USING COMIC STRIPS TO IMPROVE THE READING SKILLS OF THE SEVENTH GRADE STUDENTS AT THE MTS. AS-SUYYUTI IN THE ACADEMIC YEAR 2021/2022

UNIVERSITAS ISLAM NEGERI
M A T A R A M

by

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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
2021**

USING COMIC STRIPS TO IMPROVE THE READING SKILLS AT THE SEVENTH GRADE STUDENTS OF MTS. AS-SUYYUTI IN THE ACADEMIC YEAR 2021/2022.

Thesis

**Presented to State Islamic University of Mataram
to fulfil of the requirement for the attainment the degree of
Sarjana in English Language Education**

by

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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
2021**

ADVISORS' APPROVAL

Thesis by: Johari, NIM: 160107069 entitled "Using Comic Strips to Improve the Reading Skills at the Seventh Grade Students of Mts. As-Suyyuthi in the Academic Year 2021/2022" has fulfilled the requirement and has been approved by the thesis advisors to be examined.

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Assalamu'alaikum, Wr, Wb.

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Therefore, we hope that this thesis can be examined immediately.

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STATEMENT OF THE THESIS AUTHENTICITY

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THESIS RATIFICATION

Thesis by: Johari, Reg. Number: 160107069, entitled "Using Comic Strips to Improve the Reading Skills at the Seventh Grade Students of Mts. As-Suyyuti in the Academic Year 2021/2022" has been defended in front of the examiners board of study program of English Language Education, Faculty of Education and Teacher Training, State Islamic University of Mataram on ~~Sunday 27-12-2021~~

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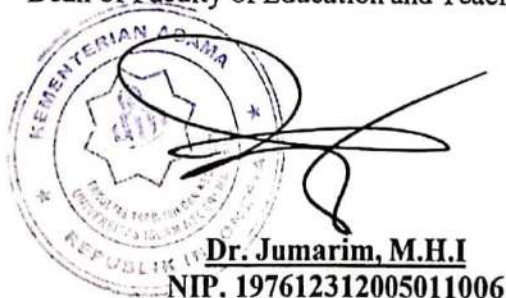Dr. H. Pauzan, M.Pd, M.Hum.
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MOTTO

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَافَّةً ۚ فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِنْهُمْ طَائِفَةٌ لِيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنْذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ

"And it is not proper for the believer to all go (to the battlefield). Why do not some every group among them go to deepen their religious knowledge and to warn their people when they have returned so that they can take care of themselves.[1]"

"The roots of education are bitter, but the fruit is sweet."
(Aristotle.)

"Impossible is just an opinion"
(Jhoenathan Jr)

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[1]QS. At-Taubah [9]: 122

DEDICATION

This thesis sincerely dedicated to:

"My beloved parents, family, teachers, best friends, and all those who have asked me: when is the trial?, when is the graduation?, when you will follow them?, and other, you are the reason I immediately finish this final project.

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Furthermore, the researcher realizes that it would be impossible for him when the process of the study until he finishes his study without many contributions, supports and helps from the other. The researcher would like to express his deep gratitude and appreciation to the following:

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14. My beloved Participants of English Study Club, especially Seventeen period are Roza, Yani, Alex, Hadi, Karido, Ziyan, Nita, Amiatul and Zulfadli who always supports and help me in doing the thesis by giving motivations.
15. My beloved friend Wahyu Firmansyah, many thanks for your support and giving motivations to doing the thesis.

The words were not enough to say many appreciations for their helps and support in finishing this thesis. I realize this thesis might still need some improvements. Therefore, I hope this thesis will be useful for all readers.

Mataram,…………..2021
The Researcher

Johari

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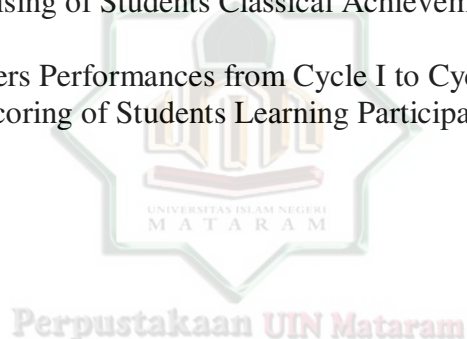# LIST OF FIGURE

LIST OF APPENDIXES

USING COMIC STRIPS TO IMPROVE THE READING SKILLS AT THE SEVENTH GRADE STUDENTS OF MTS. AS-SUYYUTI IN THE ACADEMIC YEAR 2021/2022

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ABSTRACT

The purpose of this study is to improve students reading skills through comic strips at the seventh grade students of MTs. As-Suyyuti Ireng Lauk in academic year 2021/2022. Therefore, the problem of this research is how can comic strips improve seventh grade students' reading dkill at the MTs. As-Suyyuthi Ireng Lauk in Academic year 2021/2022. Meanwhile, this study used Classroom Action Research (CAR) method. Each cycle consists of planning, action, observation, and reflection. The data of this research obtained from test and observation checklists. Test used to measure students' achievement in reading skills, and observation used to know the implementations of comic strips during the teaching-learning process. From the results of the research, how the researcher found that comic strips could improve the students' reading skills. As a result, as long as teaching-learning process, the students became more active and the students were involved in the lesson. The findings show that the students' reading skills improved from cycle to cycle. In the first cycle, the students' score were 53.84 and only 67.85% students could pass the passing grade. Therefore, the data from teachers' activities in cycle 1 obtained 76% so the category is good participation. Furthermore, the data from the students' activities in cycle 1 obtained 61% so the category is enough participation. Moreover, in the second cycle the students' scores obtained 75.28 or 85.71% students could pass the passing grade. Meanwhile, the data from the teachers' activities in cycle 2 were obtained 90% so the category is very good. Furthermore, the data from the students' activities were obtained 85%, it is very good category. As a result, using comic strips could increase the students' reading skills, and students' motivation in learning English language.

Keywords: *Reading Skills, Classroom Action Research, Comic Strips.*

**MENGGUNAKAN KOMIK STRIP UNTUK MENINGKATKAN
KETERAMPILAN MEMBACA DIKELAS TUJUH MTS. AS-SUYYUTHI
TAHUN AKADEMIK 2021/2022**

OLEH:
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ABSTRAK

Tujuan penelitian ini adalah untuk meningkatkan keterampilan membaca siswa melalui komik strip pada siswa kelas VII MTs. As-Suyyuti Ireng Lauk pada tahun ajaran 2021/2022. Oleh karena itu, permasalahan penelitian ini adalah bagaimana komik strip dapat meningkatkan keterampilan membaca siswa kelas VII di MTs. As-Suyyuthi Ireng Lauk Tahun Pelajaran 2021/2022. Sedangkan penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK). Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Data penelitian ini diperoleh dari tes dan daftar periksa observasi. Tes digunakan untuk mengukur prestasi siswa dalam keterampilan membaca, dan observasi digunakan untuk mengetahui penerapan komik strip selama proses belajar mengajar. Dari hasil penelitian, bagaimana peneliti menemukan bahwa komik dapat meningkatkan keterampilan membaca siswa. Akibatnya, selama proses belajar mengajar, siswa menjadi lebih aktif dan siswa terlibat dalam pembelajaran. Hasil penelitian menunjukkan bahwa kemampuan membaca siswa meningkat dari siklus ke siklus. Pada siklus I, nilai siswa adalah 53,84 dan hanya 67,85% siswa yang dapat lulus passing grade. Oleh karena itu, data aktivitas guru pada siklus 1 diperoleh 76% dengan kategori partisipasi baik. Selanjutnya data aktivitas siswa pada siklus 1 diperoleh 61% dengan kategori cukup partisipasi. Sedangkan pada siklus II nilai siswa yang diperoleh 75,28 atau 85,71 siswa dapat lulus passing grade. Sedangkan data aktivitas guru pada siklus 2 diperoleh 90% dengan kategori sangat baik. Selanjutnya data aktivitas siswa diperoleh 85% o kategori sangat baik. Hasilnya, penggunaan komik strip dapat meningkatkan keterampilan membaca siswa, dan motivasi siswa dalam belajar bahasa Inggris.

Kata Kunci: *Keterampilan Membaca, Penelitian Tindakan Kelas, Komik Strip*

CHAPTER I

INTRODUCTION

A. Background of Research

There are many languages in this world. One of them is English. English has a special place in international communication because it is used as one of the international languages. As an international language, English is very important. It is used for many international activities, for example in international trading, bilateral relations among countries, business, and other activities which need English as a tool of communication[2]. English is an international language that most users in the world. Approximately, 380 million people are speaking English as an International language which proves that English is globally used now. Additionally, English is also used by more than 1 billion people as their second language to communicate with other second language users[3]. In the same vein, the English language is a global language that can be used for communication with native-speakers and non-native speakers worldwide, especially in the education section, all university students need it for their studies to search information and obtain knowledge; therefore, a lot of the universities throughout the world need to include the English language as one of

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[2]Yuliana, "Improving Students' Reading Comprehension Using Pre Questionings", (*Thesis*, Faculty of Tarbiyah and Teacher Training of State Islamic University Syarif Hidayatullah Jakarta, 2014.), P. 1.

[3]Devy Angga Gunantar, "The Impact of English as an International Language on English Language Teaching in Indonesia", *Journal of Language and Literature,* Vol. 10, No. 1, April 2016, P. 141.

their educational tool requirements[4]. Simply, English is one of the languages that can be used internationally for many people to communicate. For Indonesian students is not easy to study the English Language because there are spelling, pronunciation, vocabulary or lexical meaning and grammar to be the difference between English and Indonesia. So that is why it's really important to learn English as a Second Language in Indonesia.

Four skills in English that must be studied, are listening, speaking, reading, and writing. Among the four skills, Reading is one of the skills that are important and should be mastered by students cause Reading is an essential factor to improve the readers to third another skill. In addition, it brings some benefits for students. Students get more additional knowledge that has not been gained from teacher explanation. Reading skill is important in learning so that student must be trained to have a good skill in reading.

Many arguments that contain the motivation to read, especially to read the Al-Qur'an, contemplate the meaning and practice it. Allah Ta'ala said:

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ) 1 خَلَقَ ٱلْإِنْسَانَ مِنْ عَلَقٍ 2(إِقْرَأْ وَرَبُّكَ الْأَكْرَمْ) 3 الَّذِي عَلَّمَ بِالْقَلَمِ)4 عَلَّمَ الْإِنْسَانَ مَالَمْ يَعْلَمْ) 5[5]

The meaning:

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[4]Sam Rany, "Factors Causes Students Low English Language Learning: A Case Study in the National University of Laos ", *International Journal of English Language Education*, Vol. 1, No. 1, 2013, P. 181.

[5]QS. Al-Alaq [96]: 1-5

1) "Read! In the name of Allah who has created, 2) Created human from a clot, 3) Read! And your Lord is the Most Bounteous, 4) Who taught (human) by the pen, 5) Taught human for what he did not know".

In this section, Allah SWT always asks humans to read more than once time because we need to reveal to understand the meaning of that reading. The command of reading here is certainly not limited to reading the book sheets but also reading the marvel of Allah's power, reading our self, the universe, and so forth.

Reading skill is very important in the school environment. For academic purposes, the student must have skills in reading because most of the material is presented in the form of writing and reading. The students that do not have skills in reading will face serious difficulties and problems when they are in the field[6]. Reading is one important way which can improve the students' general language skills in English. Having a good reading ability is important for students. Reading can also improve the vocabulary, writing, and speaking skills and also find out the new ideas, facts, and experiences[7]. Simply, Reading is the ability that may often be used and retained the longest. It is an essential foundation of learning and seeking any information and knowledge. Furthermore,

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[6]Mariam Jean Dreher, "The Effects of Two Summarization Strategies Using Expository Text on the Reading Comprehension and Summary Writing of Fourth and Fifth Grade Students in An Urban, Title 1 School", (*Dissertation,* University of Maryland, College Park, 2009), P. 1.

[7]Nur Tiala. "Improving Students Reading Comprehension Through Read, Ask, Put (RAP) Strategy At The Second Students of Mtsn Belopa", (*Thesis*, Faculty Alauddin State Islamic University Of Makassar, 2017), P. 2.

when students come to the next of their educational level, they should pass a test first. Therefore, teachers in a school should teach reading to their students as well as possible with a good method to make them understand the reading materials easier.

Based on my earlier observation at Mts As-Suyyuti, there are still many students who lack an understanding of reading. Most of the students did not understand about their materials if it is written in English and also they need a long time to read the materials and most of them are less in study about reading. This case shows that ability of students in reading is still low and it needs to be solved by implementing a good and appropriate method. Some many techniques and methods can be used in teaching reading, such as using semantic mapping or clustering, skimming the text for main ideas, and comic strips. From those methods, comic strips are the most appropriate method that can be applied to improve students reading skills because the students can get knowledge with fun method.

A comic strip is a picture or series of pictures that contain a story[8]. According to Anugerahwati, comics can help students strengthen critical thinking, foster memory, maintain attention, and self-control, develop skills of understanding and analyzing, and increase motivation.[9] Comic strips are humor

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[8]Triani Ratnawuri, "Pemanfaatan Komik Strip Sebagai Media Pembelajaran mahasiswa Pendidikan Ekonomi UM**,** *Jurnal Pendidikan Ekonomi UM Metro*, Vol. 4, No. 2, 2016, P. 8-12.

[9]Nine Febrie Novitasari, "Comic Strips in ELT; Revisiting " The When And How", *Journal GEEJ***,** Vol. 7, No. 2, 2020, P. 270.

every day. Another perception comes from Kustrianto, he said that comic strips are funny or ridiculous because it contains a series of humorous stories published in newspapers as an interlude between serious newspaper content.[10] Another hand comic is defined in this study as a series of pictures beside boxes that tell a story. Among visual genres, comic strips catch many researchers' attention because they are communicative, popular accessible, and readable, and they combine aesthetic perception with intellectual pursuit.[11] In conclusion, the comic strip will be a good method to solve students' problems in learning reading material.

Thus, this research aims to improve the students reading skills through comic strips at year VIII at the MTs As-Suyyuti NW Ireng Lauk. The researcher used the SQ4R strategy based on the previous research, that is survey, questions, read, record, recite, review strategy. Research conducted by Khusniyah, N. L, and Lustiantie N. "Improving English Reading Comprehension Ability Trough Survey, Questions, Read, Record, Recite, Review Strategy (SQ4R)." this study aims to examine the effect of the SQ4R strategy of the reading comprehension ability students.[12] SQ4R has a good effect to improve Reading skills on learning the English language.

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[10]Nuritia Ramadhani & Riza Darmaputra, "Komik Strip Sebagai Media Kritik Sosial", *Journal of Strategic Communication*, Vol. 8, No. 1, 2017, P. 26-38.

[11]Jun Liu, "Effect of Comic Strips on L2 Learners' Reading Comprehension", *Tesol Quartely*, Vol. 38, No. 2, 2004, P. 229.

[12]Khusniyah, N. L, and Lustiantie N. "Improving English Reading Comprehension Ability Trough Survey, Questions, Read, Record, Recite, Review Strategy (SQ4R)", *Journal English Language Teaching (JELT)*,Vol.10, No. 12, 2017, P. 204.

Based on the explanation above, the researcher will conduct Classroom Action Research under the title "Using Comic Strips to Improve the Reading Skills of the Seventh Grade Students at the MTs. As-Suyyuti in the Academic Year 2021/2022."

B. **Subject of Action**

In this study, the researcher examined students in the seventh grade at the MTS As-Suyyuti in the academic year 2021/2022. In This class, there are 19 students which include 10 males and 9 females.

C. **The Statement of Problem**

Referring to the background above, this researcher tries to answer the problem of How Can Comic Strips Improve Students Reading Skills of the Seventh Grade Students at the MTs. As-Suyyuti Ireng Lauk in Academic Year 2021/2022?

D. **Objective of Research**

Based on the research questions above, the objective of the study is to Improve Students Reading Skills Through Comic Strips at the Seventh Grade Students of MTs. As-Suyyuti Ireng Lauk in Academic Year 2021/2022.

E. **Significance of Research**

The researcher expects that the result of this research can give a contribution of theoretically, as follows:

1. Theoretically

The result of this research is expected to be able to construct knowledge for readers about education, especially how to apply comic strips to increase their reading skills. On the other hand, this research might be used as one of the frameworks to advance teaching method which helps students to develop reading skills.

2. Practically

    a. The teacher

       By the existence of this research to solve problems during teaching reading by using comic strips. Furthermore, this research can be a reference for the teacher to teach English by using comic strips.

    b. The students

       This research will give the students new experience about how to study improving reading skills through comic strips.

    c. The researcher

       The research findings are expected to be able to contribute knowledge and will be adopted as a teaching model to increase more teacher ability in teaching reading.

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Review of Related Literature

The first study was conducted by Nurul Anida "The Use of Comic Strips to Improve the Students Reading Comprehension of Narrative Text (An Action Research at the Seventh Grade Students at the MTSN 3 Medan in Academic Year 2019/2020). This study was conducted to find out the improvement of students' reading comprehension of narrative text through comic strips. The sample of the study was 32 students taken from one class. It was accomplished in two cycles. Each cycle consisted of four steps. They are planning, action, observation, and reflection. The first cycle consisted of two meetings including pre-test, giving material, and post-test I. The second cycle consisted of one meeting. They were given material and post-test II. The test was given to the students were pre-test, post-test I in the first cycle, and post-test II in the second cycle. 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. It could be seen that the higher score on the writing test was 95. Before using comic strips, the student's

achievement in reading the narrative text was low. It could be seen that 11 students passed the test and 21 students failed the test.[13]

The second was done by Fransisca Dita Puspita "Using Comic Strips To Improve The Reading Skills Of Grade VIII D Students at SMP N 2 Kalasan In The Academic Year Of 2013/2014". The research aim was to improve the students' reading skills using comic strips in Grade VIII D at SMP N 2 Kalasan in the academic year of 2013/2014. The study was action research involving 32 students of Grade VIII D at SMP N 2 Kalasan. The other participants were the English teacher and the researcher's colleague as the collaborator. The research procedure which was carried out in two cycles consisted of reconnaissance, planning, action and observation, and reflection. The research data collected were in the form of qualitative and quantitative data. The qualitative data were obtained from observations and interviews, while the quantitative data were collected through tests. The field notes and interview transcripts were analyzed qualitatively through assembling, coding, comparing the data, building interpretations, and reporting the outcome. The mean and standard deviation of the test scores were the results of the quantitative data analysis. To check the students' improvement after the action, a t-test in SPSS 20.00 was also applied. The validity used was democratic, outcome, process, catalytic, dialogic, content, and face validity. The reliability of the research data was obtained through time,

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[13]Anida Nurul, "The Use of Comic Strips to Improve the Students Reading Comprehension of Narrative Text (An Action Research at Seventh Grade Students of MTSN 3 Medan in Academic Year 2019/2020)", (*Thesis*, State Islamic University of North Sumatra, Medan, 2019), P. 1.

investigator, and theoretical triangulation; Cronbach's Coefficient Alpha was obtained from the results of the ITEM.

The results of the research showed that the students' reading skills improved after the implementation of comic strips in the teaching and learning process of reading. The skills in comprehending the texts and mastering the vocabulary were better after the research was conducted. The students' motivation to participate in the lesson also increased because comic strips attracted them to be more curious about the texts they read. These results were also supported by the mean score of the post-test 75.7, which was higher than that of the pre-test 61.4. This showed that using comic strips in the teaching and learning process of reading could improve the students' reading skills significantly.[14]

The last research is aimed at finding the effectiveness of using comic strips as alternative media to teach reading comprehension of narrative text for tenth-grade students of SMK Negeri 2 Sragen academic year 2018/2019. The research design of this study was called Quasi-experimental. This study was using accidental sampling which used the sample provided by the school. The sample of this study was Class X TKR 4 as the control group and X TP 1 as the experimental group. The instrument used in this study was a test, which consists of 20 more multiple-choice questions of the reading comprehension test. Before

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[14]Fransisca Dita Puspita, "Using Comic Strips to Improve the Reading Skills of Grade VIII D Students at SMP N 2 Kalasan", (Thesis,) P. XIII.

the pre-test was given, the test had been tried out in X TP 4 to measure the validation and reliability. Based on the results of research and data analysis of the post-test average score of the experimental group taught using comic strips was higher than the post-test average score of the control group which was taught using without comic strip or module media. The post-test average score of the experimental group was 67,00 and the post-test average score of the control group was 52,13. The significant improvement of the experimental group could also be shown in the gained score from the pre-test (50,75) to post-test (67,00) with the t-test value was 13,265 (>2,039), the significance 0,000 (<0,05). The post-test between the control and experimental group also had a significant difference, with the t-test value 6,914 (>2,001), the significance 0,000 (<0,05). It can be concluded that the application of using comic strips is effective in teaching reading comprehension of narrative text at the tenth-grade students of SMK Negeri 2 Sragen in the academic year 2018/2019.[15]

Based on the previous research above Teaching Reading by using comic strips is effective even though both of the subjects are different and used a different instrument which the previous one used observation, test, and questionnaire, and recent research only uses observation checklist and test.

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[15]Vika Septiana Dewi Saputri,"The Effectiveness Of Using Comic Strips To Teach Students' Reading Comprehension On Narrative Text At Smk Negeri 2 Sragen", (Thesis), P. 2.

B. Theoretical Bases

a. Reading

1) Definition of Reading

Reading is one of the most important elements of a language. Through reading the people can also obtain information which can help them understand and solve various problems which come constantly in their life, it is wise the students at college or university should conceive of how important reading in learning. Reading makes us think and get the meaning that is written in reading. According to cognitive systems, is the process by which individual words are identified from their printed and written forms, and by which we combine these words into simple ideas or propositions to be able to form a mental model of the text based upon the inferences that take us beyond the given information.[16] Reading is not just finding the essence or meaning of the author's words in the reading problems such as very low interest in reading more, it is very important to read more because it has a good impact, so we can achieve success in life. Reading is getting information that becomes new knowledge conveyed by the

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[16]Roya Khoii, Zahra Forouzes, "Using Comic Strips with Reading Texts: Are We Making a Mistake", *Literacy Information and Computer Education Journal (LICEJ),* Vol. 1, No. 3, 2010, P. 4.

author through writing in text form, this new knowledge can be applied in everyday life.[17]

Anderson et al. defined reading as the process of making meaning from written texts. It needs the harmony of a lot of related sources of information.[18] Ramlan says that reading is more than a symbol recognition of graphic symbols of words. Its progressive comprehension of the meaning and ideas are represented by a sequence of words.[19]

From the theories above, it can be concluded that reading is a process to get meaning from the text. Between the reader and text have some processes that are used to assign the meaning from written symbols in the text. In this process the meaning is conveyed by the writer and the reader is not still the same, may be different from the other readers reading in the same text.

2) The Purpose of Reading

According to Harrison in Prihastutiargues if reading is not only connected to the development of knowledge but also is influenced by how people can think. This skill will establish who the person would

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[17]Nurul Lailatul Khusniyah, "The Interplay Between Meta-Cognitive Strategy and Self-Regulation in English Reading Comprehension", *Advances In Social Science, Education and Humanities Research, Atlantis Press Journal*, Vol. 408, 2019, P.19.

[18]Abbas Pourhosein Gilakjani, "How Can Students Improve Their Reading Comprehension Skill", *Journal of Studies in Education*, Vol. 6, No. 2, 2016, P. 230.

[19]Ramlan, "Improving Students Reading Motivation by Using Anecdote" (*Thesis*, Bengkulu: Universitas Bengkulu, 2002), P. 16.

be and it will be the basic development of moral, emotional, and verbal intelligence.[20] In another hand, The purpose of reading from Grabe and Stoller in Febriani has been classified into four purposes, they are:

a. Reading to search for simple information and reading to skim It is the common reading ability, here the reader scan the text to find out a specific piece of information or a specific word. Meanwhile, reading to skim is the strategy to form the general idea using basic reading comprehension and guesses the important point.

b. Reading to learn from text It happens in an academic and professional context, it also requires remembering the main idea and the supporting idea, making a relation with the reader"s knowledge. This activity could bring stronger inference because it is to help remember information.

c. Reading to integrate information, write, and critique text This skill needs critical evaluation where the reader integrates and decides the information that she/he wants. Then, it involves abilities such as composing, selecting, and making critiques from the material.

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[20]Yuli Susanti Prihastuti, "Improving the Reading Comprehension by Using the Visualization Strategy", (*Thesis*, Yogyakarta State University, Yogyakarta, 2013), P.8.

d. Reading for general comprehension It can be done by fluent readers very fast and automatically in the processing word, and effective coordination in many processes of the text.[21]

3) The Kinds of Reading

There are two different kinds of reading. They are extensive reading and intensive reading:

a. Extensive Reading

There are different definitions for extensive reading. Hedge described it as skimming and scanning activities while Hafiz and Tudor as cited in Alyousef expressed that exposing learners to large quantities of meaningful and fascinating materials and activities will have a significant impact on the learners' knowledge of L2.[22] Hedge declared that extensive reading differs based on learners' motivation and School resources. A highly motivated and well-trained teacher can certainly select appropriate materials and activities for their learners.

Extensive reading is an approach to language learning, including foreign language learning, by the means of a Large Amount of reading. The learner's view and review of unknown

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[21]Nurul Fajriyah, "The Use Of Comic Strips To Improve Students' Reading Comprehension", (*Thesis*, English Education Department Teacher Training and Education Faculty, State Institute For Islamic Studies (IAIN) of Salatiga, Salatiga, 2018), P. 13.

[22]Hesham Suleiman*, "Teaching Reading Comprehension to ESL/EFL Learners", Journal of Language and Learning*, Vol. 5, No. 1, 2006, P. 65.

words in a specific context will allow the learner word's meaning, and thus to learn unknown words.

b. Intensive Reading

In this type of reading, Intensive reading is classroom-oriented which the students focus on semantics or linguistic details, grammatical forms, discoursers maker and structures so that to understand the meaning, rhetorical relationship, implication, and so on. Extensive reading is usually used to get a general understanding of longer text like long articles, essays, books, novels, etc. It can be done outside of the classroom by pleasure in their way. Extensive reading sometimes helps learners get away from their inclination to overanalyze or look for words they don't understand.[23]

Yang, Dai, and Gao expressed that intensive reading is useful to develop reading comprehension. According to Waring, intensive reading is very important for learning vocabulary and understanding how text is formed. Stahl found that there is a relationship between intensive reading activities and language proficiency. According to Paran, teachers need intensive reading to increase the three phases of learning called pre, during, and post-

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[23]H. Douglas Brown, "Teaching by Principles an Interactive Approach to Language Pedagogy", (*Longman*, 2nd edition, San Fransisco, 2001), P. 313.

reading for better language readiness, retention, and activation strategies. Pollard, Durodo, Gonzalez, Simmons, Kwok, Taylor, Davis, and Simmons said that intensive reading is considered a significant instrument for improving reading comprehension.[24]

4) Models of reading

According to Roya Khoii, There are three models have been classified into three major models of bottom-up, top-down, and interactive.[25]

a. Bottom-up reading.

Bottom-up processing includes the understanding of a text by analyzing the words and sentences in the text itself. It refers to the existence of meaning in the text itself, which is called the text-based view. In this view, reading is a process of decoding reading symbols, and working from smaller units to larger ones to arrive at the meaning. In this traditional view, reading is regarded as a process of manipulating phoneme-grapheme relationships.

b. Top-down reading.

This model has as one of its principles that reading is a process of reconstructing meaning rather than decoding. It is a

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[24]Abbas Pourhosein Gilakjani, "How Can Students Improve Their Reading Comprehension Skill", *Journal of Studies in Education*, Vol. 6, No. 2, 2016, P. 230.

[25]Roya Khoii, Zahra Forouzesh, "Using Comic Strips with Reading Texts: Are We Making a Mistake", *Literacy Information and Computer Education Journal (LICEJ)*, Islamic Azad University: Iran, VoL. 1, Issue 3, 2010. P.3.

process in which one begins with a set of hypotheses or predictions about the meaning of the text one is about to read.

c.   Interactive reading

This model has combined the two models of top-down and bottom-up; hence, it has been given the name interactive model. It stresses the interplay of all the meaning-gathering activities which take place during reading.

Reading is an interactive process in which readers constantly shuttle between bottom-up and top-down processes. The interactive approach emphasizes the role of prior knowledge and prediction but, at the same time, re-affirms the importance of rapid and accurate processing of the actual words of the text.

5)   Teaching Reading

a.   Principles for Teaching Reading

Before English teachers teach reading, they have to make sure that they understand the principles for teaching reading to make the teaching-learning process runs well. By knowing these, at least teachers will stay on the right track when they teach reading. Anderson in Nunan states eight principles for teaching reading as follows:

1.   Exploiting the reader's background knowledge

Students' background knowledge should be activated to be able to comprehend texts. Anderson in Nunan says that background knowledge is any experiences that readers have that will be connected with what they face in texts, for example, life experiences, educational experiences, cultural background and knowledge, knowledge about the language itself, and so on. By activating and developing students' background knowledge, it is easier for students to comprehend texts. Activating background knowledge can be done by asking questions, making predictions, and the like. But the teacher has to make sure that at least the students have the correct background knowledge. Incorrect background knowledge can obstruct students' ability to comprehend texts well.

2. Building a strong vocabulary base

English teachers in Indonesia often found their students having difficulty in mastering vocabulary. Sometimes when students read, they may find some unfamiliar words in which they do not know what the meanings are. Because of this obstruction, they cannot comprehend the text. The reading process is stuck in where the unfamiliar words come out. Most of them still cannot find meanings from the text itself. The familiar thing that often happens is that students do not even try to find

the words from their dictionary. That is why teachers should teach vocabulary that students might encounter in the text explicitly. Students also need to be taught how to find meanings of unfamiliar vocabulary from the text itself.

3. Teaching for comprehension

English teachers should teach students how to really comprehend texts, not just focus to test students' reading ability in comprehending. Sometimes, students can do reading tests without really comprehending the texts they read. It means the process of comprehending texts is not successful. That is why the teachers should focus more on the process of students' comprehension rather than the result of their comprehension.

4. Working on increasing reading rate

Teachers have to help students to increase their reading rate because the slower students read, the slower they comprehend the texts. It means that their reading rate affects their ability in comprehending texts. Sometimes, teachers find students keep stuck in reading because they have to look up some unfamiliar vocabulary in the dictionary. Teachers have to help students to reduce their dependence on a dictionary by teaching them some skills like scanning, skimming, and the like which let students increase their reading rate.

5. Teaching reading strategies

One of the principles that should be known by teachers is teaching reading strategies to students. Teachers should realize that students have their characteristics in reading and comprehending texts. Teachers can observe students or have a talk with them about how they read or what difficulty they find during reading. By knowing that, students can be suggested to have their suitable strategy so they can read and comprehend texts easier.

6. Encouraging readers to transform strategies

After having students find their best strategy in reading, the teachers can implement activities that let students do the activities of reading with their strategy. This way lets students easier to read and comprehend texts because they have been familiar with the strategy applied.

7. Building assessment and evaluation into the teaching

Students' reading should always be monitored and assessed. Assessing students' reading is not merely testing their comprehension, but assessing the process of their reading. According to Anderson in Nunan, the assessment in teaching reading can be divided into two categories, namely quantitative and qualitative assessments.

8. Striving for continuous improvement as a reading teacher

Another important principle that should be known by English teachers in teaching reading is keeping themselves to improve their works. The teachers should never feel bored in teaching. They have to be passionate. They should find various ways to make sure the students can read and comprehend texts. And the most important is to make students enjoy reading by themselves. Teachers can find various texts which interest the students, apply new techniques or media in teaching in the classroom, and so on.

From the explanation above, it can be concluded that teachers need to understand and implement eight principles in teaching reading. As stated before, it is important to consider the background knowledge, the vocabulary foundation, the comprehension, the reading rate, the reading strategies, the students' transformation strategy, the assessment and the evaluation, and the last, the teachers' improvement for teaching reading. By implementing these principles in the teaching and learning process, teachers can teach reading and make sure the process runs well.[26]

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[26]Nunan, D., "Practical English Language Teaching First Edition",(*Mc Graw Hill*, New York, 2003), P. 35.

b. Teaching Reading In Junior High School

Teaching reading is important for the students to learn Because Reading is one of the language skills that need attention. After all, it supports other language skills. Language can also help them to express their feeling and thought. English as one of the communicative means can be divided into two forms, oral and written. To be able to communicate well using English, people have to master micro and macro skills. Mastering micro and macro skills in teaching reading will also influence the learners' reading process. These micro and macro skills need to be taught before actually starting the reading activity that is expected to mastering. those skills in a specific degree will be applied to respond to daily issues in their surroundings. In this case, the students try to master reading skills in junior high school.

According to Brown Said that reading divides the micro and macro skills of reading into several points:

a. Distinguish between typical graphene and language orthography patterns.

b. Mastering pieces of language with different lengths in short-term memory.

c. Writing process with efficient speed according to its purpose.

d. Recognizing the word core and interpreting the pattern or sequence of words and their meaning systematically.

e. Recognizing grammatical word class and system.

f. Recognizing different grammatical forms.

g. Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macro reading skills include:

a. Recognizing the rhetorical form of written discourse and its significance for interpretation need.

b. Knowing the communicative function of the written text, following the form and purpose.

c. Concluding an unexplained context using background knowledge.

d. Concluding the relationship among events, summarizing cause and effect, and detecting relationships such as main ideas, support ideas, new information, known information, generalizations, and the giving of examples.

e. Distinguishing between literal and implicit meanings.

f. Detecting specific cultural references and interpreting them in the context of appropriate cultural schemes.

g. Developing and using reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning

of words from context, and using schemata to interpret the text.[27]

b. Comic Strips

a) Definition of Comic Strips

As Smith stated that comic strips are a comic in the style that appears in a newspaper. These comics utilize panels, having a minimum of one and usually a maximum of three or four. Whiles these strips may center on the same cast of characters in each strip, the accompanying stories are often meant to stand on their own. While the comic is a comic strip that runs on for several pages. Although the stories contained within a comic book are, like comic strips, meant to stand on their own, comic books are typically part of a serial story, and frequently require the reader to know past issues.[28]

Ravelo argues that the comic is an exponent of the mass culture, which establishes its semantics, in other words, it has specific signs or conventions which make up a language of its own. Speech balloons and boxes are used to indicate dialogue and impart establishing information, while panels, layout, gutters, and zip ribbons can help indicate the flow of the story. The use of text, ambiguity,

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[27]Yusma Rita Kurnia, "Teaching reading in junior high school", *Journal of Applied Studies in Language*, Vol. 2, No. 2, 2018, P. 102-108.

[28]Smith, Andrew, "Teaching with Comics", (University of Lethbridge: Canada, 2006).

symbolism, design, iconography, literary technique, and other stylistic elements of art helps build a subtext of meanings or semantics.[29]

A comic strip is a combination of the cartoon with a storyline, laid out in a series of pictorial panels across a page and concerning a continuous character or set of characters, whose thoughts and dialogues are indicated utilizing "balloons" containing written speech. The comic strip form can be employed to convey a variety of messages.

b) The Strengths and Weakness of Using Comic Strips

1) The strengths of used comic strips

According to Yang, there are five strengths of comics in education. They are motivating, visual, permanent, intermediary, and popular. The following sections will discuss the strengths respectively.

a. Motivating

Comics involve a chronological story in sequential panels. They motivate the students to be curious to know what will happen in the comics. According to Csabay, comics can bring a cheerful atmosphere into the classroom. By using comics, particularly comic strips, in the teaching

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[29]Ravelo, L. C. "The use of comic strips as a means of teaching history in the EFL class: Proposal of activities based on two historical comic strips adhering to the principles of CLIL", *Latin American Journal of Content and Language Integrated Learning*, Vol. 6, No. 1, 2013. P. 1-9.

and learning process, teachers can take advantage of the motivating ability of comic strips.

b. Visual

Liu states that comic strips communicate using two major media -words and images- a somewhat arbitrary separation because comic strips' expressive potential lies skillfully employing words and images together. It means words and images produce better recall and transfer than either does alone. Images in the form of the picture are helpful to the students' understanding of the story. The visual function of comic strips, including words and images, brings a weight of communication together to be understood. Eisner states that a comic strip is communicated in a 'language' that relies on a visual experience common to both creator and audience.

c. Permanent

According to William, the comic has unique visual permanence which refers to the continuity of the story involved in the comics, particularly comic strips, without any changes. The permanent story does not destroy the form and characters of the comic strips, but creates a memory for the readers and helps them understand the story more deeply.

d. Intermediary

Comic strips can serve as an intermediate step to difficult disciplines and concepts. Moreover, A comic strip can lead the students towards the discipline of reading English, especially those who don't enjoy reading or have a fear of failure in reading. From that statements, it can be concluded that when the students do not pay attention when the teacher teaches reading material because they get bored in the class and they have a fear of failure in reading an English text, comic strips can make an intermediate in the teaching reading because comic strips involved the pictures and the fun story.

e. Popular

Comic strips involve popular culture in the classroom and are popular for children that already have the background knowledge. It can help the students to comprehend the text because they can compare the story with their own life and their experience. As Morrison, in Yang suggests by incorporating the popular culture into the curriculum, teachers can bridge the separation, many students feel between their lives in and out of school. The teachers can introduce popular culture in the classroom easily and

effectively through comics. In conclusion, comic strips are useful and helpful as media in the teaching reading and learning process. In this research, the use of comic strips as media as well as the teaching material of reading will help the students comprehend reading the text without difficulty.[30]

In conclusion, comic strips are useful and helpful as media in the teaching reading and learning process. In this research, the use of comic strips as media as well as the teaching material of reading will help the students comprehend reading the text without difficulty.

2) The weakness uses comic strips

Besides the strengths, the use of comic strips in the classroom also has some weaknesses. Those weaknesses are in the description below:

a. Comic strips are sometimes difficult to understand if the word in the balloon uses slang language. Students will not find the meaning of slang language in the dictionary.

b. Most of the themes in the comic strips use anecdote themes, where sometimes students especially students of primary and secondary school haven't got material about anecdote stories.

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[30]Rury Febriyanti, "The Effect of Using Comic Strips on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 5 Jember", (*Thesis*, 2018), P. 10.

c. The spelling in the story of comic strips is sometimes wrong. So, as a teacher, we should be able to choose comic strips that have the right spelling and grammatical.[31]

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[31]Lana Durrutul Abidah, "The Effectiveness Of Teaching Using Comic Strip on Writing Achievement of Grade VII of Al-Azhar Islamic Junior High School", (*Thesis*, 2017), P. 27.

CHAPTER III

RESEARCH METHOD

This section discussed the research method that will be used in this study including the setting of research, the object of research, design of research, plan of action, phase of action, observation, an instrument of research, phase of monitoring, and data analysis.

A. Setting of Research

This research will be conducted of the first grade at the MTs NW As-Suyyuti, Sesela, Gunung Sari, West Lombok in the academic year 2020/2021. The researcher has conducted this research because he has observed in this school before and the researcher found the problem in reading comprehension which should be solved to improve the students' understanding of reading.

B. Object of Research

The object of this research was the important of students' reading skills through comic strips strategy at the MTs As-Suyyuti Nw Ireng Lauk in the Academic year 2021/2022 which contained 19 participants.

C. Design of Research

In this study, the researcher used classroom action research (CAR) to enhance students' reading skills of first grade at the MTs NW As-Suyyuti,

Sesela, Gunung Sari by using comic strips. There are three words in classroom action research (CAR) design those are classroom, action, and research. Classroom defines not only as room space but also as the group of students in the learning process. Action is an activity that plans to get certain purposes while research is an activity to investigate an object using a certain methodology to get the data or benefit information to increase the quality of anything[32]. The process of Classroom Action Research adopted from Kemmis and McTaggart can be seen from following figure[33].
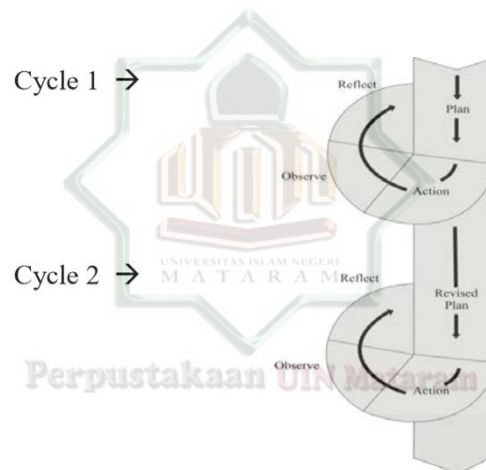
Kemmis Mc Taggart Model is an advanced model of Kurt model. Kemmis Mc Targgart Model has the same components as Kurt Model, namely planning, acting, observing, and reflecting. But, one causes it differently that Kemmis Mc Taggart Model integrates action and observation steps into one phase. This model does not have any cycle boundaries because it depends on the

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[32]Suhasini Arikunto et.al, "Penelitian Tindakan Kelas", (*Bumi Aksara*, Jakarta, 2006), P. 2.

[33] Muhammad and Muljono," *Action Research: Teori, Model, dan Aplikasi*", translated. Ratni Juliani, (Kencana Prenadamedia Group, 2014), p. 19.

outcome. It indicates that the researcher has a chance to operate second, third, or more cycles if the outcome does not show great achievement. The Classroom Action Research using Kemmis designs consist of four phases: planning, acting, observing, and reflecting in the one cycle. If the researcher gets problems in teaching in the first cycle, the researcher will try to solve the problem in the next cycle with the same concept of the first cycle[34].

For this research, the researcher used classroom action research. Based on Kasihani in Purrohmans' book stated that CAR is practical research whose purpose is to repair the lack of classroom learning practice by doing some actions. The efforts in improving aimed at responding to the question related to teacher problem during a teaching in the classroom or other words the problem that solved and revealed in CAR is the real problem of teacher experiences. Suyanto in Purrohmans' book defines CAR as reflective research by doing certain actions to repair or improve learning practice with professionals.[35] On the other hand According to Kemmis and Taggart stated that action research is a form of research reflection self that collectively do researcher in a social situation to improve reasoning and justice of there on social or education

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[34]Stephen Kemmis and Robin McTaggart, "The Action Research Planner", (New York: *Springer*, 2014), P.18.

[35]Purnama Syae Purrohman, "Classroom Action Research Alternative Research Activity for Teacher", *Article of Research Gate*, University Muhammadiyah Prof. Dr.Hamka, 2011, P.2.

practice, and social them, as they writing about this practice and toward place situation do this practice.[36]

Kurt Lewin sometimes described as the father of research which described action research that can be achieved in terms of planning, observing, acting, and reflecting[37].

a. Plan

What action plan will be done by the teacher or researcher to repair or improve the quality of anything by changing the methodology, behavior, and attitude in the teaching and learning process as the solution[38]. The researcher will do some preparation before doing the action. In this case, the researcher will prepare the design of a lesson plan to improve students reading skills through comic strips.

b. Action

What the teachers or researchers do is the efforts in repairing, improving, or change of desire. In this action, the researcher will implement the first step that has been prepared before. The researcher will conduct a pre-test to know the student's capability before doing the treatment and do a post-test to know the student's capability after applying the action.

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[36]EffiAswita Lubis, "Metodologi Penelitian Pendidikan", Bandung: *IKAPI*, 2015, P.147.
[37]Stephen Kemmis and Robin Mc Taggart, "The Action Research Planner", (New York: *Springer*, 2014), P.18.
[38]Mahmud and Tedi Priatna, "Penelitian Tindakan Kelas Teori dan Praktik", (*Tsabita*, Bandung, 2008), P.60.

c. Observation

In this part, the researcher collaborates with the English teacher at the MTs As-Suyyuti NW Ireng Lauk. Observing purpose to find out information of action, such as the student's attitude during the teaching-learning process and to record how well the process of teaching and learning. The observation is focused on students' Reading skills. The researcher also takes a note of the real condition of the classroom activity during teaching reading skills through comic strips until the end of the learning process

d. Reflection

The researcher reviews see and consider the result or effect of the action. By doing this reflection, the researcher can revise improvement toward the initial plan. In this section, the researcher will evaluate whether the action can make an improvement, change in student or not. To support the evaluating, the researcher use test to collect the data. The result of reflection will become input for the improvement of the teacher performance in the next meeting.

Before the researcher does the cycle in action, the researcher will do the procedure as follows:

1. The researcher observed the English teaching and learning of seventh grade at the MTs NW As-Suyyuti Ireng Lauk

2. The researcher focuses on the process of teaching and learning and the students' activities inside the classroom, especially on reading skills.

D. Planning

After discussing the plans with the collaborators, the researcher implemented comic strips in the teaching-learning process of reading in Class VII. This action was carried out in two meetings because the English teacher thought that the students might be bored to have the reading lesson continuously—especially because they had learned about recounts. During these meetings, the researcher expected to have the students interested in reading and learning English texts. They were also expected to comprehend the texts given easily with the help of comic strips.

Planning was the first step of the research procedure to give the solution of the problem and prepare to do the action. In this case, the researcher use comic strips to improve the students reading skills. In taking planning, the researcher prepares everything that needs in the learning process such as:

The plan can be conducted for two meetings, and the first meeting will be followed;

1. Preparing lesson plan, rubric, and material and media that related to teaching reading through comic strips

2. Preparing the students' attendance list and scoring list

3. Preparing a test for students

4. Preparing students and teacher worksheets as an observation

5. Preparing pictures for students to guide them to the topic and materials.

   The plan in the second meeting will be as follow:

1. Preparing lesson plan, rubric, and material, and media that related to teaching reading through comic strips.

2. Preparing the students' attendance list and scoring list

3. Preparing a test for students

4. Preparing students and teacher worksheets as an observation

5. Preparing Pictures for students and asking them tried to give some kinds of texts and to differentiate the text.

E. Taking Action

The researcher explains the phase of action as follow;

1. Initial Activities

   a) Teacher greets student

   b) Teacher checks students 'attendance

   c) Teacher reviews previous material

   d) The teacher delivers topic and instructional goal

2. Core Activities

   a) The teacher divides the student into 4-5 groups

   b) The teacher explains reading through short comic strips

   c) Try to read in the learning process by comic strips

   d) Try to understand the meaning from the picture and text

e) Try to find the difference between that materials.

f) The teacher gives positive feedback and support students

3. Closing Activities

a) Teacher and students conclude the reading by comic strips that they have learned.

b) The teacher does a reflection by giving a question

c) The teacher closes a learning process.

F. Observing

At this point, the researcher together with the collaborator observed the students and the teaching-learning process. The results of observation then were written in the form of field notes for each meeting. The data obtained from each meeting were analyzed as soon as possible after the implementation to be taken as consideration for the next step.

G. Reflecting

After the observation phase was conducted, the researcher did the reflection, the evaluation, and the description related to the effect of the use of comic strips in the reading teaching-learning process. Reflecting is a stage where the researcher together with the teacher analyzed the result of the observation. The researcher and teacher analyzed everything that occurred in the teaching-learning process based on the observation sheets. The weaknesses

and the strength in cycle 1 were discussed by the researcher and the teacher. It purposes to determine what to do in the next cycle and to determine whether or the result of the cycle is satisfied or not.

H. Instrument of Research

There are some instruments prepared to make it easier in collecting the data, such as an observation checklist and test. Those instruments are described as follows:

1. Observation checklist

Observation is an activity to collect the data which is done before implementing the action and when the process of teaching and learning occur to know the condition in the class, attitude and students' behavior, interaction with each student and teacher. It was also used to observe the implementation of the comic strips strategy to improve reading skills during the teaching and learning process. The researcher was observed directly toward English teaching and learning-process at seventh-grade students at the MTs As-Suyyuti to get the description about students' activities and participation in the learning process. In the reading lesson, the researcher observes their reading skill, such as vocabulary, pronunciation, and comprehension of a text. This observation is the main technique in collecting the data of teaching preparation, teaching materials, and evaluations as used in the teaching and learning process.

This observation form is using an observation checklist those are teacher's activity and the student's activity. Observation sheets are a technique for collecting data about researchers' and students' activities in the teaching and learning process. The activities are as follows:

Table 3.1

Teacher's observation checklist

No	Activities	Score				
		1	2	3	4	5
1	The teacher informed the student a material					
2	The teacher manages the class well					
3	Teacher Explain what is comic strips					
4	The teacher gives comic strips to each student will be taught					
5	The teacher explains how to quickly find the main idea					
6	The teacher gives students the opportunity to explain the main idea of the reading					

No	Activities					
7	The teacher explains how to know new vocabulary					
8	The teacher informed the student how to conclude the material					
Total score						
Percentage of activities						
Category						

Table 3.2

Students' observation checklist

No	Activities	Score				
		1	2	3	4	5
1	The students read the material has given					
2	Students have Good attention to the explanation					
3	All the students Following the learning process well					
4	Student Being active in asking questions to the teachers' explanation about the narrative text					

5	Students do the task simultaneously					
6	Student Can find the meaning of the text					
Total score						
Percentage of activities						
Category						

Note :

Score 5   : Very Good

Score 4   : Good

Score 3   : Enough

Score 2   : Bad

Score 1   : Very Bad

To calculate the result of Teacher and student's observation, the researcher used the formula below;

$$p = \frac{x}{xi} \times 100\%$$

Explanation:

p: Percentage of Scores

x: Total Scores

xi: Score Maximum[39].

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[39]Roma Hartiny, "Model Penelitian Tindakan Kelas", *Teras*, Yogyakarta, 2010, P. 94.

To know the category of observation result, it can be classified as follow:

Table 3.3

The interpretation of teacher and student's observation

result[40]

Category	Criterion
81-100%	Very Good
61-80%	Good
41-60%	Enough
21-40%	Bad
10-20%	Very Bad

2. **Test**

A test can be used to measure student ability and knowledge in individually or groups. This instrument was used to know the difference between the students' abilities before and after implementing the action. The researcher will use a written test and ask the student to make a

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[40]*Ibid*, P.131.

summary. The English teacher will help the researcher in designing the test as a collaborator. Some aspects will be assessed in this test such as:

a. Finding the main idea

b. Important detail

Every student is successful in the learning process when they get a 70 score and 80 in average value which means the class is successful using the action that applied in the class.

The researcher will use the formula below to account for the score of a student from the aspects that have been explained before in table 1 such as finding the main idea in the picture and knowing the important detail in the picture.

a. Students score

$$X = \frac{Student\ score}{Max\ score} \times 100$$

b. Students average score

$$\frac{M}{n} = \Sigma X$$

Note :

X   = Score

M   = Average

ΣX = Score of all students

n   = Students total

I.   Data Analysis and Reflection

This research uses qualitative and quantitative data. Data of observation qualitative data and students scores will be quantitative data. The steps above would be used to find out the student's reading has improved. This research would be finished when 14 students get an average score of KKM (70). To know whether the action increase or not in students' reading comprehension is by reviewing the result of students' ability in the extensive reading activity.

J.   Indicator of success

The category of students who succeed in this research is when they are passed the grade of KKM. The passing grade of English lessons at the MTs As-Suyyuti is 70. The researcher expected that there were at least 80% of students who passed the grade of KKM. It means this research is already successful to improve students' reading comprehension.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of the classroom action research. It describes some research findings and discussion about using comic strips to improve the students reading skills. This chapter is also purposed to present the answer to the problems that are stated in the research problem.

The research finding was obtained from data collection and data analysis of two cycles. It comes from the result of tests and observation. The results of data analysis from two cycles are also discussed in this chapter. It also describes the steps of each cycle. Those are planning, action, observation, and reflection.

A. DESCRIPTION OF RESEARCH SETTING

1. General Identity of Research Setting

    1. Brief Profile At The MTs NW As-Suyyuti Ireng Lauk

        At The MTs As-Suyyuthi NW Ireng is an Islamic boarding school which is located in Gunung Sari West Lombok exactly at Ijo Ireng street, Jati Sela, Gunungsari, West Lombok, West Nusa Tenggara. There where this study was conducted. This school has been accredited by a national accreditation agency with the value of B. This school has two levels of education ranging from junior high school (MTs) to senior high school (MA).

The school has 3 classrooms which are 1 class for grade VII, 1 class for grade VIII, and 1 class for grade IX with the total of students are 45, while the number of teacher at the MTs As-Suyyuthi Nw Ireng are 16 teachers[41]. The facilities of the classrooms in every class are a whiteboard, a blackboard, some chalk and markers, chairs, tables based on the number of students. Other rooms such as an office room, a headmaster room, student council room, a hall, a library, a sports field, a canteen, toilet, praying room and also the parking area for students and teachers.

2. Perspective and Mission

1) Vision:

Form human resources who have good morals, knowledge, faith, and piety.

2) Mission:

a) Improve the quality of formal and non-formal personnel in their respective fields.

b) Promote active, innovative, and creative learning.

c) Instill faith and piety through worship as a whole.

d) Get used to polite and disciplined behavior in carrying out duties and responsibilities.

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[41]Tajuddin, *Wawancara*, MTs As-Suyyuthi NW Ireng, 15th of October 2021.

e) Apply Islamic values in all aspects of life.

3. Tool and Infrastructure

1) The Data of Teachers At The MTs As-Suyyuthi

Table 4.1

The data of teachers in MTs As-Suyyuthi[42]

No	Nama	Jenis Kelamain	Status Kepegawaian	Mata Pelajaran
1	Baiq Rosmini, QH., S.Pd	P	Non-PNS	Qur'an Hadits
2	Edi Suryadi, QH., S.Pd.I	L	Non-PNS	B. Arab
3	Tajuddin, QH., S.Pd.I	L	Non-PNS	SKI
4	Summary, QH., S.Pd	P	Non-PNS	Bendahara
5	Usman Ali, S.Pd	L	Non-PNS	B. Inggris
6	Zulkarnaen, S.Pd	L	Non-PNS	Penjaskes
7	Atikah, S.Pd	P	Non-PNS	Matematika
8	Maesarah, QH., S.Pd.I	P	Non-PNS	Fikih
9	Marwan Hady, QH., S.Pd.I	L	Non-PNS	PKN
10	Junaini, S.Pd	L	Non-PNS	IPS
11	Nurhasanah, S.Pd	P	Non-PNS	PKN
12	Siti Nurul Wahidah, S.Pd	P	Non-PNS	B. Indonesia
13	Nirni Setiawati, QH	P	Non-PNS	SBK
14	Rahmawati, QH., S.Pd. I	P	Non-PNS	MULOK

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[42]The data of teachers in MTs As-Suyyuthi, *Documentation*, Ireng, 15th October 2021.

15	Baiq Eka Handayani, S.Pd	P	Non-PNS	IPA
16	Muhammad Shaleh, QH., S.H.I	L	Non-PNS	AQIDAH

2) Number of Students

Table 4.2

Number of students in MTs As-Suyyuthi[43]

No	Class	Number of students		
		MALE	FEMALE	TOTAL
1	VII	6	8	14
2	VIII	6	7	13
3	IX	9	9	18
	TOTAL			45

3) School Facility

Table 4.3

Facilities in MTs As-Suyyuthi[44]

No	Name of the room	Total unit	Condition

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[43]Total of Students in MTs As-Suyyuthi, *Documentation*, 15th of October 2021.
[44]Total and Building Condition in MTs As-Suyyuti, *Documentation*, 15th of October 2021.

1	Classrooms	3	Good
2	Headmaster room's	1	Very good
3	Teacher's and administration room	1	Good
4	Library room	1	Good
5	Musshalla	1	Very good
6	Teacher's toilet	2	Very good
7	Student's toilet	6	Good
8	Warehouse	1	Good
9	Boarding School	1	Good

B. RESEARCH FINDINGS

The research finding was obtained from the beginning till the end of the teaching-learning process. The researcher has stated in chapter three of classroom action research, this research was conducted with two cycles. Every cycle consists of planning, acting, observing, and reflecting stages. The researcher explained the cycles that every meeting has an opening, main

activity, and closing. The whole steps of this research would be explained in the description below:

1. **Cycle I**

   a. **Planning**

   In this cycle, the researcher was planning some activities such as:

   1) Preparing syllabus and lesson plan

   2) Preparing students' attendance list

   3) Preparing the teachers and students' field note checklist

   4) Preparing tools of learning in the class

   5) Preparing the test

   6) Preparing the tool to take the documentation

   7) The researcher prepared everything in the learning process, like a lesson plan, teaching material, and daily exercise. The researcher took themes of telling time.

   b. **Action**

   The acting phase is the implementation of the planning phase that has been planned by the researcher as well. The action of the first cycle has been done on 1 October- 08 October 2021.

   1. First Meeting

      a) Opening

      The first meeting was conducted on Friday, 1th of October 2021 from 08.00 pm until 09.30 pm. In cycle 1 the

researcher greeted the students by saying "Hello everyone, how are you" and the students answered, "I'm fine sir". At the first meeting, the researcher introduces himself to the students and informs them that he will teach English for a month. After that, the researcher checked the students' attendance list by calling their names one by one. Then, the researcher introduces the material that is telling time by using the comic strips method.

b)   Main Activity

In this step, the researcher began the lesson by giving a question about "what is reading". Then two students answer the question, their names are Ilfat Zanita Isro'i and Taufani Afif Abdurrasyid. They answer the question by correctly answering. After that, the teacher asked more questions about "what is comic strips,". The students look like confusion and nothing can answer that questions. They just answered "the comic strips" are picture nothing else. There was no students comment again. After that, the teacher explained reading, comic strips, and telling time included the definition, structure, and characteristics. In explaining the material, the researcher gave an example about comic strips by the given comic strips about telling time. Another In this topic the

teacher also explained it related to the materials. Then, the researcher asked the students to give some questions. One of the students gave a question " *apa itu comic strips?*" and then the teacher answered the question from the students. After all the materials were already explained, the researcher explained the method used comic strips to improve reading skills. The researcher explained briefly the method by showing an example. After that, the researcher instructs the students to read the comic strips. Then, the researcher chooses students sequentially through attendance numbers to read further the pictures from the previous students. So that students pay attention to the picture. Most likely the students can't spell and read words as well. but the researcher kept control of their activities and gave a suggestion. Before closing, the researcher gave all students some vocabulary and instructed students to memorize to help them in speaking, and reading.

c) Closing

In this step, the researcher gives some comments or feedback to students and summarizes the lesson together, and instructs students to bring dictionaries for the next meeting. The researcher closed the meeting by saying thank you for

your attention, see you next meeting, and said "hamdallah" together.

2. Second Meeting

   a) Opening

   The second meeting was conducted on Saturday, 5th of October 2021. The researcher opened the class by asking about students' conditions, all students answered very well. Then, the researcher checked students' attendance lists and review the previous meeting. The researcher also asked about the student's difficulties when they read the comic strips. Furthermore, the researcher gave some motivation to students and continue to the next activities.

   b) Main Activity

   In this stage the researcher began the lesson by reviewing the activities in the previous meeting, the researcher instruct the students to read the comic strips that have determined in front of the class one by one according to the absence. During the students reading the comic strips, The condition became a little bit noisy. Then, the researcher called some students who remained silent from the beginning. The researcher stay to control the activities and guided the students if they feel confused. After all, students finished

reading the comic strips. The researcher asked about the difficult words, most of them had the meaning from guessing the meaning from the context. After confirming the meaning, the researcher wrote down the meaning on the board, and then the researcher allowed the student to write down the meaning of some difficult words which they has found the meaning in the dictionary. Finally, the researcher asked some of the students about how they felt after reading the comic strips as the method to improving their reading skills and asked about their difficulties. The researcher gave feedback and motivation to all students and informed them that the next meeting will be focus on a test and asked the students to prepare themself well.

c) Closing

Before closing, the researcher concluded the lesson together with students and told them to prepare themselves. Then, she closed the meeting by saying thank you for your attention see you next meeting and said "hamdallah" together.

3. Third Meeting

a) Opening

The third meeting was conducted on Wednesday, 08th of October 2021. The researcher came to the class at 08.00.

The researcher opened the class by greeting and checking the students' attendance. After that, the researcher asks them how are they, and their condition. And Alhamdulillah they answered with a happy face and said "*fine, and good*". Moreover, the researcher reminded students that today would be doing the test.

b) Main Activity

In the third meeting, the students did the test cycle 1. This test was held to know the improvement of the student's reading skills after being given some activities.

c) Closing

After all the students did a test, the researcher closed the meeting by saying thank you and see you next meeting, wassalam.

c. **Observation**

Observation is an important aspect of classroom action research because it can help the researcher a better understanding of his research. The observation has been done to know the teaching-learning process in the classroom, students' preparation, and students' enthusiasm, students' interaction with others, also a teacher and students' activeness during the teaching-learning process. The researcher used the students' observation checklist to know whether

the technique could be influence students' reading skills in the classroom. The results of observation for cycle 1 are explained below:

1) The scores of the students' reading skills using comic strips from 14 students:

Table 4.4

Students reading Score Test Cycle I

No	Name	Test Cycle 1	Passing Grade	Level
1	AN	77	75	Pass
2	AL	68	75	Fail
3	EAR	60	75	Fail
4	HH	75	75	Pass
5	IZI	50	75	Fail
6	MW	60	75	Fail
7	MF	76	75	Pass
8	MS	76	75	Pass
9	PI	75	75	Pass
10	PA	55	75	Fail

11	RS	75	75	Pass
12	SAP	77	75	Pass
13	TAA	50	75	Fail
14	WNY	76	75	Pass
Total of score			950	
Average			67,85	

Based on the table above that were students acquired scored >75 as many as 8 students from 14 students, meanwhile, the students got scores < 75 as many as 6 students. As a result, the individual score of the reading test reached 67 through analyzing the data such as 950/14=67,85 which is categorized into the good category. The percentage of students' learning reached 53% through analyzing the data such as 8/14x100%=57.14%. This result can be categorized into enough criteria. It indicates that the students did not achieve the achievement criteria of the research. In essence, the researcher concludes that cycle one was unsuccessful in the learning process.

2) Teacher's Activities

The result of the teacher' activity can be seen below:

Table 4.5

Teacher's Activities

No	Activity	Score			
		1	2	3	4
Open Activities					
1	The teacher greets students				4
2	Teacher checks student's attendance list				4
3	The teacher gives the motivation before beginning the lesson			3	
4	The teacher explains the description of reading				4
5	The teacher explains the material about comic strips including telling time, pictures, and conversation			3	
6	The teacher explains about reading through comic strips				4
Main Activity					

1	The teacher gives the motivation before beginning the lesson.			**3**	
2	The teacher asks the students what the meaning and benefits of reading comic strips are.			**3**	
3	The teacher explains about kind and examples of comic strips		**2**		
4	The teacher instructs every student to read the comic strips.		**2**		
5	The teacher gives the example of comic strips				**4**
6	The teacher controls the student's activities		**2**		
7	Teacher giving feedback			**3**	
Closing Activities					
1	The teacher gives them information about the next material		**2**		
2	Teacher concluding the material		**2**		
3	Teacher closing the class				**4**
Total				**49**	
Maximum				**64**	

Percentage	76%
Criteria	Good

Based on the table performs that the teacher's activities in cycle 1 during the implementation of teaching reading through comic strips reaches the total score of 49 and the percentage of teacher's activities obtained 76%. The percentage of teacher worksheets found through data analysis using descriptive qualitative such as 49/64 x 100% = 76%. This assessment is categorized into the good category.

3) Students' Activities

The result of students' activity can be seen below:

Table 4.6

Students' Activities

No	Activity	Score			
		1	2	3	4
Open activity					
1	Students respond to the teacher's greeting			3	
2	Students follow the teacher's			3	

	instruction				
3	Students' received motivation from the teacher			3	
4	Students listen to the teacher's explanation about reading				4
5	Students answer the teacher's questions		2		
Main Activity					
1	Students listen to the procedure of reading through comic strips		2		
2	Students are motivated to read comic strips		2		
3	Students get new vocabulary when reading the comic strips		2		
4	Students speak accurately		2		
5	Students do the instruction for reading comic strips			3	
6	Students ask question	1			

7	Students participate in the learning process		2		
8	Students are enthusiastic about doing the task			3	
Closing Activities					
1	Students conclude the material together with the teacher		2		
2	Students receive the next material		2		
3	Students respond to teachers' closing			3	
Total				39	
Maximum				64	
Percentage				61%	
Criteria				Enough	

Based on the table above that the student's activities in cycle 1 during the implementation of teaching reading through comic skills reaches the total score of 39 and the percentage of student's activities obtained 61%. The percentage of students' worksheets

found through data analysis using descriptive qualitative such as $39/64 \times 100\% = 61\%$. This assessment is categorized into enough participation. This data shows that students did not participate. The researcher needs to improve it again in the next cycle to get a targeted result.

d. Reflection

The refection of Cycle I presented that there were some points of the actions which were still weak. On the other hand, there were also some points which needed to be maintained**.** Based on data that have been collected and analyzed by the teacher and the researcher, it was found that:

1) students' pronunciation is still low in reading,

2) Some of the students were still confused about the meaning of words and conversations of the comic strips,

3) There were several students who still shay in reading activity during the lesson and need to motivate and guide again,

4) Some students were still passive in the learning process.

From the reflection above, it could be concluded that cycle 1 was not enough to solve the students' problem in improving their reading comprehension. Based on the facts, the researcher felt that it was necessary to conduct this research in the second cycle.

2. Cycle II

a. Planning

In this part of the cycle, the researcher planned everything related to the action such as:

1) Preparing, lesson plan, rubric, material, and media.

2) Preparing the students' attendance list, and the students' scoring list.

3) Preparing the teachers and the students' observation checklist.

4) Preparing the test.

5) Preparing the camera to take the picture and videos as the documentation.

b. Action

1. first meeting

a) Opening

The first meeting of cycle 2 was conducted on Saturday, 12th of October 2021 from 08.00 until 08.30 pm. The researcher began the lesson by asking the students their condition by saying "good morning and how's life", and they answered "Morning too, alhamdulillah fine. After that, the researcher checked the attendance list and tried to remember the student names, and gave some motivation to students. Then, the researcher continued asking the students about the previous lesson, and the lesson begin.

b) Main Activity

On core activities, next activity was reading a text f of comic strips by the theme "Telling Time" In this cycle, the researcher took the comic strips little bite difference compared with before, cause this comic strip has more interesting features to read, such as the researcher put an explanation on the comic strips to give students more fun, and not easy to bored on the learner. In this meeting, the students looked familiar with the new comic strips and read them very well and the researcher continues to listen to the students read.

c) Closing

In this step, the researcher gave some comments or feedback to students and summarized together with the lesson what they have read. He also informed me that at the next meeting there would be a test again. The researcher closed the meeting by saying thank you for your attention see you next meeting and said "hamdallah" together.

2. The second meeting

a) Opening

The second meeting was conducted on Wednesday, 15^{sd} of October 2021. The researcher came to the class from

08.00 until 09.30. The researcher opened the class by greeting then asking their condition and checking the students' attendance. After that, the researcher reminded and checked the students' understanding of the previous lesson.

b) Main activity

This meeting was focused on doing a reading test cycle 2. The test was held to know the improvement of the student's achievement in reading skills after being given some activities.

c) Closing

After all the students did a test, the researcher gave the students feedback and motivation. The researcher closed the class by saying thank you and wassalam.

c. Observation

Observation is an important aspect to know the improvement of students after being given some activities. Here is the result of observation cycle 2.

1. The scores of the students' reading test Cycle 2

Table 4.7

Students reading Score Test Cycle 2

No	Name	Test Cycle 2	Passing Grade	Level

1	AN	77	75	Pass
2	AL	75	75	Pass
3	EAR	77	75	Pass
4	HH	75	75	Pass
5	IZI	75	75	Pass
6	MW	70	75	Fail
7	MF	76	75	Pass
8	MS	76	75	Pass
9	PI	75	75	Pass
10	PA	70	75	Fail
11	RS	75	75	Pass
12	SAP	77	75	Pass
13	TAA	80	75	Pass
14	WNY	76	75	Pass
	Total of score	1.054		

Average	75,28

Based on the table above that were students acquired scores > 75 as many as 12 students from 14 students, meanwhile, the students got scores < 75 as many as 2 students. As a result, the individual scores of the reading test reached 75,28 through analyzing the data such as 1.054/14=75,28 which is categorized as very good. The percentage of students' learning reached 85,71 through data analysis such as 12/14x100%=85,71% which is categorized into the very good category. It indicates that the students achieve the achievement criteria of the research. Therefore, the researcher concludes that cycle 2 was SUCCES in the learning process through comic strips to improve students reading skills.

2. Teacher's Activities

The result of the teacher' activity can be seen below:

Table 4.8

Teacher's Activities

No	Activity	Score			
		1	2	3	4

Open Activities				
1	The teacher greets students				**4**
2	Teacher checks student's attendance list				**4**
3	The teacher gives the motivation before beginning the lesson				**4**
4	The teacher explains the description of reading				**4**
5	The teacher explains the material about comic strips including pictures, and conversations			**3**	
6	The teacher explains about reading through comic strips			**3**	
Main Activity				
1	The teacher gives the motivation before beginning the lesson.				**4**
2	The teacher asks the students what the meaning and benefits of reading comic strips are.			**3**	
3	The teacher explains about kinds and examples of comic strips.			**3**	

4	The teacher instructs every student to read the comic strips.			3	
5	The teacher gives the example of comic strips				4
6	The teacher controls the student's activities			3	
7	Teacher giving feedback				4
Closing Activities					
1	The teacher gives them information about the next material			3	
2	Teacher concluding the material			3	
3	Teacher closing the class				4
Total				58	
Maximum				64	
Percentage				90%	
Criteria				Good	

Based on the table show that the teacher's activities during the implementation of using small group discussion reach the total score of 58 and the percentage of teacher's activities obtained

90%. The percentage of teachers' worksheets found through data analysis using descriptive qualitative such as 58/64 x100%=90%. This assessment is categorized into very good criteria.

3. Students' Activities

The result of students' activity can be seen below:

Table 4.9

Students' Activities

No	Activity	Score			
		1	2	3	4
Open activity					
1	Students respond to the teacher's greeting				4
2	Students follow the teacher's instruction				4
3	Students' received motivation from the teacher			3	
4	Students listen to the teacher's explanation about reading				4
5	Students answer the teacher's questions			3	
Main Activity					
1	Students listen to the procedure of reading			3	

	through comic strips				
2	Students are motivated to read comic strips			3	
3	Students get new vocabulary when reading the comic strips				4
4	Students speak accurately		2		
5	Students do the instruction for reading comic strips				4
6	Students ask question			3	
7	Students participate in the learning process				4
8	Students are enthusiastic about doing the task				4
Closing Activities					
1	Students conclude the material together with the teacher			3	
2	Students receive the next material			3	
3	Students respond to teachers' closing				4

Total	55
Maximum	64
Percentage	85%
Criteria	Enough

Based on the table performs that the student's activities in cycle 2 during teaching reading through short story reaches the total score of 55 and the percentage of student's activities obtained 85%. The percentage of students' worksheets found through data analysis using descriptive qualitative such as 55/64 x 100% = 85%. This assessment is categorized into very good criteria. These data shows that students are participating in the learning process through a short story to improve students reading comprehension.

d. **Reflection**

The reflection of Classroom Action Research (CAR) was carried out after getting the result of the test. The writer and the teacher felt satisfied in as much their efforts to improve the students' reading comprehension had been realized. The researcher and teacher concluded that there was an improvement in students' reading skills through comic strips, It was shown by the result of score in cycle 2. In this cycle, the result showed that the students' reading skills increased

significantly. It is described in the result above. It displayed that mean of the cycle 1 test is 53.84 and the mean of the cycle 2 test is 80.76.

C. DISCUSSION

The objectives of this research were to know the improvement of students reading skills at the seventh grade of MTs As-Suyyuthi, Ireng Lauk after they were being taught by using comic strips. Therefore, the researcher found out some problems related to reading skills such as: have low reading ability and difficulty pronouncing because of a lack of vocabulary and rarely practice to communicating with each other's and also they consider that English is a difficult thing to learn. Besides that, they have low motivation in learning English. To solve the problems are required actions. In solving the problems, the researcher applied comic strips in the teaching-learning process. Using this method is suitable to improve students' reading skills.

In cycle 1, as we know there were three meetings. In the first meeting, the researcher explained to the students about reading including the definition, and the goals then continued to explain about comic strips. After that, the researcher gives them some example of comic strips and try to read them one by one according to class absences. Meanwhile, the researcher wrote some daily vocabulary that related to the topic to help them so that easy to understand the comic strips that they have read.

In the second meeting, the researcher began the lesson by reviewing the activities in the previous meeting and the researcher asked the students difficulties when they read the comic strips. Furthermore, the researcher gave some motivation to students and continue the learning. While the reading activity, the researcher does not forget to share some vocabulary with students.

In the third meeting, the researcher did a reading test for students. The researcher gave a paper to students related to the topic and instruction of the test. Therefore, based on the evaluation of the researcher, the result of test 1 showed that 67,85% there were only 8 students or 57.14% of the students who got the scores above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (*KKM*) 75, meanwhile the others 6 students were below that criterion. Based on the result, the researcher decided to continue to the second cycle.

In cycle 2 there were two meetings. In the first meeting, the researcher took the comic strips little bite difference compared with before, cause this short story has more interesting features to read, such as the researcher putting an explanation on the comic strips to give students more fun, and not easy to bored on the learner. As usual, the researcher gave them some vocabulary through the difficult word in that comic strips. The teacher gave the students time for asking about what they felt about new comic strips. After that, like the first cycle, the researcher instructed the students to read one by one according to the list attending.

Furthermore, second meeting the researcher assessed students' performance by giving a test Therefore, based on the evaluation of the researcher, the result of test 2 showed that 75,28 % there were only 12 students or 85,28% of the students who got the score above the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) 75, meanwhile the others 2 students were below that criterion. Based on the result, the researcher decided to stop the research.

To conclude the result of students speaking test, see the table below:

Table 4.10

Students' Reading Achievement for Cycle I & II

No	Cycle 1	Outcomes
1	Percentage (%)	57.14%
	Average score	67.85
	Total of success student	8
	Number of unsuccess student	6
No	Cycle II	Outcomes
2	Percentage (%)	85,71%
	Average score	75,28
	Total of success student	12
	Number of unsuccess student	2

Table 4.11

The Raising of Students' Classical Achievement from Cycle

I to cycle II

Cycle I	Cycle II	Indicator/Classical Achievement
57.14%	85,71%	80%

Based on the result above, it proved that teaching reading through short stories offered a significant benefit for students reading skills. The significance could be shown in the instruction from cycle 1 to cycle 2. In cycle 2, the students' reading comprehension tough comic strips were very satisfying. The learning was success appropriated with the percentage of 80% as the indicator of classical achievement.

Besides the result of the reading test, the teacher and students' observation result also indicates that there is a significant improvement from cycle to cycle. To make it clear, the writer presents the data below:

Table 4.12

Teacher' performances from cycle 1 to cycle 2

Activities	Cycle 1	Cycle II
Teacher'percentage	78%	90%

Table 4.13

The Scoring Of Students' Learning Participant

From Cycle 1 to Cycle 2

Activities	Cycle 1	Cycle II

Students' Activities	62%	85%

From the table above, it could be seen that all the meetings ran well. From the observation cycle 1 to cycle 2 there were several significant improvements of the teacher's activities and student's learning participant. In cycle 1 the teacher activities were 78% and in cycle 2 was 90%. While in cycle 1 the student's learning participant was 63% and in cycle 2 was 85%. It means that the teacher's activities and student learning participants were improving.

From all the data above, it can be concluded that short can improve students reading comprehension. The significance result can be shown from cycle 1 to cycle 2. In cycle 2 the students reading proficiency by using short stories was improved. The learning was success appropriated with the percentage obtained 85% as the indicator of success.

Furthermore, the result of the research that was done by the researcher showed that there was an influence of comic strips on students' reading proficiency at the seventh grade of MTs As-Suyyuthi Ireng Lauk. The research result has supported some previous research that was done by Csabay, Noemi about "Using Comic Strips in Language Classes". It was found that no improvement in the students' reading skills by using comic strips. This research was conducted by using classroom action research. The students also enjoy the class in using comic strips cause can motivate younger learners, second is they

provide a context and logically connected sentences to help language learning, and last their visual information is helpful for comprehension. The researcher argues that comic strips can be used in exercises of reading and other skills areas.[45]. Based on the explanation above that comic strips not only focus in their reading, but also we will knows their ability about speaking and writing cause when they has finished their reading they will read and write to answer some questions from their understanding about reading by using comic strips.

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[45]Csaba, Noemi, "Using Comic Strips In Language Classes", *Journal of English Teaching Forum*, Vol. 44, No. 1, 2006, P.24-26.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A.   CONCLUSION

Based on the result and analysis in the previous chapters, the researcher draws some conclusions of the study as follow:

1.   The implementation of comic strips as a medium to teach reading can improve students' reading skills. Whereas each cycle consists of four steps, they were: planning, action, observation, and reflection. In the observation step, there were two aspects of monitoring, there were about students' scores on the test result and students' interaction with the teacher in the learning process in the class.

2.   The students' improvement of reading skills through comic strips can be seen from their achievements in tests. The students' score in cycle 1 from 8 students is 67.85% and the students' mean score in cycle 2 was 75,28%. It showed that comic strips could improve students' reading skills in teaching the English language.

3.   Related to the observation result of the students' interaction and teacher performances showed that there were positive responses and impacts from the students and the teacher during teaching reading through comic strips. The positive responses that are the students are more enthusiastic in learning comic strips and in doing the assignments. The students can

also build their responsibility and good cooperation in a team. The students can understand the material and comprehend the comic strips better. Besides it, the teacher can make innovation and give variation in their way to deliver the material, especially in reading through comic strips.

4. The research has found the improvement of students in teaching reading through comic strips of seventh grade at the MTs As-Suyyuthi Ireng Lauk in the academic year of 2021/2022.

B. SUGGESTIONS

In this study, the writer would like to offer some suggestions to improve the students' reading skills through comic strips to get a better result.

1. For English teacher

English teachers should be able to develop their techniques and media to teach the students to make them interested in learning English, especially in reading skills. The use of technology and media in the teaching and learning process can attract the students' interest and motivation. The researcher suggests to English teachers use comic strips as one of the media in the language classroom to teach reading skills in or other genres.

2. For the students

Reading is an important subject to be learned, but most students have difficulties in learning about reading skills. Therefore, students have to be serious and pay attention to the teacher's explanation in the teaching and learning process. To improve the reading skills of students have to develop their vocabulary mastery and do many exercises to get a better achievement in reading skills.

3.   For the next researcher

The writer hopes that the next researchers can use this study as a reference to conduct their research in the same field. There may be another research design that uses comic strips as a medium in teaching reading skills or the other genres.

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APPENDIXES

APPENDIX 1

Picture in Cycle I

APPENDIX 2

Picture in Cycle II

APPENDIX 3

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs. As-Suyyuti NW Ireng Lauk

Mata pelajaran : Bahasa Inggris

Kelas/ semester : VII/ Ganjil

Materi pokok : Telling Time (terlampir)

Alokasi waktu : (5 kali pertemuan)

A. Kompetensi Inti (KI)

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 :Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan

mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain

yang sa ma dalam sudut pandang/teori.

B.   Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator pencapain
1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris seagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1 Menunjukkan rasa syukur kepada Tuhan yang memberikan kesempatan selama pembelajaran.
2.3 menunjukkan perilku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional	2.3.1 menunjukkan perilaku tanggung jawab terhadap kelompok 2.3.2 menunjukkan perilaku peduli dalam pembelajaran 2.3.3 menunjukkan perilaku kerjasama dan cinta damai selama pembelajaran
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial telling time dengan menyatakan dan menanyakan tentang nama hari, bulan, nama	3.10.1 memberi nama hari dan bulan 3.10.2 mengidentifikasikan tentang hari, bulan, dan tahun. 3.10.3 mendeskripsikan tentang hari, bulan dan tahun. 3.10.4 menyebutkan fungsi sosial hari

waktu dalam hari, waktu dalam bentuk angka, taggal, dan tahu, sesuai dengan konteks penggunaannya.	,bulan dan tahun
4.11 Menangkap makna waktu dalam bentuk lisan dan tulis, pendek dan sederhana.	4.11.1 menemukan maksud dan tujuan umum dari sebuah gambar 4.11.2 menemukan informasi penting dari gambar sederhana tentang maksud dan tujuan umum dari sebuah gambar 4.11.3 menemukan informasi secara rinci dari gambar dengan sederhana
4.12 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi teks,dan	4.12.1 mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama hari, waktu, tanggal, bulan, dan tahun dalam bahasa inggris 4.12.2 memahami penggunaan cardinal number dan ordinal number 4.12.3 melakukan tindak tutur menyebutkan nama-nama bulan dengan percaya diri.

unsur kebahasaan yang benar dan sesuai konteks.	

C. Tujuan pembelajaran

Melalui pendekatan saintifik dan metode diskusi peserta didik dapat:

1. Menjelaskan telling time dengan benar.

2. Menyebutkan beberapa macam jenis telling time dengan benar.

3. Menyebutkan beberapa tujuan dari penulisan telling time dengan benar .

4. Menyebutkan beberapa struktur skematik telling time dengan benar.

5. Menjelaskan dan mengidentifikasi setiap struktur stematik telling time dengan benar.

6. Menemukan *main idea*dan *supporting detais* yang terdapat pada comic strips tentang telling time.

7. Menangkap makna telling time dengan baik yag tertulis maupun yang disebut.

8. Mengambil nilai moral yang terkandung pada telling time.

D. Materi Pembelajaran

   a. Definition of Tell Time

   Time is used to quantify, measure or compare the duration of events or the intervals between them, and even, sequence events.

   b. Kinds of Tell Time

   Time can be defined as the on going and continuous sequence of

events that occur in succession, from the past through the present to the future.

c. **Purposes of Tell Time**

Knowing how to tell time is a very important skill. It can help you determine whether you are running late or whether you have plenty of time to spare. It can help you catch a train, bus, plane on time, and allows you to know if you are going to make it to an important get together early or late.

Narrative usually includes the following grammatical features:

1) Nouns that identify the specific characters and places in thestory.

2) Adjectives that provides accurate description of the characters and setting.

3) Verbs that show the action that occur in thestory.

4) Time words that connect events, telling when theyoccurred.

d. **Example of Comic Strips**

E. Metode Pembelajaran

    Pendekatan   : Scientific Approach

    Model   : Comic Strips

    Strategi   : Eksperimental

F. Media, Alat dan Sumber Pembelajaran

    Media   : Comic

    Alat/Bahan   : Lembaran, Buku

    Sumber Belajar   : Sumber Belajar meliputi telling time dari LKS, dan lembar kerja siswa, dan internet

G. Langkah-langkah Kegiatan Pembelajaran

    1. Pertemuan ke-1

Kegiatan	Deskripsi kegiatan	Alokasi

		waktu
Pendahuluan/ kegiatan awal	Apersepsi dan motivasi: • Guru masuk kelas dan menyapa dengan menggunakan bahasa Inggris agar English Environtment dapat langsung tercipta. • Guru mengecek kehadiran siswa • Guru mereview materi sebelumnya • Guru menyampaikan manfaat materi pembelajaran • Guru mendemonstrasikan sesuatu yang terkait dengan materi pembelajaran. Penyampaian Kompetensi dan Rencana Kegiatan • Guru menyampaikan kemampuan yang akan dicapai peserta didik. • Guru menyampaikan rencana kegiatan misalnya, individual, kerja kelompok, dan melakukan observasi.	10 menit

Kegiatan inti	Mengamati *(observing)*	60 menit
	• Guru meminta peserta didik memperhatikan contoh telling time singkat dan sederhana tentang keterangan waktu	
	• Peserta didik diminta untuk membaca sebuah gambar singkat dan sederhana tentang keterangan waktu	
	• Siswa mencoba mendeskripsikan topic tentang keterangan waktu	
	Menanyakan (*Questioning)*	
	• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, social function, dan languages feature dalam teks bahasa inggris yang berbentuk deskripsi.	
	• Guru menanyakan kepada peserta didik materi apa yang akan dipelajari.	
	/Mengumpulkan Informasi (Exploring/Experimenting)	

	• Guru meminta peserta didik membacakan comic tentang telling time kepada teman dengan menggunakan unsur kebahasaan yang tepat • Siswa secara berkelompok mendiskusikan social function, text structure and language feature tentang keterangan waktu. • Menceritakan gambar tentang keterangan waktu kepada teman dengan menggunakan unsur kebahasaan yang tepat Mengasosiasi (*Associating*) • Peserta didik memperhatikan temannya ketika membacakan hasil dari maksud yang mereka buat. • Siswa berpasangan saling menukar informasi tentang telling time yang mereka buat terkait keterangan waktu dengan fokus pada fungsi sosial,	

	struktur, dan unsur kebahasaan.	
	• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. Mengkomunikasikan (Communicating/Networking) • Siswa mempresentasikan hasil kerja individu mereka di depan teman-temannya dengan didampingi oleh guru • Siswa menceritakan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya	
Penutup	• Melakukan refleksi atau membuat rangkuman dengan melibatkan peserta didik. • Memberihan tes lisan	10 menit

| | • Mengumpulkan hasil kerja sebagai bahan portofolio.

• Melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan | |

2. Pertemuan ke-2

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan/ kegiatan awal	Apersepsi dan motivasi: • Guru masuk kelas dan menyapa dengan menggunakan bahasa Inggris agar English Environtment dapat langsung tercipta. • Guru mengecek kehadiran siswa • Guru mereview materi sebelumnya • Guru mengajukan pertanyaan menantang pada siswa • Guru menyampaikan manfaat materi pembelajaran • Guru mendemonstrasikan sesuatu	10 menit

	yang terkait dengan materi pembelajaran. Penyampaian Kompetensi dan Rencana Kegiatan • Guru menyampaikan kemampuan yang akan dicapai peserta didik. • Guru menyampaikan rencana kegiatan misalnya, individual, kerja kelompok, dan melakukan observasi.	
Kegiatan inti	Mengamati *(observing)* • Guru meminta peserta didik memperhatikan contoh telling time singkat dan sederhana tentang degrees of time • Peserta didik diminta untuk membaca sebuah comic mengenai telling time dengan singkat dan sederhana tentang degrees of time • Siswa mencoba mendeskripsikan	60 menit

	salah satu topic tentang degrees of time. Menanyakan (*Questioning*) • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, social function, dan languages feature dalam teks bahasa inggris yang berbentuk deskripsi. • Guru menanyakan kepada peserta didik materi apa yang akan dipelajari. /Mengu mpulkan Informasi (Exploring/Experimenting) • Guru meminta peserta didik membacakan comic mengenai telling time kepada teman dengan menggunakan unsur kebahasaan yang tepat • Siswa secara berkelompok mendiskusikan social function, text structure and language feature tentang degrees of time.	

	• Menceritakan comic mengenai telling time kepada teman dengan menggunakan unsur kebahasaan yang tepat Mengasosiasi (*Associating*) • Peserta didik memperhatikan temannya ketika membacakan hasil dari paragraph yang mereka buat. • peserta didik berpasangan untuk menukar informasi tentang comic mengenai telling time yang mereka buat terkait degrees of time dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. Mengkomunikasikan (Communicating/Networking)	

	• Guru meminta peserta didik mendeskripsikan/ menceritakan dengan lisan tentang degrees of time yang ada di gambar dengan bahasa Inggris baik yang ada didalam maupun diluar kelas serta lingkungannya sesuai dengan konteksnya. • Siswa mempresentasikan hasil kerja individu mereka di depan teman-temannya dengan didampingi oleh guru • Siswa menceritakan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya	
Penutup	• Melakukan refleksi atau membuat rangkuman dengan melibatkan peserta didik.	10 menit

	• Memberihan tes lisan	
	• Mengumpulkan hasil kerja sebagai bahan portofolio.	
	• Melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan	

3. Pertemuan ke- 3

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan/ kegiatan awal	Apersepsi dan motivasi: • Guru masuk kelas dan menyapa dengan menggunakan bahasa Inggris agar English Environtment dapat langsung tercipta. • Guru mengecek kehadiran siswa • Guru mereview materi sebelumnya • Guru mengajukan pertanyaan menantang pada siswa • Guru menyampaikan manfaat materi pembelajaran	10 menit

	• Guru mendemonstrasikan sesuatu yang terkait dengan materi pembelajaran. Penyampaian Kompetensi dan Rencana Kegiatan • Guru menyampaikan kemampuan yang akan dicapai peserta didik. • Guru menyampaikan rencana kegiatan misalnya, individual, kerja kelompok, dan melakukan observasi.	
Kegiatan inti	Mengamati *(observing)* • Guru meminta peserta didik memperhatikan contoh comic mengenai telling time dengan singkat dan sederhana tentang minggu dan bulan. • Peserta didik diminta untuk membaca sebuah comic mengenai telling time dengan singkat dan sederhana tentang	60 menit

	minggu dan bulan.	
	• Siswa mencoba mendeskripsikan salah satu topic tentang minggu dan bulan.	
	Menanyakan (*Questioning)*	
	• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, social function, dan languages feature dalam teks bahasa inggris yang berbentuk deskripsi.	
	• Guru menanyakan kepada peserta didik materi apa yang akan dipelajari.	
	/Mengumpulkan Informasi (Exploring/Experimenting)	
	• Guru meminta peserta didik membacakan comic mengenai telling time kepada teman dengan menggunakan unsur kebahasaan yang tepat	
	• Siswa secara berkelompok mendiskusikan social function, text	

	structure and language feature tentang minggu dan bulan.	
	• Menceritakan comic mengenai telling time kepada teman dengan menggunakan unsur kebahasaan yang tepat	
	Mengasosiasi (*Associating*)	
	• Peserta didik memperhatikan temannya ketika membacakan hasil dari paragraph yang mereka buat.	
	• peserta didik berpasangan untuk menukar informasi tentang teks deskriptif yang mereka buat terkait binatang dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.	
	• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.	
	Mengkomunikasikan	

	(Communicating/Networking)	
	• Guru meminta peserta didik mendeskripsikan/ menceritakan dengan lisan benda yang ada disekitarnya dengan bahasa Inggris baik yang ada didalam maupun diluar kelas serta lingkungannya sesuai dengan konteksnya.	
	• Siswa mempresentasikan hasil kerja individu mereka di depan teman-temannya dengan didampingi oleh guru	
	• Siswa menceritakan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya	
Penutup	• Melakukan refleksi atau membuat rangkuman dengan melibatkan peserta didik.	10 menit

	• Memberihan tes lisan
	• Mengumpulkan hasil kerja sebagai bahan portofolio.
	• Melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan

4. Pertemuan ke- 4

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan/ kegiatan awal	Apersepsi dan motivasi: • Guru masuk kelas dan menyapa dengan menggunakan bahasa Inggris agar English Environtment dapat langsung tercipta. • Guru mengecek kehadiran siswa • Guru mereview materi sebelumnya • Guru menyampaikan manfaat materi pembelajaran • Guru mendemonstrasikan sesuatu yang terkait dengan materi	10 menit

	pembelajaran.	
	Penyampaian Kompetensi dan Rencana Kegiatan	
	• Guru menyampaikan kemampuan yang akan dicapai peserta didik.	
	• Guru menyampaikan rencana kegiatan misalnya, individual, kerja kelompok, dan melakukan observasi.	
Kegiatan inti	Mengamati *(observing)*	60 menit
	• Guru meminta peserta didik memperhatikan contoh comic mengenai telling time dengan singkat dan sederhana tentang cardial dan ordinal numbers.	
	• Peserta didik diminta untuk membaca sebuah comic mengenai telling time dengan singkat dan sederhana tentang cardinal dan ordinal numbers.	

	• Siswa mencoba mendeskripsikan topic tentang cardinal dan ordinal numbers. Menanyakan (*Questioning)* • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, social function, dan languages feature dalam teks bahasa inggris yang berbentuk gambar.. • Guru menanyakan kepada peserta didik materi apa yang akan dipelajari. /Mengumpulkan Informasi (Exploring/Experimenting) • Guru meminta peserta didik membacakan comic mengenai telling time kepada teman dengan menggunakan unsur kebahasaan yang tepat • Siswa secara berkelompok mendiskusikan social function, text structure and language feature tentang	

	cardinal dan ordinal numbers.	
	• Menceritakan comic mengenai telling time kepada teman dengan menggunakan unsur kebahasaan yang tepat	
	Mengasosiasi (*Associating*)	
	• Peserta didik memperhatikan temannya ketika membacakan hasil dari main idea yang mereka buat.	
	• Siswa berpasangan saling menukar informasi tentang telling time yang mereka buat terkait cardinal dan ordinal numbers dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.	
	• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.	
	Mengkomunikasikan (Communicating/Networking)	

	• Guru meminta peserta didik menceritakan dengan lisan benda yang ada disekitarnya dengan bahasa Inggris baik yang ada didalam maupun diluar kelas serta lingkungannya sesuai dengan konteksnya. • Siswa mempresentasikan hasil kerja individu mereka di depan teman-temannya dengan didampingi oleh guru • Siswa menceritakan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya	
Penutup	• Melakukan refleksi atau membuat rangkuman dengan melibatkan peserta didik. • Memberihan tes lisan	10 menit

• Mengumpulkan hasil kerja sebagai bahan portofolio. • Melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan	

5. Pertemuan ke -5

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan/ kegiatan awal	Apersepsi dan motivasi: • Guru masuk kelas dan menyapa dengan menggunakan bahasa Inggris agar English Environtment dapat langsung tercipta. • Guru mengecek kehadiran siswa • Guru mereview materi sebelumnya • Guru menyampaikan manfaat materi pembelajaran • Guru mendemonstrasikan sesuatu yang terkait dengan materi pembelajaran.	10 menit

	Penyampaian Kompetensi dan Rencana Kegiatan	
	• Guru menyampaikan kemampuan yang akan dicapai peserta didik. • Guru menyampaikan rencana kegiatan misalnya, individual, kerja kelompok, dan melakukan observasi.	
Kegiatan inti	Mengamati *(observing)* • Guru meminta peserta didik memperhatikan contoh teks naratif singkat dan sederhana tentang telling time. • Peserta didik diminta untuk membaca sebuah comic singkat dan sederhana tentang, telling time. • Siswa mencoba mendeskripsikan topic tentang telling time. Menanyakan (*Questioning)* • Dengan bimbingan dan arahan guru,	60 menit

	siswa mempertanyakan antara lain, social function, dan languages feature dalam teks bahasa inggris yang berbentuk deskripsi. • Guru menanyakan kepada peserta didik materi apa yang akan dipelajari. /Mengumpulkan Informasi (Exploring/Experimenting) • Guru meminta peserta didik membacakan comic mengenai telling time kepada teman dengan menggunakan unsur kebahasaan yang tepat • Siswa secara berkelompok mendiskusikan social function, text structure and language feature tentang telling time. • Menceritakan comic mengenai telling time kepada teman dengan menggunakan unsur kebahasaan yang tepat	

	Mengasosiasi (*Associating*) • Peserta didik memperhatikan temannya ketika membacakan hasil dari paragraph yang mereka buat. • Siswa berpasangan saling menukar informasi tentang comic yang mereka buat terkait telling time dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. Mengkomunikasikan (Communicating/Networking) • Guru meminta peserta didik menceritakan dengan lisan benda yang ada disekitarnya dengan bahasa Inggris baik yang ada didalam maupun diluar kelas serta lingkungannya sesuai dengan	

	konteksnya.	
	• Siswa mempresentasikan hasil kerja individu mereka di depan teman-temannya dengan didampingi oleh guru	
	• Siswa menceritakan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya	
Penutup	• Melakukan refleksi atau membuat rangkuman dengan melibatkan peserta didik. • Memberihan tes lisan • Mengumpulkan hasil kerja sebagai bahan portofolio. • Melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan	10 menit

H. PENILAIAN

1. Jenis/teknik penilaian   :Test lisan tentang reading

2. Bentuk instrumen dan instrumen   : Please read the text

3. Aspek Sikap

    a. Teknik/Jenis Penilaian   : Penilaian teman sejawat

    b. Bentuk Instrumen dan Instrumen   : Lembar tugas

Penilaian dari Aspek Sikap (Attitude)			
No	**Aspek yang Dinilai**	**Kriteria**	**Score**
1	Jujur (Honest)	Sangat sering menunjukan sikap jujur	5
		Sering menunjukan sikap jujur	4
		Beberapa kali menunjukan sikap jujur	3
		Pernah menunjukan sikap jujur	2
		Tidak pernah menunjukan sikap jujur	1
2	Peduli (Care)	Sangat sering menunjukan sikap peduli	5
		Sering menunjukan sikap peduli	4
		Beberapa kali menunjukan sikap peduli	3
		Pernah menunjukan sikap peduli	2
		Tidak pernah menunjukan sikap peduli	1
3	Bertanggung jawab (responsible)	Sangat sering menunjukkan sikap bertanggung jawab	5
		Sering menunjukkan sikap bertanggung jawab	4

		Beberapa kali menunjukkan sikap bertanggung jawab	3
		Pernah menunjukkan sikap bertanggung jawab	2
		Tidak pernah bertanggung jawab	1

4. Aspek Pengetahuan

    a. Teknik/Jenis Penilaian   : Test Lisan

    b. Bentuk Instrumen dan Instrumen   : Teks lisan membaca secara lisan tentang telling time.

    c. Pedoman/Rubrik Penskoran

5. Aspek Keterampilan

    a. Teknik/Jenis Penilaian   : Unjuk kerja

    b. Bentuk Instrumen dan Instrumen   : Tes ketrampilan,bicara

Mataram,……..2021

Guru mata pelajaran,   **Mahasiswa,**

Usman Ali S.Pd   **Johari**
                                       NIM 160107069

                    Mengetahui,
                    Kepala Madrasah

                    Baiq Rosmini, QH., S.Pd

APPENDIX 4

Teacher and Students Observation sheet cycle 1

OBSERVATION FORM

School   : MTs As-Suyyuthi

Address   : Gunung Sari,Ireng lauk

English Teacher   : Usman Ali, S.Pd

Subject Material   : Comic Strips about telling time

Class/Semester   : VII/1

A. Teacher's Worksheet

Note: 1 = Very Bad
          2 = Bad
          3 = Good
          4 = Very Good[46]

No	Activity	Score			
		1	2	3	4
Open Activities					
1	The teacher greets students				4
2	Teacher checks student's attendance list				4
3	The teacher gives the motivation before beginning the lesson			3	

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[46]Sugiyono,*Metode Penelitian Kuantitatif,Kualitatif,dan R&D,Bandung*,2018.p.120.

4	The teacher explains the description of reading				**4**
5	The teacher explains the material about comic strips including telling time, pictures, and conversation			**3**	
6	The teacher explains about reading through comic strips				**4**
Main Activity					
1	The teacher gives the motivation before beginning the lesson.			**3**	
2	The teacher asks the students what the meaning and benefits of reading comic strips are.			**3**	
3	The teacher explains about kind and examples of comic strips		**2**		
4	The teacher instructs every student to read the comic strips.			**3**	
5	The teacher gives the example of comic strips				**4**
6	The teacher controls the student's activities		**2**		
7	Teacher giving feedback			**3**	
Closing Activities					

1	The teacher gives them information about the next material		2		
2	Teacher concluding the material		2		
3	Teacher closing the class				4
Total					**49**
Maximum					**64**
Percentage					**76%**
Criteria					**Good**

B. Students' Worksheet

No	Activity	Score			
		1	**2**	**3**	**4**
Open activity					
1	Students respond to the teacher's greeting			3	
2	Students follow the teacher's instruction			3	
3	Students' received motivation from the teacher			3	

No	Activity				
4	Students listen to the teacher's explanation about reading				4
5	Students answer the teacher's questions		2		
Main Activity					
1	Students listen to the procedure of reading through comic strips		2		
2	Students are motivated to read comic strips		2		
3	Students get new vocabulary when reading the comic strips		2		
4	Students speak accurately		2		
5	Students do the instruction for reading comic strips			3	
6	Students ask question	1			
7	Students participate in the learning process		2		
8	Students are enthusiastic about doing the task			3	
Closing Activities					

1	Students conclude the material together with the teacher		2		
2	Students receive the next material		2		
3	Students respond to teachers' closing			3	
Total				39	
Maximum				64	
Percentage				61%	
Criteria				Enough	

Mataram, 2021

Observer

(Johari)

APPENDIX 5

Teacher and Students Observation sheet cycle 2

OBSERVATION FORM

School   : MTs As-Suyyuthi

Address   : Gunung Sari, Ireng lauk

English Teacher : Usman Ali, S.Pd

Subject Material : Comic strips about telling time

Class/Semester : VII/1

A. Teacher's Worksheet

Note: 1 = Very Bad
     2 = Bad
     3 = Good
     4 = Very Good

No	Activity	Score			
		1	2	3	4
Open Activities					
1	The teacher greets students				4
2	Teacher checks student's attendance list				4
3	The teacher gives the motivation before beginning the lesson				4

4	The teacher explains the description of reading				4
5	The teacher explains the material about comic strips including pictures, and conversations			3	
6	The teacher explains about reading through comic strips			3	
Main Activity					
1	The teacher gives the motivation before beginning the lesson.				4
2	The teacher asks the students what the meaning and benefits of reading comic strips are.			3	
3	The teacher explains about kinds and examples of comic strips.			3	
4	The teacher instructs every student to read the comic strips.			3	
5	The teacher gives the example of comic strips				4
6	The teacher controls the student's activities			3	
7	Teacher giving feedback				4

Closing Activities					
1	The teacher gives them information about the next material			**3**	
2	Teacher concluding the material			**3**	
3	Teacher closing the class				**4**
Total				**58**	
Maximum				**64**	
Percentage				**90%**	
Criteria				**Good**	

B. **Students' Worksheet**

No	Activity	Score			
		1	**2**	**3**	**4**
Open activity					
1	Students respond to the teacher's greeting				4
2	Students follow the teacher's instruction				4
3	Students' received motivation from the			3	

	teacher				
4	Students listen to the teacher's explanation about reading				4
5	Students answer the teacher's questions			3	
Main Activity					
1	Students listen to the procedure of reading through comic strips			3	
2	Students are motivated to read comic strips			3	
3	Students get new vocabulary when reading the comic strips				4
4	Students speak accurately		2		
5	Students do the instruction for reading comic strips				4
6	Students ask question			3	
7	Students participate in the learning process				4
8	Students are enthusiastic about doing the task				4

Closing Activities					
1	Students conclude the material together with the teacher			3	
2	Students receive the next material			3	
3	Students respond to teachers' closing				4
Total				55	
Maximum				64	
Percentage				85%	
Criteria				Enough	

Mataram, 2021

Observer

(Johari)

APPENDIX 6

Reseacrh Instrument

1. **Reading test in cycle 1**

Question:

1. What they talking about?

2. Mention how many vocabularies that you get from the picture above?

3. What time Ari will enter his class?

4. How many persons in conversation?

5. Make the conclusion from the picture above?

2. Reading test in cycle 2

komikdimsum.com - 2020

Questions:

1. How many persons in conversation?

2. What the meaning Sunday and Monday?

3. What time bob will go to work?

4. Mention 10 vocabularies from the picture above?

5. Make the conclusion from the picture above?

APPENDIX 7

Rubric Assessment of Reading Test

Content	Point 1	Point 2	Point 3	Point 4	Point 5
Pronunciation	Errors in pronunciation are often but can be understand	Pronunciation has a lot of problems	Understanding the texts is good	Errors in pronunciation are very seldom	Pronunciation is excellent like native speaker
Vocabulary	Very little vocabulary, vocabulary always repeat	No enough vocabulary or incorrect use	Good enough, rarely have to look for a word	Good appropriate vocabulary and response	Very good: Use appropriate and new word
Fluency	No specific fluency description, not complete utterances	Fluently no good enough.	Fluently enough.	Fluently occasional hesitation	Quick. Fluently, Continuous with no hesitation and clear
Comprehension	Confusing in understanding the text	No enough understanding in the text	Understanding the text good enough	Understanding the text good	Understanding the text very good

APPENDIX 8

Score of student's reading Outcomes Cycle 1

No	Student's Name	Aspect				Total	Student's Achievement
		V	C	F	P		
		1	2	3	4		
1	AN	5	4	4	4	17	77
2	AL	3	4	3	4	14	68
3	EAR	4	3	3	3	13	60
4	HH	4	5	4	3	16	75
5	IZI	3	4	3	3	13	50
6	MW	3	4	3	4	14	60
7	MF	5	3	2	5	15	76
8	MS	5	4	5	3	16	76
9	PI	5	4	3	4	15	75
10	PA	3	4	3	4	14	55
11	RS	3	5	3	5	16	75
12	SAP	3	3	4	5	17	77
13	TAA	4	3	3	3	13	50
14	WNY	5	3	4	5	17	77
Total Score							950
Average Score							67,85
Percentage							67,85%

APPENDIX 8

Score of student's reading Outcomes Cycle 2

No	Student's Name	Aspect				Total	Student's Achievement
		V	C	F	P		
		1	2	3	4		
1	AN	5	4	4	4	17	77
2	AL	4	4	3	4	15	75
3	EAR	4	4	5	4	17	77
4	HH	4	4	4	3	15	75
5	IZI	3	4	4	4	15	75
6	MW	3	4	3	4	14	70
7	MF	5	3	3	5	16	76
8	MS	5	4	5	3	16	76
9	PI	5	4	3	4	15	75
10	PA	3	4	3	4	14	70
11	RS	3	5	3	4	15	75
12	SAP	3	3	4	5	17	77
13	TAA	5	4	5	4	18	80
14	WNY	5	3	4	4	16	76
Total Score							1.054
Average Score							75,28
Percentage							75,28%

APPENDIX 9

BIOGRAPHY

A. Self-Identity

Name   : Johari

Date of Birth   : Lotim, 13 Maret 1998

Addre   :Dusun Dasan Gerung, Desa Tirtanadi, Kec. Labuhan Haji,
                                      Kab.Lombok Timur

Father's Name   :Muharif

Mother's Name   : Zohriah

B. Educational Background

Elementary School   :SDN 4 Korleko

Junior High School   :SMP Negeri 3 Pringgabaya

Senior High School   :MAN 1 Mataram

C. Organization Experience
   ESC (English Study Club)
   PARCEL (Parlance English)
   PMT (Persatuan Mahasiswa Tirtanadi)
   Fusy'e D'Geso (Frustasi Ekonomi)
D. Scientific Work

Mataram, 2021

(Johari)

KEMENTERIAN AGAMA RI
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Jln. Gajah Mada No. 100 Jempong Baru Mataram Telp. (0370) 620783, 620784 Fax. 620784

KARTU KONSULTASI PROPOSAL SKRIPSI

Nama	: Johari
NIM	: 160107069
Pembimbing I	: Dr. Hj. Nurul Lailatul Khusniyah, M.d
Pembimbing II	: Najamuddin, S.Pd., M.Hum
Judul Skripsi	: Using Comic Strips to Improve the Reading Skills at the Seventh Grade Students of MTs. As-Suyyuti.

NO	TANGGAL	MATERI KONSULTASI	PARAF
1	24/16 '21	Skripsi/Prop Revise	
2	28/06 '21	Skripsi/Prop Revise	
3	1/07 '21.	Skripsi/Prop Reuse	
4	3/07 '21	Skripsi/Prop Revise	
5	5/07 21	Acc	

Mataram,   2021
Pembimbing I

Dr. Hj. Nurul Lailatul Khusniyah, M. Pd
NIP. 196910172005012001

KEMENTERIAN AGAMA RI
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NO	TANGGAL	MATERI KONSULTASI	PARAF
1	28-5-2021	*(tulisan tangan)*	
2	2-6-2021	*(tulisan tangan)*	
3	10-6-2021	*(tulisan tangan)* Acc (Propose	
4	22-6-2021	Cont Consul to first advisor	

Mataram,   2021
Pembimbing II

Najamuddin, S.Pd., M.Hum
NIP. 197401032007101001