

IMPROVING THE SEVENTH GRADE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXTS BY USING COMIC STRIPS AT SMP N 6 PUPUAN

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ABSTRACT

The research aimed at improving students' reading comprehension of narrative text through comic strips. The research subjects were the tenth grade students of SMP N 6 Pupuan in the academic year 2019/2020 consisting of 30 students, 14 students are male and 16 students are female. This research was conducted by using Classroom Action Research (CAR). The technique of data analysis was qualitative and quantitative data using observation, study documentation, tests, and questionnaire. Comic strips used as an interested way to improve students reading comprehension on the material of narrative text. By using narrative-based comics based on learning technology, is expected students are able to understand the learning, and students can learn independently, easily, fun and achieve learning goals. This research was accomplished in two cycles. Each cycles consisted of four steps. They are planning, action, observation and reflection. Before the cycle I was applied, the researcher held a pre-test first to determine the ability of students' before the implementation of comic strips in student learning. The first cycle consisted of two meetings including giving material and post-test I. The second cycle consisted of two meetings including giving material and post-test II. Before using comic strips, the students' comprehension in reading narrative text was low. It can be seen from the result of the score. The mean score of pre-test was 60, the mean score of post-test I increased to 69, and the mean score of post-test II reached until 80. The students who passed the Minimum Mastery Criterion/*Kriteria Ketuntasan Minimal (KKM)* only 9 students in pre-test, became 15 students in post-test I, and increased up to 30 students in post-test II. Based on the result of the research, it could be concluded that teaching reading narrative text by using comic strips could improve the students' reading comprehension on narrative text.

Keywords : Reading, Reading Comprehension, Narrative Text, and Comic Strips

CHAPTER I

INTRODUCTION

This chapter discussed the Background of the Research, Research Questions, the Purpose of the study, Significance of the Research, Limitation of Research, and Definitions of Key terms.

1.1 Background Of The Study.

In learning English, students are expected to master four language skills, namely listening, speaking, reading, and writing. Reading is one of the skills that must be mastered by students. Of the four basic skills, the researcher chooses reading skills to be studied in Classroom Action Research (CAR). Reading is an important factor in improving the reader's ability to master other skills (Fajriyah, 2018). In addition, it also brings benefits to students. Students get more additional knowledge that has not been obtained from the teacher's explanation. Reading skills are important in learning, so students must be trained to have good reading skills.

In the Indonesian context, students are expected to read many types of texts, including narrative texts. A narrative is a text that tells a story written to attract readers by entertaining them. According to Gabriel (2000), stories can be seen as certain types of narratives. To help students understand narrative text, the teacher must act as a facilitator. However, many teachers often teach without paying attention to students' understanding strategies. Reading activities in class often only ask students to read the text and let them answer the teacher's questions based on what they read. One of the ways to

create an interesting atmosphere in a reading class is to use pictures, games, songs, posters, and comic strips.

From observations made by researchers in seventh grade at SMP N 6 Pupuan, it was found that students had problems in reading, especially in reading narrative texts. Students have difficulty reading comprehension of the narrative text. They have low vocabulary mastery. To find out the meaning of words they don't know, they usually ask their friends. Few students want to check the meaning from their dictionary because most of them forget to bring it. As a result, their vocabulary mastery did not improve, preventing them from understanding the texts they were reading. In addition, students are less interested in reading lessons, even in English. They feel bored with the monotonous way of teaching and the activities they have to do in learning. They expect something different in their reading lessons that will increase their motivation to read.

From these problems, researchers used comic strips to improve students' reading comprehension. Researchers use narrative comics. Visual strip comic strips also contribute to improving communicative competence. In comics, life-like situations and expressions are used in spoken, everyday language: for example, idioms, reduced forms, slang, and expressions that require shared cultural knowledge (Csabay, 2006). A comic strip can be defined as "a series of pictures in a box that tells a story" (Liu, 2004; in Merc, 2013).

According to Smith (2006), comics can play a strong and influential

role in the English classroom and can have a positive impact on the learning habits of many students. Comics can provide a strong median between literary and visual entertainment. Comics are a type of media that can be used to express thoughts, imagination, and creativity in the form of images and written language. Comics are a reading that is liked by many people, ranging from children to adults. Simple presentation and storytelling about a situation in pictures can more easily generate interest and interest in reading.

This situation encourages researchers to take advantage of narrative-based comics based on learning technology therefore that students can understand learning, and students can learn independently, easily, fun and achieve learning goals. Based on the above thinking, the researcher intends to use narrative-based comics to gain the ability to solve story problems in learning English.

Other researchers examine the use of comics in learning media. Research conducted by Purwanitasari (2010) found that the effect of the use of comics to improve the ability of junior high school students in Malang in writing recount text, another research researched by Karunia (2011). It was found that the effectiveness of the use of comics in learning to write narrative text. Therefore, the authors hope that using comic strips can contribute more to the development of reading learning.

The present study investigates the students' reading comprehension in narrative texts through the use of comic strips at SMP N 6 Pupuan and to find out the students' response toward the use

of comic strips in reading narrative texts at SMP N 6 Pupuan.

1.2 Research Questions.

The problems of this research could be formulated as follows:

1. How are the students' reading comprehension in narrative text after the use of comic strips SMPN 6 Pupuan?
2. How are the students' responses toward the use of comic strips in improving their narrative reading comprehension at SMPN 6 Pupuan?

1.3 The Purpose of the Study.

The study is aimed to improve the student reading comprehension in narrative texts by using comic strips at SMP N 6 Pupuan and to find out the students' responses toward the use of comic strips in reading narrative text.

1.4 Significance of Study

1.4.1 Theoretical Significant

The result of this study is expected to be useful for the theories development especially for reading comprehension, narrative text, and teaching English reading through comic strips.

1.4.2 Practical Significant

The researcher expected the result of this study, firstly for the writer and the English teacher at SMP N 6 Pupuan, by implementing this study is expected to enhance their knowledge and become more creative and use various media in learning reading text at the classroom. The second is for students, it is expected to improve their

reading comprehension and their reading interest. The third is for the institution of SMP N 6 Pupuan, it is hoped to get advantages for improving the education quality. The last is for the other researcher, in which the results are hoped as an alternative suggestion and additional information to do further study.

1.5 Limitation Of Research.

The study focuses on improving the seventh-grade student reading comprehension in narrative texts by using comic strips at SMP N 6 Pupuan and find out students' respond toward the use of comic strips in reading narrative text at SMP N 6 Pupuan.

1.6 Definition of Key Term.

To avoid misleading and misunderstanding regarding the terms of this research, there are several terminologies that the researcher feels necessary to be explained. The terminologies are as follows.

1.6.1 English Learning

Cronbach in thobroni (2012) learning is shown by a change in behavior as result of experience. According Spears in thobroni (2012) Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction. While according Schunk (2012) learning is lasting change in behavior, or the capacity to behave in a certain way, resulting from practice or other forms of experience.

1.6.2 Reading

Thorndike in Nurhadi (2000:13) argues that reading is a process in thinking and reasoning. It means that when a reader reads a text, he uses his brain to think and reason out.

1.6.3 Reading Comprehension

Reading comprehension is the act of combining information in a passage with prior knowledge to construct meaning. In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes (Khoiriyah, 2010).

1.6.4 Narrative Text

The narrative text is a composition that tells a story. It can be factual and non-factual narrative text. The factual narrative text is a kind of narrative that is related to the real story, for instance; someone's experience, adventure, and historical event. While the non-factual narrative text is a kind of story that is not really happening in our lives. For instance; myth, fairytale, legend, and fable. The purpose of this text is to entertain the readers. Moreover, we can use this kind of text when we want to tell about something interesting that happened or when we want to write some events of the day in the privacy of our diary. Woodson (1982) points out that narrative is arranging events in a story in chronological order, is also a way of thinking about those events.

1.6.5 Comic Strips

Comic strips are visual also contribute to improving communicative competence. In a comic strip, life-like situations and expressions are used in spoken, colloquial language: for instance, idioms, reduced forms, slang, and expressions that require shared cultural knowledge (Csabay, 2006). A comic strip can be defined as "a series of pictures inside boxes that tell a story" (Liu, 2004; in Merc, 2013).

CHAPTER II THEORY AND CONCEPT

This chapter covers some theories as to the basis of the discussion. It is aimed at gaining more understandings about the topic of the research study. The discussions in this chapter are some relevant theories of the study, like all about reading, narrative text, comic, and also some previous study.

2.1 Review of Related Literature

The researcher has reviewed several references regarding teaching reading which relevant to this research. The references are taken from research thesis, journals, and articles that focused on the implementation of a comic on the teaching-learning activity.

Based on the previous research mentioned below, it can be concluded that the use of the comic strip technique was effective and able to improve students' reading comprehension. Therefore, through this research, the researcher was interested to do the latest investigation towards comic strips whether it is able to improve students' reading comprehension in the seventh grade of Junior High School (SMP).

Liu (2004) states that in their journal whether the use of comic strips significantly improves the performance of low-level students but had little impact on the performance of high-level participants. This study suggests that the reading comprehension of the low-level students is greatly facilitated when the comic strip repeats the information present in the text.

Merc (2013) states that the effect of comic strips using on reading comprehension of EFL students. These studies find that highly proficient students significantly better than low proficient students.

In the context of Indonesia, studies on the use of comics have focused on writing skills. Studies investigating by Purwanitasari (2010) found that the effect of using comic strips to improve the ability of students of junior high school in Malang in writing recount text, another study investigating by Karunia (2011) found that the effectiveness of using comics in teaching writing narrative text. Therefore the writer expects that using strips give more contribution to the development of teaching reading.

2.2 Concept

The concepts that will be explained are concepts related to this research and aimed to clarify the discussion in order to provide a clear understanding of the direction of this research.

2.2.1 Definition of Comic Strip

There are many definitions of "comics". McCloud (1993) defines a comic as juxtaposed pictorial and other

images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer. To juxtapose means to place two things side by side, so from the definition just mentioned, comic at least consists of two panels.

According to Mallia (as cited in Beard and Rhodes, 2002), a comic is a narrative text told by way of sequences of pictures which has continue cast from one sequence to the next and the enclosure of dialogue and/or text within the pictures.

Gavigan & Tomasevich (2011) concludes that comic is a medium of literature that integrates pictures and words and arranges them cumulatively to tell a story or convey information that can be humorous, mysterious, etc. This definition adds the idea of the comic being literature and highlights its cumulative nature.

However, there is a simple definition of the comic, it is a magazine especially for children with stories told in the picture. A comic strip is a series of drawings that tell a story and are often printed in newspapers. In other definition, it is a sequence of drawings arranged in interrelated panels to display brief humor or form a narrative, often serialized, with text in balloons and captions. Traditionally, throughout the 20th century and into the 21st, these were published in newspapers, with horizontal strips printed in black-and-white in daily newspapers, while Sunday newspapers offered longer sequences in special color comics sections. It is the art form using a series of an image in a fixed sequence. It can

be united in a book which has picture consist of one or more titles as themes.

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

2.2.2 Differences Between Comic Books and Comic Strips

There are two common forms of the comic. They are comic strips and comic books. According to Gavigan and Tomasevich (2011), comic strips are short-form comics that generally consist of three to eight panels. They usually appear in newspapers. Whereas, comic books are defined as multi-page paperback comics that generally are issued monthly. The followings are four differences between comic strips and comic books explored by Duncan & J.Smith (2009) in terms of art form perspective.

Table 1. Difference between Comic Strips and Comic Books

No	Comic Strip	Comic Book
1	Very few panels	Many panels
2	The panel is the only unit of encapsulation	Units of encapsulation include the page, the two-page spread and insert panel
3	Layout is normally rigid	Layout can be creative
4	Composition is usually simple	Composition can be complex

Unlike comic books, comic strips are short. They only consist of very few panels because they are meant to be read in seconds or a few minutes. As we know, not every moment of a story is presented in comics. Only the prime moments are captured. This is called encapsulation. In comic strips, generally, the only unit of encapsulation is the panel. Conversely, comic books have a greater variety of units of encapsulation than comic strips, including the panel, the page, the spread, and inset panels. They also have more sophisticated layouts and compositions.

2.2.3 Definition of Narrative Text

Leading text types in junior and senior high school are featuring the languages which are dominantly used to compose the narrative text. These language features are commonly relating to grammar and structure. Recently, studying grammar and structure can not separate from the contexts. That is why we find some grammar focus will be attached in the text.

The narrative is telling a story (R.K Sadler, 2000:12). Its social function is to entertain or amuse the readers. The generic structure of the narrative text is orientation, complication, and resolution. Orientation introduces the main characters, setting, and time. Complication tells the problem that happens among the characters. And resolution contains the problem resolved. It also has significant lexicon grammatical features, that are using adverbs, such as; a long time ago, once upon a time, etc. and it uses the past form.

Thus, the purpose of narration is to amuse, entertain, and deal with the actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It means that in writing a narrative paragraph, the researcher writes the action or the events that happened in chronological order which has a definite beginning and definite ending.

Narrative text, since it told a story, is dominantly constructed in past tenses. It is logical because every story that happened in the past time, happened before it is talking as a story. The past tenses can be simple past, past continuous tense, and past perfect tense. These three tenses of the past will dominate talking in a narrative text.

Narration is telling a story. Then to be interesting, a good story must have interesting content. It should tell about an event our audience would find engaging. We might even think of our narrative as a movie in which readers see people in action and hear them speak. Therefore, it should be detailed and clear, whit events engaged in order in which they happened or in some other effective way. In writing a narration, the text should achieve the following goals (Meyers, 2005: 52):

- a. It is unified, with all the action developing a central idea.
- b. It is interesting: it draws the readers into the action and makes them feel as if they're observing and listening to the events.
- c. It introduces the four Ws of a setting – who, what, where, and

when – within the context of the action.

- d. It is coherent: transitions indicate changes in time, location, and characters.
- e. It begins at the beginning and ends at the end. That is, the narrative follows a chronological order – with events happening in a time sequence.
- f. It builds toward a climax. This is the moment of most tension or surprises a time when the ending is revealed or the importance of events becomes clear.

2.2.4 General Structure of Narrative Text

Derewianka states that the steps for constructing a narrative are:

- a. Orientation

This is the beginning of the story in which the researcher tells the audience about who the characters in the story are, where the story is taking place, and when the action happens.

- b. Complication

The story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters. Narrative mirror the complication we face in life and tend to reassure us that they are resolvable.

- c. Resolution

In a satisfying narrative, a resolution of complication is

brought about. The complication may be resolved for better or for worse, furthermore, it is rarely left completely unresolved (although this of course possible in certain types of narrative, which leave us wondering how the end is).

2.2.5 Language Feature of Narrative Text

Anderson states that the language feature usually found in the narrative text is:

- a. Specific characters. It means focusing on specific and usually individualized participants.
- b. Time words that connect to tell when they occur. The use of Temporal Conjunctions and temporal Circumstances can be a choice too.
- c. Verbs to show the actions that occur in the story. It can be inferred that the tense used is past tense.
- d. Descriptive words to portray the characters and setting.
- e. It is commonplace considering the definition of narrative is telling a story, therefore a description of characters and setting is important. Meanwhile, Derewianka, states several common grammatical patterns. They are specific, often individual participants with defined identities; major participants are human or sometimes animal with human characteristics; use of action verbs referring to events; use of past tense to locate events in

relation to speakers' or researchers' time; use of conjunctions and time connectives to a sequence of events; use of adverbs and adverbial phrases to indicate place and time; use of an adjective to describe nouns. Those features of narrative text effect for reader, that is they appear to induce visualization in the reader as part of the reading process.

2.3 Theory

The theories that will be explained are the theories related to the discussion in this research which aimed to provide a clear understanding of the related study.

2.3.1 English Learning

Kimble & Garnezy in Brown (2000) learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. Cronbach in thobroni (2012) learning is shown by a change in behavior as result of experience. According Spears in thobroni (2012) Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction. While according Schunk (2012) learning is lasting change in behavior, or the capacity to behave in a certain way, resulting from practice or other forms of experience.

2.3.2 The Definition of Reading

In studying English, learners are supposed to master the four language skills listening, speaking, reading, and writing. However, in relation to getting

information from texts, reading may be more important than other skills. According to Smith (1999) reading the ability to draw meaning from the printed page and interpret this information appropriately.

According to Jerrey Harmer (2001: 199), Reading is a receptive skill. Receptive skills are the ways in which people extract meaning from the discourse they see or hear. In this aspect, the cognitive processes involved in reading are similar to those employed while listening. Though in both, students are engaged in decoding a message rather than encoding, reading is not simply an act of absorbing information only. It is a communicative act that involves creating discourse from the text.

Thus, it is not astonishing to see because reading experts' definition of reading is an active process of thinking. It is a thinking process that sets two people in action together-an author and a reader (Hennings, 1990:2). To read is to develop relationships among ideas. They also explain that what you bring to the reading of a selection is as important to your understanding of it as what the author has put into it. You bring a purpose for reading; you bring an understanding of vocabulary, your ability to figure out meanings, and your attitudes toward reading. Reading is an active process in which people attempt to extract ideas, concepts, or images from the pattern words set forth on the printed page.

From those definitions, reading can be regarded as a complex process, means to get information from the printed page, it is receiving ideas and

impression from the author via the printed page. It can be said that reading is interpreting signs, letters, or symbols by making meaning. In other words, reading is interpreting graphic symbols, which involves an interaction between the researcher and the reader through the text. In a very short and proper definition, reading is an interaction between a reader and the text.

2.3.3 Reading Purpose

These are a possible causes of the variation between readers and reading which we need to consider that is readers' different purposes. If a reader wishes to get a general idea of text content, he will pay less attention to the detail of the text and he may read in very different ways than if he is studying a text in order to identify key information. Thus, it becomes inevitable to say that the reason he is reading a text will influence the way he reads it. Reading a short story at bedtime is likely different from reading a handout for an examination to the next morning of course. A readers' purpose determines the way in which he treats a passage and which comprehension skills he uses. Because according to Hennings, what the readers get from reading also depends on what they bring to the reading of selection and the purpose for reading it.

While reading, presumably, many things can happen. Not only is the reader looking at the printed page and deciphering marks. The reader is presumably thinking about what he is reading, how useful, useless, entertaining, boring text is. He may find some difficulties and ways of

overcoming those or continuing the pleasure. Many different things can be going on when a reader reads with a different purpose of reading. Basically, reading experts divide purposes of reading into two categories (Harmer, 1986: 150):

- a. Instrumental: a large amount of reading takes place because it will help us to achieve some clear aim. For example, we read a road sign or instruction on a ticket machine because we want to know how to operate it. In other words, we read because we have some kind of utilitarian or instrumental purpose.
- b. Pleasurable: another kind of reading takes place largely for pleasure. Such as read a magazine or poetry. Familiar sensations: you are at the wheel of your car, waiting at a traffic light, you take a book out of the bag, rip off the transparent wrapping, and start reading the first line. A storm of honking breaks over you. For this purpose, the reader may be completely unconscious of how he is reading and of what is happening around him. He may be fully absorbed in the text he reads.

2.3.4 Reading Comprehension

According to Grade and Stoller (2002: 17), For general, reading comprehension is, in its most obvious sense, the ability to understand the information in a text and interpret it appropriately. Reading comprehension refers to reading with understanding.

Understanding the written text means extracting the information from it as efficiently as possible. Usually, in a reading comprehension workbook, the questions include the reader recalling what he has read without further recourse to the text. Reading is also defined as the process of understanding meaning from a piece of text.

From some definitions above can be simply that reading comprehension relates to understanding and thinking process to get the message from the reading materials. In other words, the reader is understanding all or most of the thoughts the author intended to communicate. Thus, reading comprehension involves other skills such as recalling word meaning, finding the answer to questions answered explicitly or in paraphrase, drawing inference from the context, and grabbing ideas in the content.

According to reading experts, some factors may influence reading comprehension. Reading comprehension is most likely to occur when students are reading what they to read or at least what see some good reason to read (Simanjuntak, 1988:4).

2.3.5 Level of Reading Comprehension

According to Longman Dictionary of Applied Linguistics (1990:233), there are four types of reading used. These are the level of reading comprehension, as follows:

a. Literal Comprehension

Reading is order to understand, remember or recall the information explicitly contained in a passage.

b. Inferential comprehension

Reading is in order to find information that is not explicitly stated in the passage using the reader's experience and intuition and by referring.

c. Critical comprehension

Reading is in order to compare information in a passage with the reader's own knowledge and values

d. Appreciative comprehension

Reading is in order to gain emotional or the kind of valued response from the passage

From the statement above, to achieve comprehension in reading, in literal comprehension the readers have to know the information explicitly. In interpretative comprehension, the reader has to retain the information implicitly. The last, in critical comprehension, the reader has to evaluate the information by giving a question and critique the information.

2.4 Comic Strip as the Reading Material

According to Omaggio, most educators would agree that language learning should be contextualized. With the idea that learning and practicing the language in meaningful contexts is more appealing to both students and teachers than learning isolated bits of language through extensive memorization and drilling. Moreover for learning a foreign language, the students will get some difficulties because there is no adequate background knowledge. It is important to bear in mind that the comprehension process may be quite different when the comprehender is processing material in

the native language than when he or she is dealing with target language material. Therefore, the need for activating relevant contextual or background knowledge is such a primary need. As stated by Omaggio, Kolleers (1973) maintain that reading is only incidentally visual. More information is contributed by the reader than by the printed page, In other words, texts can be said as lazy machinery that asks someone to do part of their job.

The hypothesis that second language learners get more difficulties while learning or reading the second or target language is supported by research done by Yorio, who isolates the following factors in the reading second language there are some factors or elements in the reading process (Omaggio, 1986:97) :

- a. Knowledge of the language (the code).
- b. Ability to predict or guess in order to make correct choices
- c. Ability to remember the previous cues,
- d. Ability to make the necessary associations between the different cues selected

In reading a second language, however, new and modified elements appear:

- a. The reader's knowledge of the foreign language differs from that of the native speaker.
- b. The guessing or predicting ability necessary to pick up the correct cues unhindered by the reader's imperfect knowledge of the language.
- c. The wrong or uncertain choices of cues make associations more difficult.

- d. Memory span in the foreign language is shortened in the early stages of its acquisition because of lack of training and unfamiliarity of the material, thereby making it more difficult to remember cues previously decoded.

- e. At all levels and at all times there is an interface from the native language.

In short, second language learners are at a disadvantage position because of those reasons above. To compensate for those weaknesses, the teacher should provide background knowledge in some of the process strategies and linguistic proficiency such as comic strips has ability to bear concept and provide discourse structure.

Visualizing is creating pictures in our minds. When we read we create an image in our mind. We read and create this image with what we know or have experienced. Things come alive when we use sensory images. When students visualize, they create their 'own movie' in their minds. Teachers can use comic strips o help the students make their mental movies.

Basically, interest in reading is one of the internal factors that have an influence on reading comprehension. By the interesting material, interest in reading could be increased. It can be assumed that the role of text including its elements in reading comprehension is very important. One interesting material is by using comic strips that students have already known.

Many reading comprehension studies consider the extent to which visuals, that is any graphic display that

portrays all or some accompanying text's content. Help the reader to comprehend information from text. Reading comics is more than the helping reader to comprehend information from text. Reading comics is more than the material in hand, that it involves a certain immersion into the visuals to facilitate students. Because visuals have a good effect on readers. Researchers have outlined five major functions of reading (Liu, 2004:226):

- a. Representation: Visuals repeat the text's content or substantially overlap with text.
- b. Organization: visual enhance the text's coherence Interpretation: visuals provide the reader with more concrete information.
- c. Transformation: visuals target critical information in the text and are recorded in a more memorable form.
- d. Decoration: visuals are used for their aesthetic properties or to spark readers' interest in the text.

2.5 The Advantages and Disadvantages of Using Comic Strips.

2.5.1 The Advantages of using comic strips are:

1. Help the students to understand the content and context that teacher has to teach easily.
2. By using comic strips, it is hoped that it can motivate students to read and pay attention to the material. It will create a fun learning in English.
3. The comic can help the readers to get the right visualizations.

4. The comic is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process will be facilitated since learners will be better to make an imagery system when encountering words and expressions in a passage with which they are unfamiliar.
5. It motivates students.
6. It improves children's creative working skills.
7. Children are encouraged to express their creativity
8. It grabs the attention of reluctant readers.

2.5.2 Disadvantages of comic strips:

1. Students need computer access.
2. Limited range of facial expressions.
3. Need more time to search or to make it.

2.6 Hypothesis

The hypothesis is proposed in this research has a formula as follows: Comic strip can improve the seventh-grade students' reading comprehension of narrative text.

CHAPTER III RESEARCH METHOD

This chapter is divided into five sub-sections. They are research design, research subject, research setting, data collecting technique and the instrument, and procedures of data analyzing technique.

3.1 Research Design

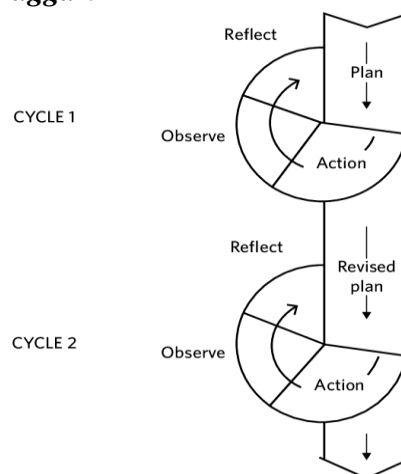
The research method which was used in this study is classroom action research. This classroom action research was conducted by the teacher in order to get a solution to the problem until it can be solved. Action research is a reflective process that is conducted by using some kinds of necessary techniques in order to solve the problem.

Classroom action research (CAR) is action research conducted by teachers in the classroom as well as research or jointly with others (collaboration) with design, implement, and reflect the collaborative and participatory actions that aim to improve or enhance the learning process in the class through a specific action within a cycle.

According to Carr and Kemmis's, cited in Koshy (2005), the definition of action research reflects a form of inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their own understanding of these practices and situations in which these practices are carried out. Furthermore, Nunan (as cited in McKay, 2006) said that action research typically has three major characteristics. Action research is carried out by practitioners, it is collaborative, and it is aimed at changing things.

"Action research occurs through a dynamic and complementary process, which consists of four essential moments namely: planning, action, observation and reflection" (Kemmis and McTaggart in Burns, 2003).

Figure 1. The cycle of Action Research, Model from Kemmis and McTaggart



The procedure of this research consisted of two cycles. Before going to cycle, the researcher conducts a pre-test for students. Then, the researcher does the first cycle and second cycle. If the two cycles cannot improve the students' scores. The researcher does the next cycle until the score of students can be achieved.

The diagram above will be explained as follows:

1. Planning: the researcher made some plans to be implemented in the action research. After the researcher got the result of the observation, the researcher made some plans to select the problem that wanted to solve and determined the way to solve it. The collaborator was asked to help the researcher in making the plan.
2. Action: the researcher does everything that had been planned. Acting means a process of activity that is done or implementation of planning, in

action. The researcher teaches how to improve the students' reading comprehension by using comic strips in the process of teaching and learning.

3. Observation: in this stage were conducted an observation of how the learning process is conducted by the teacher. Implementation activities carried out during the learning process take place, and after the learning takes place when the implementation learning takes place that observed is the behavior of teachers and student behavior in the learning process.
4. Reflection: in this stage of reflection the researcher performs data analysis about the learning process. The data obtained were assessed, what happens, and the cause of the occurrence. And then the researcher looking for a solution to resolve the problem encountered so that action can run effectively and efficiently in the next cycle.
5. Action research involves the collection and analysis of data related to some aspects of teachers' professional practice. This is done so that teachers can reflect on what they have discovered and apply it to their professional actions. In short, action research is a study that is conducted in the educational field in which the researcher is the one who has understood his/her educational practice.

This research was supported by qualitative and quantitative data. The qualitative data were gained through observation and study documentation, while the quantitative data were gained through a test and questionnaire. This research aimed to implement an action in improving students' reading comprehension of narrative text in Class VIIA of SMP N 6 Pupuan, in the academic year of 2019/2020 by using Comic Strips.

The reason for using comic strips as a media is to improve students' interest in the teaching-learning process and how to motivate the students to read and provide effective material. That is why the researcher conducts the classroom action research (CAR) in the problems. It also aims that the research gives a positive effect in changing the social and educational situation to seventh-grade students of SMP N 6 Pupuan.

3.2 Research Subject

The subject of this research was the students in grade seventh of SMP N 6 Pupuan. The population is all seventh-grade students and the sample taken in class VIIA consists of 30 students with 14 are male students and 16 are female students. The sampling method used was random sampling because the researcher conducted a teaching training program in the class. Furthermore, all seventh-grade students have equivalent average abilities in English lessons so the researcher chooses that class among all randomly. In addition, the reason the researcher choose this school is based on the researcher's experience during doing teaching at this school, researcher

found the students have difficulties in reading, especially in reading narrative text.

3.3 Research Setting

The location of the research was in SMP N 6 Pupuan academic year 2019/ 2020, which is located at Pujungan village, Pupuan, Tabanan, Bali. The school has 15 classes. Every class consists of twenty-seven to thirty students. The school has three grades: class VII is named for first grade, class VIII for second grade, and class IX for third grade.

The researcher had decided to conduct research because the researcher found problems and weaknesses related to teaching reading comprehension that worth overcoming in the English teaching-learning activity in VIIA class. The research was conducted in the second semester of the academic year 2019/2020. This action was implemented in class from March until May 2020.

3.4 Data Collecting Technique and The Instruments

The data collecting technique deals with how the researcher gets the data and it is very important in order to be able to get valid data. The data collected were qualitative and quantitative. The qualitative data were obtained by using observation, and study documentation, while the quantitative data were obtained from tests and questionnaires. There were two tests that were used by the researcher namely pre-test and post-test also the percentage result of the questionnaire.

The research has some data collecting technique and some instruments to gain both qualitative and quantitative data that explained as follow:

3.4.1 Observation

The researcher used observation in order to get a detailed description of the research. The researcher used some observations which were filled by the class teacher and also by observes the occurrences on the teaching-learning process in the classroom between the researcher and students during the actions is implemented when researchers conducted teaching practices at SMP N 6 Pupuan, before the existence of the COVID-19 pandemic. Then after that researchers used the online method (learning from home), because there was no learning system at school. The observation was used to find out the students' performance during the teaching and learning process, students' behaviors during the teaching and learning process, students' response in the teaching and learning process, and the researcher's performance during the teaching process through comic strips. Those were used for giving the qualitative information for this study.

3.4.2 Tests

Brown (2004) states that "test is a method of measuring a person's ability, knowledge, or performance in a given domain." A well-constructed test is an instrument that provides an accurate measure of test-takers ability within a particular domain. Arikunto (2009) defines a "test as a set of questions that are used to assess the

skills, knowledge, intelligence, and the talent of an individual or a group." The first cycle consisted of two meetings including pre-test, giving material, and post-test. The second cycle consisted of two meetings. There given material and post-test. The meetings and tests are also carried out online. The Pre-test is before the learning process to measure students' understanding of narrative reading at first so that it was held at the first meeting. Post-Test becomes the second test after the teacher gives treatments to the students by using comic strips, to know the progression of the students' reading comprehension. Those tests consisted of 15 questions, 10 questions are in the form of an essay, and 5 forms of true-false items test.

3.4.3 Questionnaire

The researcher also used a questionnaire as the instrument in collecting data. The questionnaire in this study presented some questions to know the effect of the research and it was done after the cycle. The questionnaire was used to find out the students' problems in reading comprehension, the progress they got after the reading comprehension activities, and the advantages which were gained through the action research. In the questionnaire, the researcher will use ten-question items. There were some questions about students' interest, students' motivation, students' difficulty in reading activities, and the implementation of comic strips in the classroom activity.

3.4.4 Documentation

Documentation is one of the sources as documentation for the

researcher to catch every moment which is considered important. Documentation is taken when the teacher teaches students by online learning. It was taken during the teaching-learning process in the Class VIIA WhatsApp group. Documentation was taken through video and screen-shot of every teaching and learning activity carried out in the Class VIIA WhatsApp group. From the documentation, it was found that students were active and enthusiastic during the teaching and learning process.

In 2020, the world is shaken by the emergence of a mysterious virus known as COVID-19 (Corona Virus Disease 2019). The initial emergence of this virus was first discovered in the city of Wuhan, China at the end of December 2019. This virus is transmitted very quickly and has spread to almost all countries, including Indonesia, in just a few months.

The increase in the COVID-19 virus in Indonesia has resulted in national and regional governments issuing various appeals, regulations, and policies given to the people of Indonesia. Policies carried out by the government are such as Social Distancing and Physical Distancing, limiting social interaction with others, reducing activities outside the home, and staying home.

This policy has a huge impact on the economy, society, education, and others. The impact the spread of the Covid-19 in Indonesia was affecting the education sector. Since March 16th, 2020, the government had decided to eliminate learning activities in schools and replaced them with online systems

or online learning, so that students did not have to do activities outside the home and able to avoid activity involving many people, which was expected to be effective in breaking the chain of Covid-19 virus transmission. Even the scheduled final school exam was finally decided to be abolished, in order to save students from the spread of COVID-19. In doing the teaching and learning process at home, students and teachers were assisted by online learning applications.

The researcher tried to make learning using comic strips still fun and arouse student learning excitement even though it cannot be done directly in the classroom and without direct interaction between the teacher and students. After the researcher explains the rules and applies the learning system, students are asked to work on assignments individually by answering questions given online and sending their assignments within the allotted time. The application of comic strips in online classes is expected to make students feel happy in the learning process and understand the material that has been discussed.

After applying reading narrative purchases through comic strips, data is also collected through online classes in the WhatsApp group. The researcher continued to do all data collection techniques with a number of changes to match the situation. Observations during action research treatments were carried out in online classes by observing the activeness of students in taking lessons during online classes. Study documentation and diaries are carried out by recording all incidents during

online classes and photographic evidence sent by students. Questionnaires and tests were held online which were conducted in two treatment cycles.

The impact of the Covid-19 pandemic was made researchers have to change a lot of things related to the course of this research by the reason of a sudden situation and some parts might not function as plan. However, the researcher tried to continue to make this research still relevant to the direct action in the classroom with the evidence and final results that were clear, understandable and can be reliable research.

3.5 The procedure of Data Analysis Technique

From the data collection, the data that had been collected from the research process by using observation and documentation for the qualitative. For the quantitative, it was using a questionnaire and test. All the data were processed and analyzed as a result of this research. Both quantitative data instruments are collected in two-cycle, pre, and post-data.

The researcher uses comic strips to improve students' reading comprehension in the teaching and learning process. The procedures as below:

3.5.1 Description of Teaching and Learning Process in Cycle I

The researcher uses comic strips to improve students' reading comprehension in the teaching and learning process. The procedures as below:

3.5.1.1 Planning

The activities in planning are as follows:

1. Preparing English syllabus, lesson plan, and material.
2. Preparing the teaching aids.
3. Preparing sheet for classroom observation.
4. Preparing pre-test and post-test items.

3.5.1.2 Action

The researcher implemented the classroom action research with the activities below:

1. Teaching reading using comic strips as media.
2. Giving occasion to the students to ask any difficulties or problem.
3. Giving feedback.
4. Asking the student some question orally.
5. Discussion the answer together.
6. Giving opportunity to the student to ask the difficulties or problems.
7. Giving feedback.
8. Giving pre-test and post-test.

3.5.1.3 Observation.

1. Observing the students' attention and activities in the classroom.
2. Observing the teacher activities

3.5.1.4 Reflection

1. Analyzing the finding data of this cycle
2. Discuss with the teacher the finding of the research
3. Make a conclusion of the cycle I

3.5.2 Description of Teaching and Learning Process in Cycle II

3.5.2.1 Planning

1. Preparing lesson plan for cycle II
2. Preparing the material
3. Preparing sheet for classroom observation
4. Preparing post-test

3.5.2.2 Action

1. Reviewed the previous lesson
2. Giving warming up
3. Teaching reading narrative text using comic strips
4. Giving opportunity to the student to ask the difficulties or problem
5. Giving feedback
6. Discuss the comic strips
7. Giving post-test

3.5.2.3 Observation

1. Observing the students' attention and activities in the classroom
2. Observing the teacher activities

3.5.2.4 Reflection

1. Observing the students' attention and activities in the classroom
2. Observing the teacher activities
3. Analyzing the data of this cycle
4. Discussing the finding of the research with the teacher

3.5.3 Compare the result data of cycle I and cycle II

The analysis of quantitative data was done by measuring the percentage of the questionnaire related to this research and analyzing the result score of the test.

Both of the quantitative data instruments were collected in pre and

post-data. The test was held twice, before and after the application of comic strips in order to know the effect of the comic strips on students' improvement whether it gave a positive impact. The test of this study is taken from 15 questions, 10 questions are in the form of an essay, and 5 forms of true-false items test. To score the objective tests the writer treats them without any difference. This means, there was only one correct answer for each item. The scoring guide is as the formula follow:

$$\text{Score} = \frac{\text{number of correct items}}{x} \times 100$$

20

$$\text{Score} = \frac{(\text{essay} + (\text{true or false test} \times 2))}{x} \times 100$$

20

$$\text{Score} = \frac{(10 + 10) \times 100}{20}$$

$$\text{Score} = 100$$

This test uses to measure the students' achievement in reading comprehension before and after taught by using comic strips in Class VIIA SMP N 6 Pupuan.

The researcher provides 15 questions for each cycle of the test. The ranging of the score is determined from 0-100 by calculating the correct answer. The correct answer for the essay is given 5 points and the true or false test is given 10 points while the wrong answer is given 0 points. All scores of students are calculated and after that, the researcher finds out the mean (average) of the score per cycle and try to get the class percentage that passes the minimal mastery level criterion (KKM) considering English subject gains score 70, which is set by the school agreement at SMP N 6 Pupuan.

The researcher searched the mean of each test from every cycle. The researcher applied the following formula:

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

Where:

M = The mean of the student score

Σx = Total score

N = The number of the students

After getting the mean average of the student's score per-actions the researcher identifies whether or not, there might be students' improvement score on reading comprehension.

The last, the researcher searched the percentage of the questionnaire. The researcher applied the following formula:

$$P = \frac{f \times 100\%}{N}$$

Where:

P = The percentage of the questionnaire

f = The number of the students who chose absolutely agree, agree, doubt, disagree or absolutely disagree

N = The number of the student

CHAPTER IV RESEARCH FINDING AND DISCUSSION

4.1 Research Finding

The research finding and the discussion of every cycle were presented in this chapter. In this chapter, the researcher analyzed the data gathered from the action research activities. The data was obtained from the teaching-learning process and evaluation. The aim of the analysis is to measure the improvement of students' reading comprehension of narrative text through comic strips. In the research, the data consist of 2 comic strips in narrative text. The narrative text

used is in the form of fairy tale and legend narrative texts. The writer did the research in two cycles. The action research was conducted in three months, from March to June 2020 in class VIIA at SMP N 6 Pupuan.

To know the students' achievement good or not, the researcher gave criteria on reading comprehension. The scores' criteria students in the table can be seen below:

Table 3. Criteria of Students' Score

No	Score	Qualification
1	100 – 91	Excellent
2	90 – 81	Very Good
3	80 – 71	Good
4	70	Average
5	69 – 60	Poor
6	59 – 0	Very Poor

In this study, the researcher would like to describe the result of pre-research, cycle I and cycle II, as follows:

4.1.1 Pre-Research

This activity was already conducted in March 2020. In this cycle, the researcher tries to collect the data of students' ability in English, especially in reading comprehension.

In this pre-research, the researcher did a pre-observation and pre-test. The pre-observation was done to investigate the situations and the events that happened in online class before the method was implemented. Whereas, the pre-test was done to find out the students' reading comprehension before the method was applied.

4.1.1.1 Pre-Observation

There were many things that have been identified by the researcher. Those were:

1. The students often did not respond to the lesson that given by the teacher in the online class.
2. The students did not active in an online group in WhatsApp.
3. When the teacher asked the students to answer the question, the students were not confident to answer a question.
4. Related to the student's reading comprehension, the researcher found that the students' were lack of vocabulary mastery; the students didn't know the event sequence in the story, and the meaning of the text. The students' low result of reading can be seen in the pre-test result that had been given before the implementation of comic strips.

4.1.1.2 Pre-test

In the pre-test, the researcher administered the reading test to the students in order to know the students' reading comprehension before using the comic strips. Before the researchers conducted the test, the researcher gave a little material about the narrative text, and the researcher used a fairy tale narrative text entitled "Pinokio". After giving the material, the researcher gave a pre-test to the students. In the test, the researcher uses a narrative text of the Legend entitled "The Legend of Candi Prambanan", and contains 15 questions, 10 questions are essay and 5 questions are true or false.

The narrative text test used in the pre-test can be seen below:

THE LEGEND OF CANDI PRAMBANAN

Once, there was a beautiful Javanese princess whose name was Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka and an evil king.

One day, a handsome young man with supernatural power named Bandung Bondowoso defeated and killed Prabu Baka. On seeing Princess Rara Jonggrang's beauty, Bandung Bondowoso fell in love with her and wanted to marry her.

Meanwhile, Princess Rara jonggrang felt sad due to her dead father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" requested Rara Jonggrang. Bandung Bondowoso agreed with the condition. Helped by the spirit of the demons, Bandung Bondowoso started building the temples. Approaching midnight, the work would nearly be done. Rara Jonggrang knew and thought, "What shall I do? Bandung Bondowoso is smarter than I thought. I would lose against Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought that it had already been dawn. Bandung Bondowoso got frustrated because he failed to complete one, the thousandth temple.

The Princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have been created. Now, the thousandth temple is you!"

At once, the Princess turned into a statue. knowing this, Bandung Bondowoso regretted and he went away into farmland. From then, people called the temple, Prambanan Temple, and the Princess statue, Rara Jonggrang statue. Source:<http://englishadmin.com/2015/10/12-contoh-narrative-text-legend-dan.html>

From the text above, there some questions given as below:

1. What is the kind of text above?
2. What is the text about?
3. Where the story come from?
4. Who is the couple partner of Rara jonggrang?
5. What causes Bandung Bondowoso to like Rara Jonggrang?
6. Who are the main characters in the story?
7. What is the name of temple?
8. What moral value can we learn from the story?
9. Who helped Bandung Bondowoso build a thousand temples?
10. What caused Bandung Bondowoso to curse Roro Jonggrang?
11. A handsome young man with supernatural power named Bandung Bondowoso defeated and killed Prabu Baka. (True or False)
12. Rara Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka and an evil king. (True or False)
13. Beautiful Javanese princess whose name was Rara Jonggrang. (True or False)

14. The story is about The Legend of Tangkuban Perahu. (True or False)
15. Princess Rara jonggrang felt sad due to her dead father. She wants to married Bandung because he had killed her father. (True or False)

4.1.1.3 The Result

The result of the pre-test showed that the student's reading comprehension ability was low. This means that their average was fewer than 70. The students who got a score of 75 were 4 students. The students who got a score of 70 were 5 students, and 21 students unsuccessful. In addition, the total score of the students score was 1.800 the mean score of the pre-test was 60. That quantitative data proved that the students' reading comprehension was low.

Qualitatively, they had a low interest in reading. The students are very difficult to identify the information from the texts, such as the sequence of events, vocabulary, generic structure, and the meaning of the text. The researcher found that the student got difficulty knowing the meaning of the text. The student said that it was difficult to know how to read the text and made her not motivated in learning reading English. Besides the difficulty in understanding the meaning of the words, the students also lack motivation in reading because it was not their habitual activity. And students said that they feel bored reading texts that are too long. They want the text they read to be simple and easy to understand.

All the factors that caused their bad reading skill should be solved in order to reach the target of learning English based on the minimal mastery level criterion (KKM). Based on the result of the analysis above, it can be concluded that the student's reading comprehension was low. Therefore, the researcher would like to improve the students' reading comprehension through comic strips in the next cycle.

From the results of student scores that have been obtained of a pre-test. The researcher used the criteria of students' reading comprehension which consisted of scores, qualifications, and the number of students, are shown in the table below:

Table 4. The Number of Students Based on the Criteria of Students' Reading Comprehension on Pre-test

No	Score	Qualification	Number of Students
1	100 – 91	Excellent	-
2	90 – 81	Very Good	-
3	80 – 71	Good	4
4	70	Average	5
5	69 – 60	Poor	11
6	59 – 0	Very Poor	10

The mean score of the pre-test

$$M = \sum x / N = 1.800 / 30 = 60$$

4.1.2 Cycle I

The results of the cycle I are categorized into planning, action, observation, test results, and reflection, as follows:

4.1.2.1 Planning

In this step, the activities for planning such as:

1. The researcher identified the teaching-learning design such as arranging lesson plans to guide the teaching-learning process which was using comic strips as media and developed learning activities.
2. Preparing the material that was used in teaching reading comprehension (video, comic strips and etc.).
3. Preparing observation guide.
4. Preparing the material for Post-test 1.
5. There were some points that had been done by the researcher, all the points are put in the lesson plan, they were: competency standard, basic competencies, indicator, the objectives of learning, prepare the text in subject matter, learning method, steps of learning activities, learning sources, assessment.

4.1.2.2 Action

The first cycle was conducted in April 2020. It had been done during one week in one cycle which consisted of two meetings. In each meeting, there some activities that the researcher had done, they were:

1. The researcher began the class by greeting
2. Checked the students' attendance
3. Explain the aim of the lesson.
4. Then, the researcher continued to main treatment by using comic strips as a media in teaching

reading comprehension of narrative text to the students. Every single meeting had the same procedure in using comic strips. The use of comic strips was involved in four steps:

- a. The researcher gave the students comic strips and asked them to read and identify the text. The researcher uses narrative comic strips of the legend entitled " The Legend of Danau Toba".
- b. Break down information from the comic strips into elements such as main ideas, characters, settings, moral value in a form of comic strips given.
- c. The researcher prepared the test to see the students' vocabulary and the students' understanding of the meaning of the story. The researcher used narrative comic strips of the legend entitled "Timun Emas".
- d. Give students the test and ask students to answer the test. The types of questions used in the test such as finding main ideas, characters, settings, story sequence, moral value, synonym, and etc. The test contains 15 questions, 10 questions are essays and 5 questions are true or false.

The narrative text test through comic strips used in post-test can be seen below:

TIMUN EMAS



Figure 2. The Comic Strips of Timun Emas

From the comic strips above, there some questions given as below:

1. What did the giant give to the widow to have children?
2. Who is the main actor of the story ?
3. What is the problem tha story?
4. Who were the characters of the story?
5. How is the character of Timun Emas?
6. How did the giant die?
7. What is the giant promise to the widow?
8. Where did the mother tell Timun Emas run?
9. How did Timun Emas Escape?
10. What moral value can we learn from the story?
11. An old widow wanted a daughter to live with her in the village.(True-False)
12. Giant Gave old widow a cucumber seed. (True-False)
13. Timun Mas grows into an ugly woman.(True-False)
14. Timun Mas threw the salt at the giant. (True-False)

15. Finally, Timun Mas returned home and lived happily ever after with the old widow. (True-False)

4.1.2.3 Test Results

The result of the post-test of the first cycle showed that the total score of the students was 2.070 and the mean score of the student was 69 and the number of the students who did the test was 30 students. The students' who got score 85 were 2 students. The students who get a score of 80 were 3 students. The students' who got score 75 were 4 students. The students who got a score of 70 were 6 students, and 15 students' unsuccessful. It showed that the students' score was still low although there was an improvement from the pre-test to the post-test.

The student stated that comic strips are fun learning and can help him in getting well in comprehending the text well. He stated that he got easier at understanding the text. However, there are some students' still have low vocabularies mastery, have a problem understanding the main idea and the meaning of the story.

From the data above, it can be concluded that students' reading comprehension of narrative text had improved but still low. On the other hand, it can be said that post-test of the cycle I was categorized as unsuccessful.

From the results of student scores that have been obtained post-test I. The researcher used the criteria of students' reading comprehension which consisted of scores, qualifications, and the number of students, are shown in the table below:

Table 5. The Number of Students Based on The Criteria of Students' Reading Comprehension on Post-test I

No	Score	Qualification	Number of Students
1	100 – 91	Excellent	-
2	90 – 81	Very Good	2
3	80 – 71	Good	7
4	70	Average	6
5	69 – 60	Poor	15
6	59 – 0	Very Poor	0

The mean score of post-test I

$$M = \sum x/N = 2.070/30 = 69$$

- Mean score of pre-test = 60
- Mean score of post-test I = 69
- Mean score of pre-test \leq than post-test I

4.1.2.4 Observation

In the process of observation in cycle I, the researcher observed the teaching and learning process by paying attention to students' activities during the action. The observation was done to observe how the students' behavior and what the students' problem during the teaching-learning process. From the result of observation, it found that most of the students had participated effectively during the teaching and learning process although if the fact there were less attendance to join the online class, the students gather the project assignment beyond the due date, and some students' faced difficulties to read a narrative text through comic

strips. They are still confused to understand about it.

4.1.2.5 Reflection

Based on observation of cycle I, there were some that must be considered to maximize students' reading comprehension on narrative text:

1. Giving a brief explanation easy to understand because some students are confused.
2. Asking students to open dictionaries when students start to get confused.
3. Therefore, the researcher decides to proceed to the next cycle, namely cycle II, to get a better improvement. The researcher was remaking the new materials in the second cycle to make the students focus on study comprehending the text, and the researcher would change the steps in activities while learning to make students not only focus on the researcher's behavior but focus on the material and explanation. From the students' information and the students' score above, the researcher stated that it is continued in cycle two is hoping to be better than before. The second cycle was held to achieve the improvement score of the students in reading comprehension on narrative text.

4.1.3 Cycle II

The researcher chooses to continue the research in the second

cycle. The second cycle was conducted in May 2020 that consists of one meeting and one test (post-test II). The aim of cycle II was to improve the students' scores in reading the narrative text through comic strips in the post-test of the cycle I. Then, the researcher added some activities in cycle II that have done while teaching reading narrative text in four steps: planning, action, observation, and reflection such as follow:

4.1.3.1 Planning

In this phase, the researcher begun by identified the problem and the alternative to solve the problem, the researcher use the same lesson plan but emphasized the teaching-learning process in teaching at reading the narrative text through comic strips. In addition, the researcher also uses online group discussions so students can more easily discuss with friends, and more easily find information in the story. In this cycle, the researcher explained more deeply about the material in supposed the students could improve and knew well about explanation at reading comprehension of narrative text from the researcher. Besides that, the researcher as the teacher used the strategy to make the students more interested and developed their creativity, and also more focused on the material. The researcher also created a supportive situation in the class during the teaching-learning process.

4.1.3.2 Action

The steps of this cycle were same as before, there were: introduction, main activity, and closing. It was

followed by 30 students. The teacher began the class by greeting, checked the students' attendance and explain the aim of the lesson. The implementation of using comic strips in this cycle there were some activities had done by the researcher, they were:

1. Showing the comic strips and the students' asked to read and identify the text. The researcher uses the narrative comic strips of the Fairy Tale entitled "Keong Emas".
2. Divided students into 5 online groups discussion consists of 5 members each group. Each group got a comic strips, each student got 1 comic strips.
3. Break down an information from the comic strips into elements such as main ideas, characters, settings, moral value in a form of comic strips given.
4. The researcher prepared the test to see the students' vocabulary and the students understanding about main idea in the text. In the post-test II the researcher uses narrative comic strips of the Legend entitled "Batu Menangis".
5. Give students the test and ask students to answer the test individually. The types of questions used in the test such as finding main ideas, characters, settings, story sequence, moral value and etc. The test contains 15 questions, 10 questions are essay and 5 questions are true or false.

The reason why students are divided into groups so that students can

easily to discuss and obtain information from comic strips that are read.

In the end of the lesson, teacher reviewed the material. After that, the researcher gave a test to the students individually. The test which was given by the test in this cycle was in the same form like the test in post-test 1. They were assigned to answer some questions related to the text given. After the students finished, the teacher ask students to collect their task.

The narrative text test through comic strips used in post-test I can be seen below:

BATU MENANGIS



Figure 3. The Comic Strips of Batu Menangis

From the comic strips above, there some questions given as below:

1. How is the daughter like?
2. What is the daughter activities in her home?
3. Why the mother walk behind her daughter?
4. Why they looked like a boss and a maid?
5. What the daughter said to the man when he asked "is that your mother" to her?
6. Why the mother prayed to God to punish her ungrateful child?
7. What happened to the girl after her mother prayed to God?
8. Why are the people named it "Batu Menangis"?
9. What is the moral value of this story?
10. what is the similar meaning of "servant"?
11. The girl asked her mother to buy new jewellery for her. (True or False)
12. Her mother is happy to buy her daughter jewelry. (True or False)
13. Her mother laughs seeing her daughter turn to stone. (True or False)
14. The story is about The Legend of Malin Kundang. (True or False)
15. The mother could not bear any longer to hear the answer that comes out of her daughter mouth. (True or False)

4.1.3.3 Test Result

The result of post-test in the second cycle showed that the total score of the students was 2.400 and the students' mean score was 80 The students that got success the test were

30, and the students did not get success were 0 and the number of students' who took the test was 30. It means that the second cycle was categorized successful.

The result of analysis data showed that there was an improvement on the students' achievement in comprehending narrative text. "It was showed from the mean score of pre-test was 60. The mean score of post-test I in the first cycle was 69. The mean score of post-test II in the cycle II was 80. From the data, it indicated that using comic strips in learning narrative text in reading was effective, and the data above can be concluded that the students' achievement in reading narrative text have been increased by using comic strips.

Moreover, the researcher concluded that the researcher found the students' score improved after checked the students' test, and the researcher's ability in teaching reading comprehension of narrative text showed the improvement too. The researcher motivated the students, it made the students' score improved. Most of students' score improved from the first test to the third test. It made the researcher decided to stop until this cycle (cycle II) because the students' score in the second cycle had improved better than in the first cycle.

As for the students' ability that improve such as getting new vocabulary, understanding about the sequence of events in the story.

From the results of student scores that have been obtained post-test II. The researcher used the criteria of students' reading comprehension which

consisted of scores, qualifications, and the number of students, are shown in the table below:

Table 6. The Number of Students Based on The Criteria of Students' Reading Comprehension on Post-test II

No	Score	Qualification	Number of Students
1	100 – 91	Excellent	-
2	90 – 81	Very Good	10
3	80 – 71	Good	16
4	70 – 61	Average	4
5	60 – 51	Poor	-
6	50 – 41	Very Poor	-

The mean of post-test II

$$M = \sum x/N = 2.070/30 = 80$$

- Mean score of pre-test = 60
- Mean score of post-test I = 69
- Mean score of post-test II = 80
- Mean score of pre-test and post-test I \leq than post-test II

4.1.3.4 Observation

In the process of observation in cycle II, the researcher observed teaching and learning process by paying attention to students' activities during the action. From the result of observation, it found that the activity of students was showed that most of the students did not have problems anymore about read the narrative text through comic strips. The students' comprehension about vocabulary, the sequences of events, and etc. has

increased. They liked to read the comic strips which given by teacher. They were active during teaching learning process and more enthusiastic than before.

There are students who said that he likes to read comic strips, besides that the pictures in the text are interesting. Therefore, when reading narrative texts not feel bored, simple, and easy to understand the meaning of the story.

4.1.3.5 Reflection

The feedback process from the action that has been done before was taken from the result of observation, and test. The researcher concluded the students' score improved after checked the students' test. The researcher motivated the students and made the students' interest in learning vocabulary, pronunciation, and etc. then their scores are improved. Most of students' score improved from the first test to the third test. Most of students' score in the second cycle had improved than in the first cycle. It means that comic strips was effective and suitable for them in improving the students' reading comprehension. Therefore, it made the researcher decided to stop the treatment until cycle II because the students score was increased.

4.2 Discussion

In this part, researcher presents the result of the students reading comprehension in narative text after the use comic strips at SMP N 6 Pupuan, and the students responses toward the use of comic strips in improving their

narrative reading comperhension at SMP N 6 Pupuan.

4.2.1 The Students Reading Comprehension In Narative Text After The Use Comic Strips At SMP N 6 Pupuan

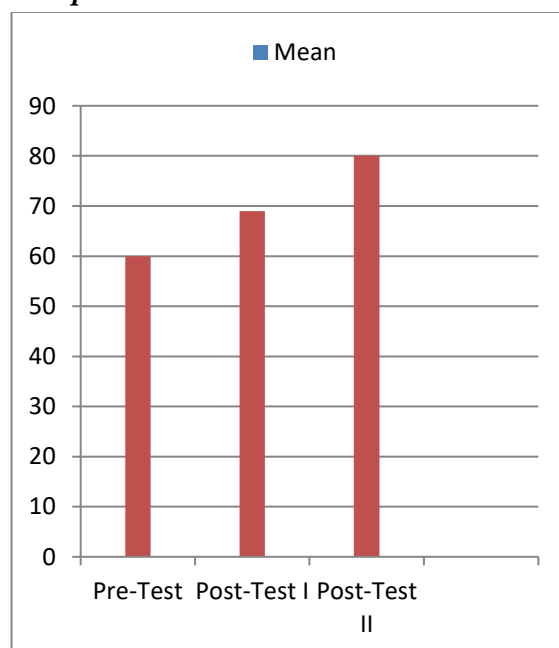
The students' reading comprehension skill before the application of comic strips was low. They had low interest in reading. The students are very difficult to identify the information from the texts, such as the sequence of event, vocabulary, generic structure, and the meaning of the text. The student said that it was difficult to know how to read the text and made her not motivated in learning reading English. Besides that, the students said that they feel bored reading texts that are too long. They want the text they read to be simple and easy to understand. All the factors that caused their bad reading skill should be solved in order to reach the target of learning English based on the minimal mastery level criterion (*KKM*).

The students' reading comprehension skill after the application of comic strips was increase. It can be seen from the students' score, there was improvement from the pre-test to the post-test. In the cycle I, the students' score was improved, but there are some students' score was still low. The student stated that comic strips is a fun learning and can help him in getting well in comprehending the text well. He stated that he got easier to identify the information from the text. However, there are some students' still have low vocabularies mastery, have a problem to understanding the main idea and the

meaning of the story. From data above, it can be concluded that students' reading comprehension of narrative text had improved but still low.

In cycle II, students' reading comprehension skill after the application of comic strips was significantly increased. "It was showed from the mean score of pre-test was 60. The mean score of post-test in cycle I was 69. The mean score of post-test in the cycle II was 80. The significant improvement of students' mean score in pre-test, post-test I, and post-test II can be seen in the following figure:

Figure 4. The Improvement of the Students' Mean Score on Reading Comprehension



Moreover, the researcher concluded that the researcher found the students' score improved after checked the students' worksheet. Almost all students answer the test well, they can easily identify the information from the story, such as the sequence of event in the story, generic structure, the meaning

of the story, and they vocabulary knowledge also increased, they getting new vocabulary. Most of students' score improved from the first test to the third test. From the data, it indicated that using comic strips in learning narrative text in reading was effective, and the data above can be concluded that the students' achievement in reading narrative text have been increased by using comic strips.

4.2.2 The Students Responses Toward The Use Of Comic Strips In Improving Their Narrative Reading Comperhension At SMP N 6 Pupuan.

To find out students' responses, the researcher gave a questionnaire related to the application of comic strips in improving their narrative reading comprehension. Scores collected from administering questionnaires indicate the students' responses toward the use of comic strips in improving their narrative reading comperhension at smp n 6 pupuan.

The questions given in the questionnaire are as below:

1. *Pelajaran Bahasa Inggris termasuk pelajaran yang penting untuk dipelajari.*
2. *Pelajaran Bahasa Inggris mudah untuk dipelajari dan dipahami.*
3. *Saya senang membaca teks-teks dalam Bahasa Inggris*
4. *Saya mengetahui teks Narrative dalam Bahasa Inggris*
5. *Jenis teks Narrative dalam Bahasa Inggris mudah untuk dipelajari atau dipahami.*

6. *Metode pembelajaran yang menggunakan strategi comic strips cocok diterapkan dalam pembelajaran Bahasa Inggris terutama dalam teks Narrative.*
7. *Saya menikmati proses pembelajaran materi Narrative Text menggunakan strategi comic strips.*
8. *Saya tidak mengalami kesulitan selama proses pembelajaran materi Narrative Text menggunakan strategi comic strips.*
9. *Dengan menggunakan strategi comic strips, pembelajaran materi Narrative Text menjadi lebih menyenangkan*
10. *Saya mengalami peningkatan pemahaman dalam membaca Narrative Text setelah metode pembelajaran comic strips digunakan.*

This study uses a Likert scale to analyze data. Likert scale is one scale that aims to get answers from respondents such as absolutely agree, agree, doubt, disagree, absolutely disagree. From the questionnaire that have been given to the students, the results obtained from the data. The results of the data collected are presented in the table below:

Table 7. The Result of Questionnaire

N	Cate	Abs	A	D	Dis	Abs
o	gory	olut	gr	ou	agr	olut
		ely	ee	bt	ee	ely
		Ag				Dis
		ree				agree
1	Total point	135	110	5	0	0
2	Perc entag	54%	44%	2%	0%	0%

es					
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From the result of the data above, it can be seen that the students stated the use of Comic Strips in teaching and learning process provided positive benefits for the students’.

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This study aims to answer the research questions posed in Chapter I. First, How are the students reading comprehension in narrative text after the use of comic strips SMPN 6 Pupuan?. Second, How are the students' responses toward the use of comic strips in improving their narrative reading comprehension at SMPN 6 Pupuan?. The researchers get information from the cycles that have been carried out to answer these questions. There were two cycles that have been carried out by researchers, namely, cycle 1 and cycle 2.

The score of students’ reading comprehension that were taught before using comic strips was low. The data of the result of the pre-test showed that the students had low interest in reading. Students vocabulary, and understanding of the sequence of events in the story is also not so good. The researcher found that the student got difficult knowing the meaning of the text. In addition, the mean score of pre-test was 60. Which means that their average was under 70 and the students’ reading comprehension is very poor and need to be improved.

Therefore, the researcher applied the technique of comic strips on the cycle I and it was proven can help students to improve their reading comprehension. In post-test of cycle I, the students score were improved but still categorized unsuccessful because only 15 students who improved and passed the minimal mastery level criterion (KKM) and 15 students' unsuccessful. The mean score of the student was 69.

Furthermore, in post-test of cycle II, the students got higher score and students' reading comprehension significantly improved after using this technique. There are 30 students were categorized successful and passed the minimal mastery level criterion (KKM). It means that the students' reading comprehension was improved. The students' achievement in reading comprehension of narrative text improved and became well in the first meeting to the next meeting. It was showed from the mean score of pre-test was 60. The mean score of post-test in the cycle I was 69. The mean score of post-test in the cycle II was 80.

Based on the result of the research, it could be concluded that teaching reading narrative text by using comic strips could improve the students' achievement in comprehending the narrative text, and the data from questionnaire showed that the students were more interested in the teaching and learning process during the implementation of comic strips.

5.2 Suggestion

In this study, the writer would like to offer some suggestions to improve the students' reading comprehension of narrative texts in order to get the better result.

5.2.1 For English teacher

The teachers should have sensitivity to the students' problem in the teaching learning process. English teacher should be able to use media to teach the students in order to make them interest in learning English especially in reading comprehension. Comic strips can be alternative solution for the teacher who get problem in to make their students more understand about reading comprehension, show their ideas and enjoy the teaching and learning process. The use comic strips in teaching and learning process can attract the students' interest and motivation. From the finding research above, it is shown that comic strips can improve the student's reading comprehension. Therefore, this research proves that comic strips is useful in the teaching and learning process especially in teaching reading.

5.2.2 For the students

The students are always active in the teaching and learning process. The students should study continually in their house. The students must be able to improve their reading comprehension more intensively. In addition, students could ask several questions when the student have not understanding the material or topic of learning then students could easily understand the material by asking a few questions. The students are not afraid to study English.

When the teachers teach reading, the students try to understand about the teacher's explanation. If all of the students do not understand the material, the teachers give command so the students can do perfectly, and they can do exercises well. Hopefully, the students' reading mastery in English would be better.

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