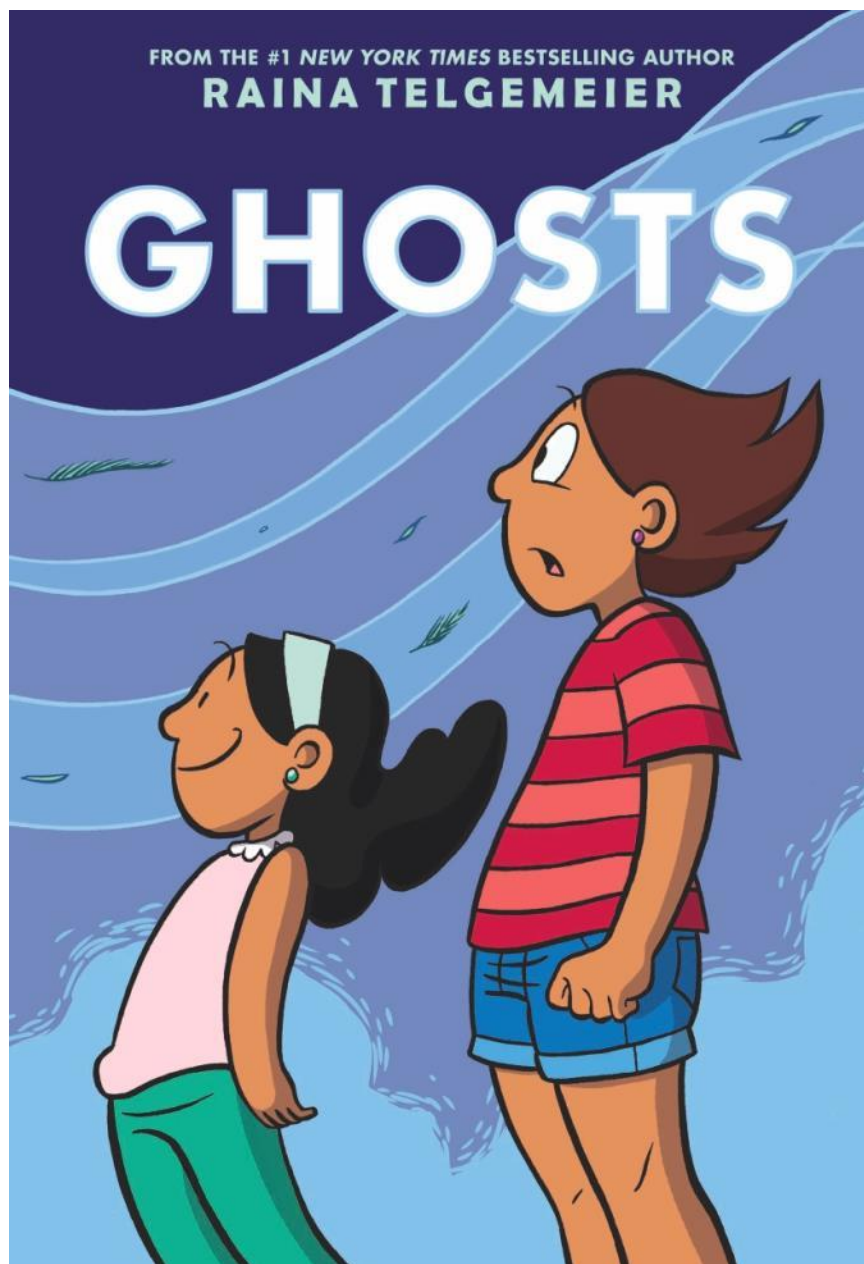
**POST-TEST
(CYCLE II)**

Name :

Grade :

Time :

Instruction : **Read the dialogues in the learning comic below and please answer the questions!**



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Printed in the U.S.A. B8
First edition, September 2016
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8



9





12



13











THE QUESTIONS

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4. Where are mom and dad dragging their children?
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6. Did Maya's mom tell Maya's sister to take Maya to explore the town?
7. Did Maya found a cat? If yes, what color cat did Maya find?
8. Why can't Maya hold a black cat?
9. Where Maya and her sister are at the end of the comic?
10. What is the atmosphere of the story in the comic?

ANSWER KEY (CYCLE 1)

1. Ama and Zuta villages.
2. Because misunderstanding between Zuta and Ama villages.
3. Hanna is kidnapped by Zuta's soldiers.
4. They are Maria and Juma. Maria and Juma helped Hanna to escape back to Ama village.
5. A man from Ama village who works in the Red Cross organization.
6. The well was poisoned and caused people in the Zuta village, Hanna, and John to get stomach aches.
7. To resolve their problems peacefully.
8. Near the contested well.
9. A man from Ama village who had no impression when Hanna returned to Ama village.
10. Always resolve the problems peacefully.

ANSWER KEY (CYCLE 2)

1. Ghosts.
2. Four people.
3. One double-back-combo, one cheese-back with fries, a double napoleon shake and an orange soda.
4. A gloomy place, Bahia De La Luna, California?
5. Yes, she has.
6. Yes, she did.
7. Yes, the color is black.
8. Because Maya's sister is afraid that bad luck will happen to Maya.
9. By the sea.
10. The atmosphere is tense.

DOCUMENTATION



Picture 1: Meeting 1 the researcher began the research by explaining the material in the class



Picture 2 : Meeting the researcher distributed comic sheets



Picture 3 : Meeting the researcher distributed problem worksheets cycle 1



Picture 4 : The student take a test cycle 2



Picture 5 : Students collect worksheets



Picture 6 : Documentation with all class 8.2 students

Results of Student Worksheets

P.1

Nama : Wildan Rahardian B

Kelas : B-2

THE QUESTIONS

1. What are the names of the two villages in this story?
2. What were the reasons for the fight between the two villages?
3. What happened to Hanna during the fight?
4. Who helped Hanna and in what way?
5. Who helped the sick people both the villages?
6. What was done to the well and what were the results?
7. Why did the two villages decide to hold a meeting?
8. Where did this meeting take place?
9. Who caused the problems between the two villages?
10. What do you think the message from this story?

75

Jawab!

1. Ama & Zuta Villages
2. Because misunderstanding between zuta & ama villages
3. Hanna is kidnapped by zuta's soldiers.
- ~~4. No~~
- ~~5. I don't know~~
- ~~6. Yes~~
7. To resolve their problems peacefully.
8. Near the contested well.
9. A man from Ama village who had no impression when Hanna
10. Always resolve the problems peacefully.

P.T 2

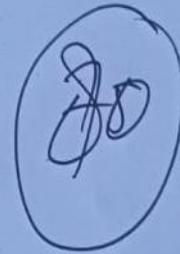
Wildan Rahardian E

82


Wke

THE QUESTIONS

1. What are the names of the two villages in this story?
2. What were the reasons for the fight between the two villages?
3. What happened to Hanna during the fight?
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7. Why did the two villages decide to hold a meeting?
8. Where did this meeting take place?
9. Who caused the problems between the two villages?
10. What do you think the message from this story?



Jawaban!

- 1 Ghosts
- 2 four People
- 3 Hanna is
- 4 A gloomy place, Bahia De La Luna, California
- 5 Yes, she has
- 6 Yes, she did
- 7 Yes, the color is black
- 8 
- 9 By the sea
- 10 The atmosphere is tense

P.t | Nama : Pajar Zahra Tusita
Klas : VIII 2

THE QUESTIONS

1. What is the title of the comic?
2. How many characters are there in the comic above?
3. What food and drinks did the father order?
4. Where are mom and dad dragging their children?
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6. Did Maya's mom tell Maya's sister to take Maya to explore the town?
7. Did Maya found a cat? If yes, what color cat did Maya find?
8. Why can't Maya hold a black cat?
9. Where Maya and her sister are at the end of the comic?
10. What is the atmosphere of the story in the comic?

Jwb

1. Ama and Zuta Villages
2. Because misunderstanding between Zuta and ama villagers
3. Hanna is kidnapped by zuta's soldiers
4. Yes, I know
5. A man Red cross
6. Stomach aches
7. To resolve their problems peacefully.
8. Near the contested well
9. Ama Village
10. Always resolve the problems peacefully

60

P.f 2. Nama : Fajar Zahra Tusita
Kelas : VIII 2

THE QUESTIONS

1. What are the names of the two villages in this story?
2. What were the reasons for the fight between the two villages?
3. What happened to Hanna during the fight?
4. Who helped Hanna and in what way?
5. Who helped the sick people both the villages?
6. What was done to the well and what were the results?
7. Why did the two villages decide to hold a meeting?
8. Where did this meeting take place?
9. Who caused the problems between the two villages?
10. What do you think the message from this story?

Job

1. Ghosts
2. Four people
3. A double shake
4. A gloomy place, Bahia de la luna, California?
5. Yes, she has
6. Yes, she did
7. Yes, the color is black
8. Maya sister
9. By the Sea
10. The atmosphere is tense

Rival Akmal Mustofa

VIII 2

THE QUESTIONS

1. What are the names of the two villages in this story?
2. What were the reasons for the fight between the two villages?
3. What happened to Hanna during the fight?
4. Who helped Hanna and in what way?
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7. Why did the two villages decide to hold a meeting?
8. Where did this meeting take place?
9. Who caused the problems between the two villages?
10. What do you think the message from this story?

Answer

1. Ama and Zuma villages
2. Because I don't know
3. Hanna is kidnapped by Zuma's soldiers.
4. They are Maria and Juma. Married Juma helped Hanna to escape back to Ama village.
5. A man from Ama village who works in the red cross organization
6. The result is _____
7. To resolve problem peacefully
8. Near the contested well.
9. _____
10. Always resolve the problems peacefully.

Rifat Anmol Mustota.

VIII 2

THE QUESTIONS

1. What is the title of the comic?
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9. Where Maya and her sister are at the end of the comic?
10. What is the atmosphere of the story in the comic?

Answer

1. Ghost

2. Four people

3. One double-bach-combo ..

4. A gloomy place, Bahia De La Luna, California.

5. Yes, she has.

6. Yes, ~~the color is black~~ she did

7. Yes, the color is black

8. By the sea

9. Because Maya's sister is afraid that bad luck will happen to Maya

10. The atmosphere is tense.

95

LETTERS



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : /In.28.1/J/TL.00/2023
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Kuryani (Pembimbing 1) (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **ARISKA MEILANI**
NPM : 1901050005
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **USING COMIC ART TO INCREASE STUDENTS READING AT STATE JUNIOR HIGH SCHOOL 1 BATANGHARI EAST LAMPUNG**

Dengan ketentuan sebagai berikut :

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

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

Wassalamu'alaikum Wr. Wb.

Metro,
Belum di proses,



Andianto M.Pd

NIP 19871102 201503 1 004



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

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

SURAT TUGAS

Nomor: B-5099/In.28/D.1/TL.01/11/2023

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

Nama : **ARISKA MELANI**
 NPM : 1901050005
 Semester : 9 (Sembilan)
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 1 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING COMIC ART TO INCREASE STUDENTS READING AT STATE JUNIOR HIGH SCHOOL 1 BATANGHARI EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampaidengan selesai.

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

Dikeluarkan di Pada : Metro
 Tanggal : 06 November 2023



Wakil Dekan Akademik dan
 Kelembagaan,



Dra. Isti Fatouah MA
 NIP 19670531 199303 2 003



PEMERINTAHAN KABUPATEN LAMPUNG TIMUR

DINAS PENDIDIKAN DAN KEBUDAYAAN

UPTD SMP NEGERI 1 BATANGHARI



Jl. Kapten Harun 46 Banjarjoyo Kec. Batanghari Telp. (0725) 46892 Email: smpn1bth@yahoo.co.id

SURAT IZIN RESEARCH

NOMOR : 422/079/02/SMPN.1/2023

Yang bertanda tangan dibawah ini UPTD SMP NEGERI 1 Batanghari Kabupaten Lampung Timur, menanggapi surat ini dari INSTITUT AGAMA ISLAM NEGERI METRO FAKULTAS TARBIYAH DAN ILMU KEGURUAN dengan nomor : 2200/In.28/D.1/TL.00/011/2023, Hal izin Research, dengan ini memberi izin kepada :

NO	NAMA MAHASISWA	NPM	PROGRAM STUDI
1.	ARISKA MEILANI	1901050005	Tadris Bahasa Inggris

Untuk mengadakan Research/Survey dalam rangka penulisan proposal dalam rangka penyelesaian tugas Akhir/Skripsi dengan judul : " USING COMIC ART TO INCREASE STUDENT'S READING AT STATE JUNIOR HIGH SCHOOL 1 BATANGHARI EAST LAMPUNG"

Demikian Surat Izin ini diberikan untuk dapat dipergunakan sebagai mestinya

Batanghari, 15 Mei 2023
Kepala Sekolah,

Alimad Saidi, S.Pd, M.M
NIP. 19670617 200701 1 041



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

NPP: 1807062F0000001

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1353/In.28/S/U.1/OT.01/12/2023**

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

Nama : ARISKA MEILANI
NPM : 1901050005
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901050005

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 05 Desember 2023
Kepala Perpustakaan

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



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

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

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

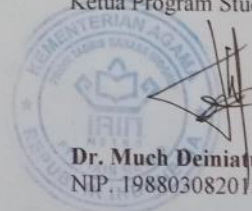
Nama : Ariska Meilani
NPM : 1901050005
Program Studi: Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 04 Desember 2023

Ketua Program Studi TBI



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



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

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No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu, 15 NOV 2023	Drs. Kuryani M.Pd	Bimbingan BAB 4-5	
2.	Jum' 24 NOV 2023	Drs. Kuryani M.Pd	Revisi menambahkan tabel perbandingan post-test dan pre diagram batang	
3.	4. DES 2023	Drs. Kuryani M.Pd	menambah tabel frekuensi dan Discussionnya.	
4.	15 DES 2023	Drs. Kuryani M.Pd	Acc Munasqiyah.	

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ARISKA USING COMIC ART TO INCREASE STUDENT'S READING AT STATE JUNIOR HIGH SCHOOL 1 BATANGHARI EAST LAMPUNG

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CURICULUM VITAE



The researcher whose full name is Ariska Meilani was born in Baturaja, May 26 2001 and is the first of four children of the couple Mr. Asrat Rianto and Mrs. Yusnida Arini. The author completed his education at SD Negeri 1 Banarjoyo in 2007-2013, SMP N 1 Batanghari in 2013-2016, SMA N 1 Batanghari in 2016-2019. In 2019, he was registered as an undergraduate student majoring in Tadris English at IAIN Metro Lampung via the SPAN-PTKIN admission route

until now. With persistence, high motivation to continue learning and trying. The author has successfully completed work on the final assignment of this thesis. We hope that by writing this thesis, we can make a positive contribution to the world of education.