

**USING COMIC STRIPS TO INCREASE STUDENTS'
NARRATIVE ABILITY**

THESIS

Submitted by

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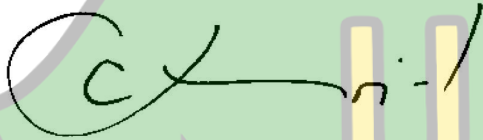
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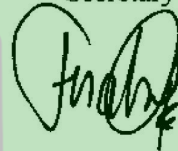
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Using Comic Strips to Increase Students' Narrative Ability

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Banda Aceh, 10 November 2024

Saya yang membuat surat pernyataan,



Miftahul Jannah Irhan

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Finally, I realize that constructive criticism and suggestions are needed for the improvement of this thesis. Hopefully, this thesis can provide benefits for everyone who reads it.

Banda Aceh, 05 November 2024
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ABSTRACT

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Narrative reading comprehension is an important skill that is often challenging for students, especially due to limited vocabulary and complex text structures. In an effort to improve this skill, this study explored the effectiveness of using comic strip media as a visual aid to facilitate narrative reading learning among VIII grade students of SMP Negeri 18 Banda Aceh. The methodology used was a quasi-experiment with two groups: an experimental class taught using comic strip media and a control class taught using conventional methods. Quantitative data were obtained from pre-test and post-test, while qualitative data were collected through interviews to explore students' views on this media. The main results showed that the use of comic strips was effective and significantly improved students' narrative reading comprehension. The average post-test score of the experimental class showed an increase of 41.88 points from 36.56 to 78.44, while the control class only increased by 23.75 points from 40.94 to 64.69. Comic strips help students in understand the story and narrative context visually, which makes the story easier to follow and more interesting. In addition, the interview results showed that this media increased students' learning motivation due to its attractive appearance and shorter text, thus encouraging students' engagement in learning. In conclusion, comic strips proved to be an effective medium to improve narrative reading comprehension as well as students' learning motivation. However, constraints in vocabulary comprehension still need to be addressed and accompanied by vocabulary enrichment to support deeper understanding.

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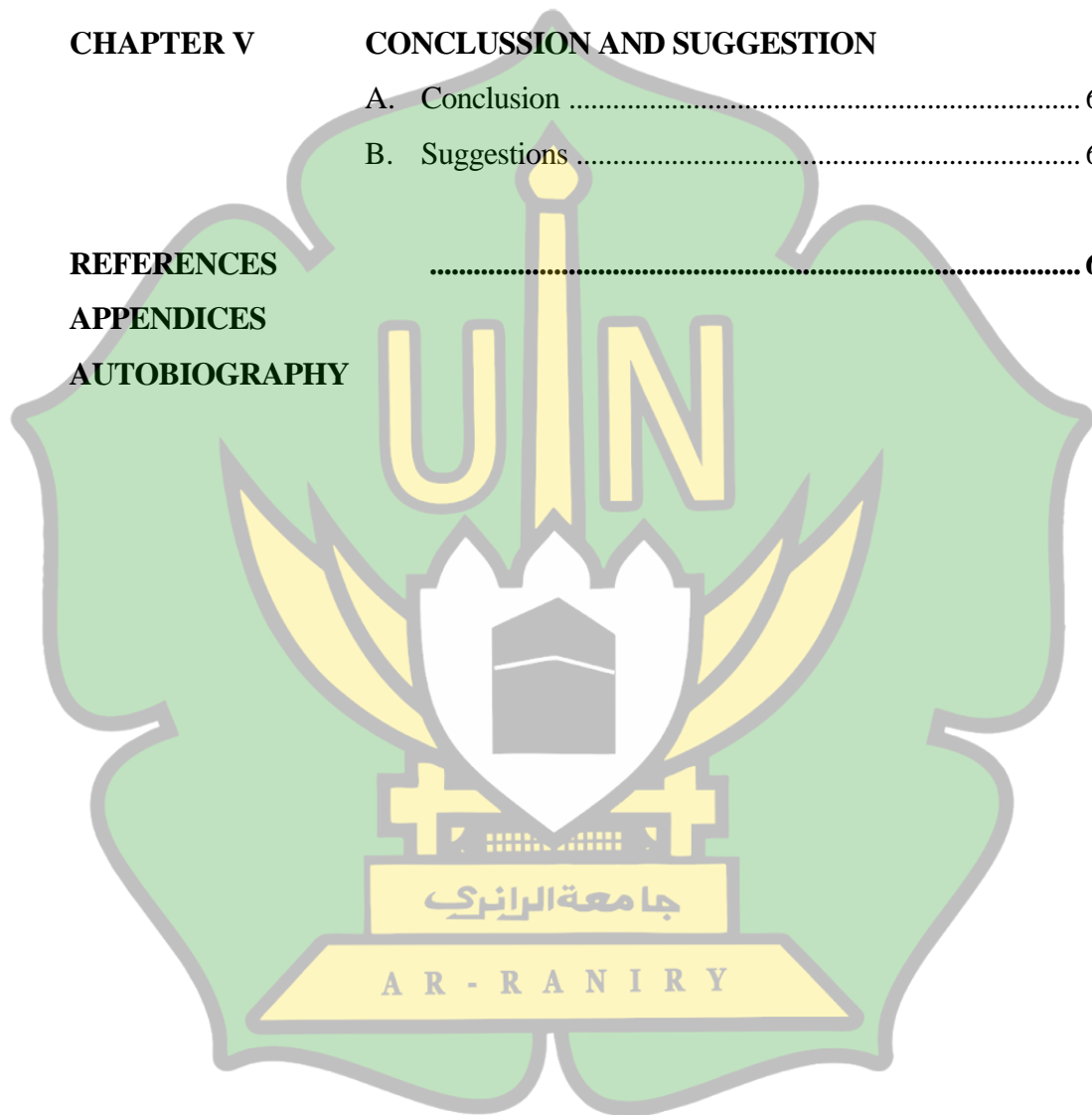
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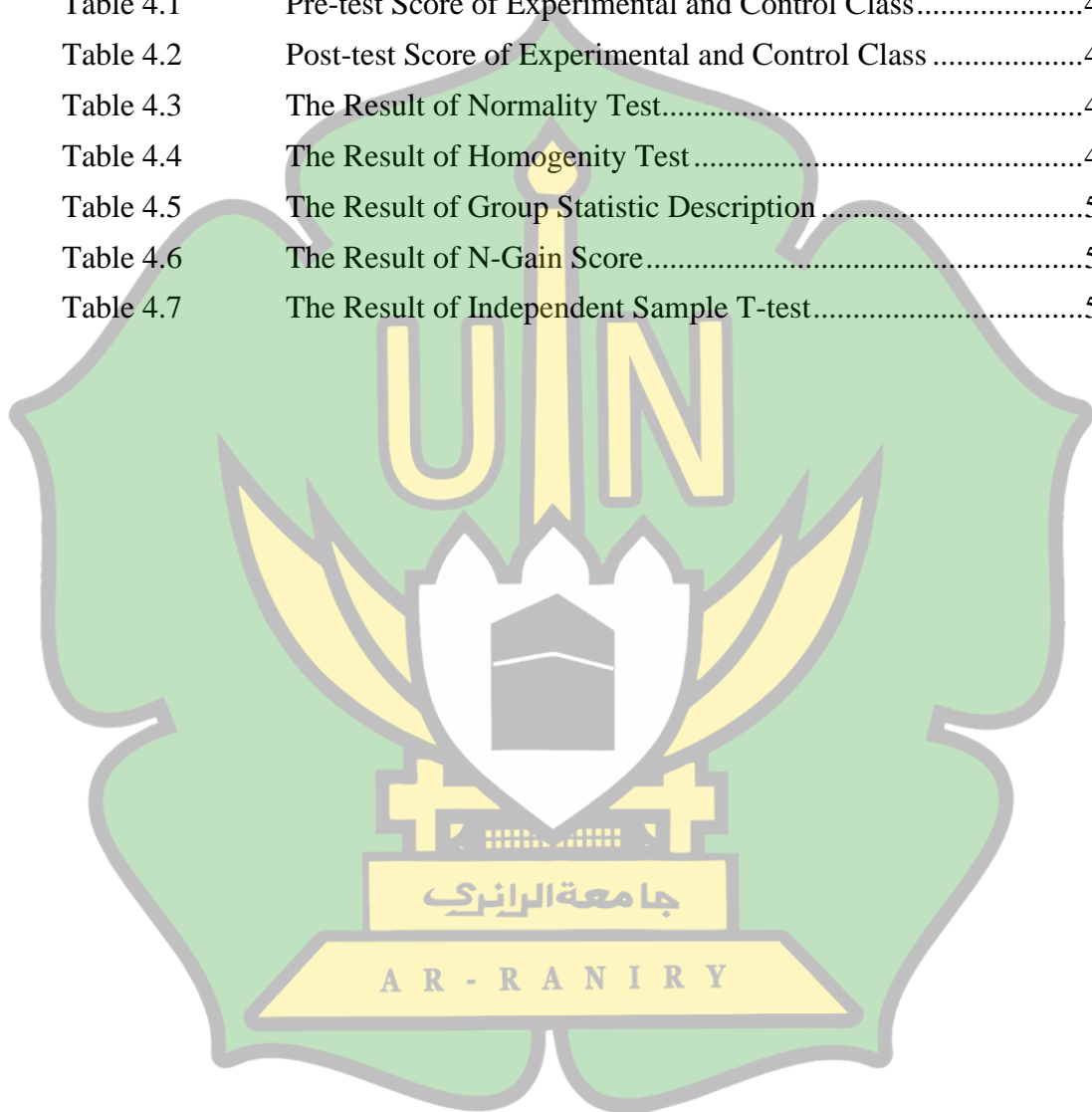
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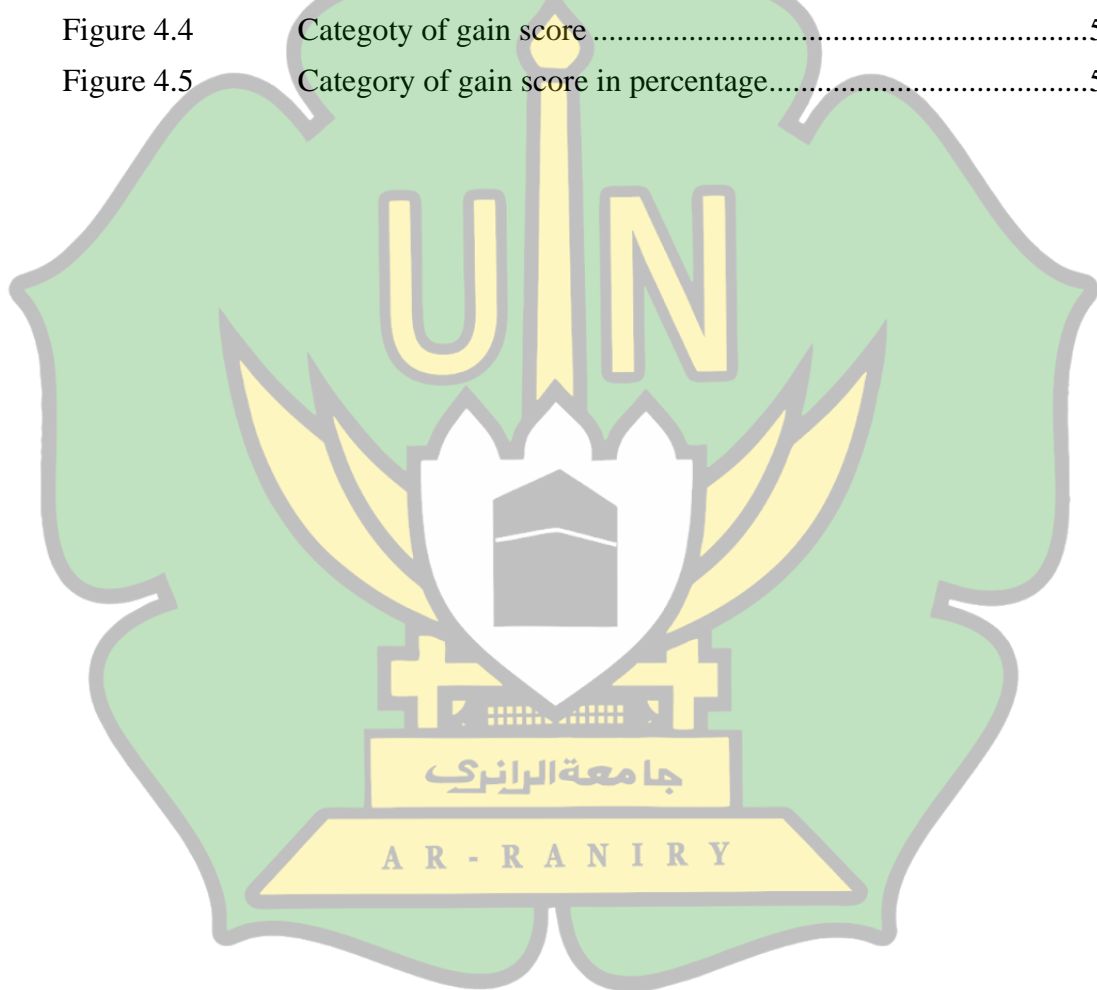
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CHAPTER I

INTRODUCTION

This chapter explains the study's background, research question, purpose of study, significance of the study, research terminology, limitation of the study, and hypothesis.

A. Background of Study

Narrative is one of the texts studied by students at school. Narrative can be defined in various ways depending on the discipline and literary collection studied. In simple terms, the term narrative is defined as follows according to the Oxford Dictionary: narrative is a story that tells a series of events or experiences, either in written, oral, or visual form. In line with the definition by Anderson (1997) narrative is one that entertains the audience by telling a story. An additional definition of narrative text is a text that consists of a series of interconnected events and stories, whether written or not (Widyantara & Rasna, 2020). A narrative text is a text that can be any kind of story, actual or fictional. Meanwhile, narrative ability is referring to a person's ability to understand, produce, and maintain a coherent narrative. In academic settings, a narrative is usually a monologue telling of hypothetical or actual events (Gillam & Ukrainetz, 2006). Anderson added (used in Fourdini, Radjab, and Refnaldi, 2014), a strong narrative is allowing readers or listeners to visualize the appearance of the characters, the setting, and the events that occur. This is in line with the purpose of narrative, namely to entertain, inform, influence, or convey a message to readers or listeners.

Some difficulties faced in improving narrative ability, such as in the writing or reading comprehension ability. According to Byrne (1997), there are three major difficulties in writing, they are psychological difficulties, linguistic difficulties (vocabulary and language use), and cognitive difficulties (content, organization, and mechanic). Psychological difficulty is a difficulty that is related to self-contained or internal problems such as lack of confidence, lack of motivation, and writing anxiety. Linguistic difficulties are related to the ability of the author to apply language rules based on the writing standards (about grammar, vocabulary, language use, and choice of sentences). Cognitive difficulties are difficulties related to the author's understanding of written instruction aspects (include content problems, organization, and mechanics such as spelling, punctuation, capitalization, and paragraphing). In addition, according to Snow (2002), difficulties in comprehending the narrative come from the reader, the text, and the activity. The reader related to the students themselves (students' boredom, laziness, unknowing of the rules of simple past tense, student's limited vocabulary mastery, students' uninterested in reading narrative text, difficulties in finding the information, and difficulties in understanding the text). The text which the narrative text itself (the difficulty level of the text being given). The students found it difficult to comprehend and understand the text because the level of the text is difficult. And last the activity related to the teacher's teaching technique and the invariant reading activity. Referring to the problems above, teachers should pay more attention to students in teaching them to create a narrative using media.

Therefore, teachers need to introduce the right instructional media to improve students' learning. As stated by Faizal (in Hasbullah and Yogi, 2015) learning media can help the learning process become more interesting and arouse students' interest in exploring material. Many media can be used to teach students that have been proven researchers such as visual, audiovisual, printed, etc. In this research, the researcher chose using comic strips as the media in teaching learning as an alternative instrument to aid in developing the student's ability to produce narratives. Arjuna (in Pritandhari, 2016) defines a comic strip as a series of images that tell a story based on the content studied, displayed in three to six panels or around it, and wrapped in a lighthearted, amusing (humorous), and engaging narrative. Comic strips can be characterized as being easier to read and more succinct than comics in general. In line with Mallia as cited in Beard and Rhodes (2002), a comic is a narrative text that is conveyed by visual sequences that are cast continuously from one sequence to the next, with dialogue or text revealed inside the pictures. Readers can create their own story in chronological order by reading the photographs that include the highlights. This offers advantages such as time efficiency (both when reading and writing), simpler, and more understandable language for comic book explanations. Furthermore, they have the potential to increase students' attention to spelling correctly (Wright, 1983).

There have been previous studies conducted on the use of comic strips in reading and writing. These studies showed that this media was effective and had a positive impact on increasing student's narrative ability. Regarding on reading, the research result demonstrated the improvement in students' reading comprehension.

As stated by Manik (2019) and Istiqomah (2023), both of their study conducted by using class action research (CAR) result showed that there was a successful improvement in student's reading comprehension after being taught using comic strips. In line with, the research conducted by Rahayu (2023) using quasi-experiment research also showed the same result. Another research by Utami (2019) and Mayasari (2020), their study using a pre-experiment and quasi-experiment research method. It stated that there was a positive impact and significant effectiveness on student's reading comprehension using comic strips. It showed that the mean score of the experimental class after using comic strips was higher than the mean score before using comic strips in teaching reading comprehension of narrative text. In line, research conducted by Anida (2019) using class action research (CAR) also showed that teaching reading narrative text by using comic strips could improve the students' achievement in comprehending the narrative text. In addition, research conducted by Nafisah and Pratama (2020) showed an improvement in their score and their motivation after applying this media. It can be concluded that using comic strips provided some effectiveness such as in improving students' scores and motivation in reading comprehension of narrative text.

While regarding on writing, the research result demonstrated an improvement and effectiveness in students writing ability in narrative using comic strips. Research conducted by Sulistyawati and Verinanda (2021) using classroom action research (CAR) showed that the use of comic strips was effective to be implemented in the teaching and learning process. It revealed that the student gave

a positive response and paid attention to the teacher's explanation in the classroom. Other research conducted by Humola and Talib (2016) using action research showed that there is an improvement in students' writing narrative ability using comic strips. Besides, it also showed an improvement in classroom climate in the class as stated in research conducted by Anggraeni, Martono, and Rais (2015) using collaborative action research. On the other hand, research conducted by Fauziyah (2020) and Rohmaniah (2022) using classroom action research (CAR) revealed an improvement in students' writing ability and scores after using comic strips. Other research by Widya and Swondo (2021); Wardani (2022); and Zikria (2022) using experiment and pre-experiment research demonstrated some positive impacts such as an improvement in students' writing skills, an increase in scores, also student enthusiasts in class after using comic strips. It can be concluded that the use of comic strips strongly has a positive effect on students. It offers a way to overcome students' difficulties which means successfully improving students' narrative skills. Furthermore, it also made the learning process more interesting and conducive at the same time.

In conclusion, the findings of the related studies mentioned above show that the use of comic strip media in the teaching and learning process provides satisfactory results. Most of the research results show that the use of comic strip media can develop students' abilities in improving narrative reading comprehension, students' grades, and also increase students' motivation and achievement in learning. Although there have been many studies conducted in several cities in Indonesia regarding the use of comic strips as educational materials

to improve speaking, writing, reading, and other abilities, similar studies in Aceh are still very limited, especially with regard to narrative reading comprehension skills. Some studies in Aceh have used comic strips for educational purposes at large; however, there are still few studies investigating their application in English language teaching at the junior high school level. The study was conducted at SMPN 18 Banda Aceh, where the comic strip media had not previously been used by English educators as a learning resource. This provided an opportunity to assess the effectiveness of comic strips in increasing students' reading comprehension of narrative stories. This research addresses important gaps in the literature in the local context, namely regarding media utilization and emphasis on narrative ability.

B. Research Questions

Concerning the background of the study above, the researcher formulated the research questions as stated below:

1. Does the use of comic strips as learning media effectively and significantly improve students' narrative ability?
2. How do students perceive the use of comic strips as a media for learning narrative ability?

C. Purpose of Study

Based on the formulation of the research questions, this research purpose:

1. To find out whether the use of comic strips effective in increasing students narrative comprehension ability.
2. To find out the students perceive about using the comic strip as learning media.

D. Significance of Study

This section describes the contribution or benefits that the research will provide, both theoretically, practically, and contextually.

1. Theoretical

This study expands the literature related to the use of comic strips in English language learning. With a focus on narrative reading comprehension skills, this study provides new insights into how visual media can help students understand narrative stories more effectively.

2. Practical

- a. For teachers at SMPN 18 Banda Aceh: To provide practical guidance for teachers to utilize innovative media such as comic strips in learning. Teachers can use comic strips as an alternative in teaching narrative texts, which are often considered difficult by students.
- b. For Students at SMPN 18 Banda Aceh: Comic strips help students to understand narrative stories better through visual elements that facilitate the recognition of characters, plot, and setting.
- c. For Future Researchers: To be a reference for further research on other English language skills or exploring its application in different cultural contexts.

3. Contextual

This research contributes to education in Aceh, where innovative learning media such as comic strips have not been widely used. The results

of this study can serve as a basis for the adoption of similar methods in other schools in Aceh by both teachers and education policy makers.

E. Research Terminology

This section is necessary to briefly explain specific words that will be discussed in this study. Here are some key terms that need to be clarified to prevent readers from misunderstanding. The terminologies that will be discussed are as follows:

1. Comic strip

The comic strip is one of the artworks that contains a picture in it, it could have the meaning of humorous, slice of life, heroes, adventure, etc. According to Gavigan and Tomasevich (2011), comic strips are short-form comics that generally consist of three to eight panels. It is such an effective media to use in teaching-learning. Students are better able to compose narratives when they use comic strip media since it is simple to apply. Students will find it easier to memorize and recall information fluently when humorous images are paired with words or idioms from the text. A strong comprehension will enable students to articulate their ideas in coherent phrases written or spoken.

2. Narrative Ability

Narrative ability entails understanding and being able to narrate stories and describe occurrences is the ability to comprehend and tell stories. Students who possess narrative abilities are better able to comprehend what they read, anticipate plot developments, figure out how stories are put together, and exercise critical thinking. Strengthening narrative ability is a useful talent that

can help with writing, storytelling, and communication in both personal and professional contexts, whether you want to improve your storytelling skills or are a student, aspiring writer, or something else entirely.

F. Limitation of Study

It is crucial to establish the limitations of the problems to simplify and make the study's findings easier to understand. This research focuses on improving students' narrative ability using comic strips as the instructional media. Due to the level of student ability in English subject, the researcher limited the study to improving students' reading narrative ability by eighth-grade students of SMP 18 Banda Aceh. Therefore, other skills will not be covered by the findings.

G. Hypothesis

A hypothesis is a statement concerning a study's potential results, according to Brown (1988). It is an initial response to the research topic that hasn't been put to the test yet.

Ha : Comic strips are a highly effective media for improving students' narrative reading ability. This means there was an enhancement in students' comprehension ability toward narrative in English.

Ho : Comic strips are not an effective media for improving students' narrative reading ability. This showed that there was no increase in students' comprehension ability indicating that regardless of whether comic strips were used in their instruction, students possess the same narrative reading ability.

CHAPTER II

LITERATURE REVIEW

This chapter explains the essence theories of this study that relate to narrative ability, comic strips, and related studies.

A. Narrative Ability

1. Definition of Narrative Ability

Narrative can be defined in various ways depending on the discipline and literary collection studied. One may think of the narrative as a genre that runs parallel to the exposition (Gottlieb & Ernst-Slavit, 2014). In other definition, “the narrative is a device for making sense of emotionally charged experiences and trauma” (Richardson, 2000) or a fundamental principle that arranges our thought process (Turner, 1996). In simple terms, the term narrative is defined as follows according to the Oxford Dictionary: narrative is a story that tells a series of events or experiences, either in written, oral, or visual form. Kane (2000) provided an additional definition of narrative text, stating that it is a text that recounts true occurrences involving accidents. Conversely, Anderson (1997) asserted that narrative texts offer the reader an informed and entertaining perspective on the word. In academic settings, a narrative is usually a monologue telling of hypothetical or actual events (Gillam & Ukrainetz, 2006). Thus, narrative ability refers to a person's ability to understand, produce, and maintain a coherent narrative. It defines the ability to recognize narrative structure, connect events, characters, and conflicts in stories, and understand cause-and-effect relationships between events.

A narrative text's two main goals are to entertain and amuse its audience and to tell a story (Akmal & Hadi, 2015). In the classroom context, students use narrative ability to improve their English skills.

2. Reading Comprehension in Narrative

Reading is one of the English basic skills that student must acquire to understand written material as it considered essential to the process of teaching and learning. This is confirmed in the definition of reading in Michigan according to Wixson, Peters, Weber & Roeber (1987), reading is a procedure carried out to eliminate confusion regarding the meaning that a text wants to convey. To get to the meaningful discourse itself, readers must engage with the text and be able to understand it in order to extract information. Understanding what you are reading is a process known as comprehension in reading. In general, the ability to comprehend and interpret information from a text correctly is the most evident definition of reading comprehension, according to Grabe and Stoller (2002). Furthermore, reading comprehension is defined by Klingner, Vaughn, and Boardman (2024) as the act of creating meaning through the coordination of several intricate processes, such as word reading, fluency, and world knowledge. In addition, when reading a text, an individual uses cognitive processes to interpret or deduce meaning from the text. The researcher comes to the conclusion that reading comprehension is an interactive reading exercise where the reader engages with the text to extract the key idea or message. In this instance, the researcher takes on the role of a facilitator, encouraging students and helping them use comic strips to improve their reading comprehension of narrative text. Understanding the narrative

text helps students tell a connected story in a sequential manner, which is another reason why it is advised for them to do so.

3. Types of Narrative

Literature that tells a tale or narrates a sequence of events is called narrative text (Ayu & Nurweni, 2023). It can be factual, fictional, or even a combination of both. In line with Joyce and Feez (1998), noted that there are two categories of narrative writing: fiction and non-fiction. Non-fiction narrative writing communicates the truth, whereas fiction tells an untruth. Furthermore, a wide variety of narrative genres are discussed by Anderson and Kathy in Romli (2014), including humor, romance, crime, historical fiction, mystery, fantasy, science fiction, diary novels, and adventure. According to Neo states in Karolina (2006), narrative texts come in a variety of forms, including the following:

1. Humor

A hilarious narrative tells a story to make the audience laugh. Examples are *Si Kancil*, *Si Unyil dan Petualangan di Negeri Kelinci* by Sitor Situmorang, and *Makanan Aneh di Planet X*.

2. Mystery

Fiction in the mystery genre typically features a detective (or other professional) solving a single crime or a string of crimes. Examples are *Sherlock Holmes* by Sir Arthur Conan Doyle, *Gone Girl* by Gillian Flynn, and *Agatha Christie's Poirot* by Agatha Christie.

3. Romance

Usually, a romance story ends with two lovers overcoming obstacles to be together. Examples are Romeo and Juliet by William Shakespeare, Layla Majnun by Dyaikh Nizami , Habibie Ainun by BJ Habibie by Bacharuddin Jusuf Habibie.

4. Fantasy

Fantasy fiction's principal narrative, aspect, topic, or setting sometimes involves magic and other supernatural events. Examples are Twilight by Stephenie Meyer, Harry Potter by J.K. Rowling, and Chronicles of Narnia by C. S. Lewis.

5. Crime

Fiction in the crime genre focuses on crimes, motives, and detection. Examples are The Godfather by Mario Puzo, The Silence of The Lambs by Thomas Harris, and In the Woods by Tana French.

6. Sci-Fi

Science and technology are important to science fiction stories. Examples are To the Moon from the Earth by Jules Verne, Starship Trooper by Robert Heinlein, A Space Odyssey by Arthur C. Clark,

7. Diary Novels

The text in this kind of storytelling is organized like journal entries. Examples are Bridget Jones's Diary by Helen Fielding, The Diary of a Young Girl by Anne Frank, and Adrian Mole by Sue Townsend.

8. Adventure

Adventure fiction is a subgenre of fiction where the primary plot revolves around an exciting adventure that involves risk and physical danger. Examples are *The Hobbit* by J.R.R. Tolkien, *Treasure Island* by Robert Louis Stevenson, and *Jurassic Park* by Michael Crichton.

Additionally, there are a plethora of other kinds of narrative texts outside those listed above, such as fairy stories, folklore, horror stories, fables, myths and legends, ballads, slice of life, personal experience, or historical, etc.

4. Structure of Narrative

A narrative has some part of a generic structure namely orientation, complication, sequence of events, resolution, and coda. Anderson in Romli (2014) explains generic structure in more detail as below:

1. An introduction that lays up the context (where, when), names the characters, and lists the players.
2. A complication where an unexpected event leads to a crisis or other complications.
2. Resolution, is the point at which the characters eventually figure out the problem, marking the resolution of the crisis.
3. A coda, or optional final section, brings the story to a close.

These structures serve as the centerpieces of the narrative schematic framework and are only infrequently used to provide a coda for the stories. To put it more fully, this is how structures function work in narratives as stated by Joyce & Feez in Emilia (2010) below:

a. Orientation

- (1) Describes the characters and piques the reader's curiosity;
- (2) Provides the reader with the who, what, when, and why;
- (3) Hints at the issues the characters will face.

b. Complicacy

- (1) Is where an unexpected event occurs for the characters;
- (2) Is where the reader realizes what's wrong

c. Evaluation

- (1) May take place independently but is also interwoven with the complexity;
- (2) Is the point at which the author offers commentary on the events and gives them meaning for the reader;
- (3) Elites the reader to care about the characters' fates;
- (4) Slows down the action and builds suspense, enticing the reader to find out what happens next.

d. Resolution: The point at which the issue is resolved.

e. Coda: Concludes the tale with a brief observation of what transpired or a prediction about the characters' futures. A common conclusion to fairy tales is, for instance, "And they live happily ever after."

Table 2.1

Example of narrative text

True Friends

Orientation	Once upon a time, there were two close friends who were walking through the forest together. They knew
-------------	--------------------------------------------------------------------------------------------------------

	that anything dangerous can happen any time in the forest. So, they promised each other that they would always be together in any case of danger.
Complication	Suddenly, they saw a large bear getting closer to them. One of them climbed a nearby tree at once. But unfortunately, the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man
Resolution	The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend who was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

The moral of the story: A true friend in need is a friend indeed

5. Purpose of Narrative

The narrative mode, which controls how the story is communicated through the narrative process, is a crucial component of a narrative text. Most of the time, people read or write narrative texts to fulfill their own needs perhaps for amusement or fun. The goal of creating a personal narrative, according to Millan

(2001), is to express feelings and ideas regarding a certain experience. This aligns with the primary objective of narrative texts, which is to use humorous stories to captivate readers or listeners, motivate them, or impart a moral lesson. In addition, narrative texts seek to amuse or entertain readers in whatever manner through real or imagined experiences. Every narrative story begins with a problem, builds to a peak, and then shifts the topic to a solution to the problem. According to the description given above, the social purpose of a narrative text is to evoke strong feelings in the reader or listener. Its purpose extends beyond mere amusement and includes the ability to provoke thought on a subject, impart knowledge, or arouse feelings.

6. Teaching Narrative

Teaching narratives in an interactive and engaging way is very important for students. They can be easily persuaded, educated, entertained and clarified with stories (narratives). Additionally, they can demonstrate to children how people behave, how the world functions, and how events take place. Thus, stories (narrative) can aid pupils in comprehending and navigating the outside world. Writing a narrative might help them develop their chronological thinking skills since it trains their mind to organize ideas into coherent wholes. In line with Petersen et al. (2022), narratives are crucial for both academic success and social competency. The aforementioned information leads to the conclusion that narrating is beneficial for kids and can enhance and strengthen their narrative skills in addition to offering several advantages. To achieve that, effective and interesting instructional media is needed such as comic strips.

B. Comic Strips

1. Definition of Comic Strips

Comic strips are one of the learning media that can be used in English language learning. As stated by Amanda (2024), Visual media instruction is currently one of the most often used teaching strategies because the use of visual media such as images, videos, and animations can improve students' interest in and comprehension of the subject matter being taught. Comic artist McCloud (1993), in his work *Understanding Comics*, offers a definition that can be applied to both comic strips and comic books: sequentially arranged images and other images designed to convey information and/or evoke aesthetics in an audience. The most significant difference between comic books and comic strips most likely has to do with their length. Comic strips are learning media that convey messages through a combination of images and text in the form of short stories. McCloud also states that comics have the power to convey stories sequentially through panels. In a learning context, this helps students understand the storyline gradually, which is very beneficial in narrative learning. According to Kunzle (1973), comic strips must fulfill the following conditions: 1. consist of a series of individual images, 2. feature a majority of images rather than textual content, 3. appear in a replicable medium, such as mass media, and 4. create a series that conveys a narrative that has moral and contemporary relevance. A comic strip contains sequential images and words, it is “an open-ended dramatic narrative about a set of characters told in a series of images, often including dialog in balloons and narrative text, published serially in newspapers” (Snyder, 1997). To clarify, Kunzle categorizes comic strips as straight

comics (sentimental and adventure fiction) and humor-comicatures, although he explains that he distinguishes comic strips from cartoons, which are defined as visual jokes or humorous illustrations published in magazines or newspapers. Comic strips have several benefits for students, including helping them understand the substance of the text, developing ideas, and capturing their interest due to the clear and understandable story.

According to the theory above about comic strips, writers can define that comic strips are narratives that are told through a series of images arranged in horizontal panels, strips, or rectangles and read like a text from left to right or top to bottom. It usually describes the story of one or more limited characters with balloon-shaped dialog with words inside. Balloons usually come out of the talking character's mouth or head. The length of this series of comic strips varies, can be short or medium, long; serial or standalone or semi standalone. It relates to the conclusion about comic strips by Gavigan and Tomasevich (2011), a comic is a genre of literature that combines words and images and arranges them in a cumulative way to create a tale or convey information that may be amusing, enigmatic, etc. This definition emphasizes the cumulative aspect of comics and adds the notion that they are literature.

2. The Utilization of Comic Strips in Education

Comic books and strips are very often used in ESL and EFL schools, but there are some areas that are rarely or even unfamiliar with comic strips. Therefore, comics can also come from outside sources, which teachers acquire to get more additional materials or learning media for their classes (Recine, 2013). Using comic

strips as a teaching tool engages students in rewarding activities provided in a student-centered and activity-oriented way. With hierarchical links, this method offers an engaging, imaginative, visual and spatial learning experience that provides the capacity to organize, assess, evaluate, condense and refocus thoughts/ideas (Bhadawkar & Sharma, 2022). To find out how comic strip learning media can increase students' motivation and interest in education, it is important to examine learning theories that support its application. One of the relevant theories is the Dual-Coding Theory, which was formulated by Alan Paivio in 1971, as cited in Andriyani and Suhartono (2015). This theory states that humans acquire information through two main pathways: the verbal pathway and the visual pathway. When information is continuously delivered in the form of verbal text and visual imagery, students can acquire knowledge more effectively and improve their understanding and memory. In an educational setting, visually presented materials, such as comics, can enhance students' comprehension by allowing them to correlate words or texts with relevant pictures. In this circumstance, the usage of comic strips that represent a sequence of narrative stories might provide a learning experience that is more concrete and easily comprehended by students.

The above approach is more successful at conveying narrative content since it combines narrative and visual components that can capture students' interest and improve information retention. Thus, the utilization of comic strips can be the reason for teachers to use this teaching-learning environment as a creative media. According to Cary (2004), readability criteria in comics take into account both words and visuals, which mean visuals help the words to make the textual material

more understandable. Second, in addition to helping with comprehension, the pictures also make it easier to teach vocabulary. They greatly aid students in word memorization and recall. According to Csabay (2006), if an image accompanies a word, phrase, or concept, the learner will more quickly memorize and recall it.

3. Principle of Comic Strips

The following comic strip principles may serve as motivators for educators to incorporate comic strips into their lesson plans. They are:

1. Comics are entertaining, stimulating, and energizing;
2. They foster a wide range of skills, including cognitive, intellectual, social, and cultural;
3. Can be used to teach pupils in various academic grades;
4. Can be used to teach various academic subjects;
5. May aid pupils in acquiring higher-order thinking abilities, such as sequencing, forecasting, inferring, synthesizing, analyzing, and assessing, among others.
6. Increase the interaction of students with multimodal texts,
7. Make children aware of the variety of media used to create and transmit meaning.
8. Good teaching resources for a target language include:
9. Content that is visually depicted is considerably simpler to process, comprehend, and recall.
10. Can be applied to the instruction of speaking, listening, writing, and reading abilities (Jun Liu, 2004).

4. Design of Comic Strips

The design of comic strips contains several tools that can be used by students. These tools are simple, easy to use, and student-friendly. As stated by Saraceni (2003) a few elements that make up a comic are panels, gutters, balloons, and last caption. The detailed explanations are below:

- 1) Usually, there are several panels—rectangular frames—on each page.
- 2) A blank space called a gutter divides each panel from the others.
- 3) The balloon: Using balloons, where text is placed and superimposed into the panel containing the visuals, is one of the essential components of comics. Only comics use balloons; other print media, such as children's books and commercials, frequently combine words and graphics. The balloons contain some real language, but a large portion of the content is just stories. It strengthens the reader's bond with the story by suggesting that a character is speaking (in the first person). Balloons can be used to report speech or thought. The tail of the balloon indicates whether the character is speaking or pondering.
- 4) The caption: The caption never appears inside the panel; instead, it is always a distinct object that sits at the top or bottom of the panel. The captioned text acts as the narrator's voice and provides details to the conversation in the balloons.

SEPTEMBER 25, 2011: I HAD AN EXTREMELY VIVID DREAM THAT I WAS SKIMMING THROUGH THE SUNDAY COMICS IN THE NEWSPAPER. I SAW THIS BEETLE BAILEY STRIP AND FOUND IT TO BE SO BIZARRE I WOKE MYSELF UP LAUGHING.



WITH APOLOGIES TO MORT WALKER AND TO SANE PEOPLE.

studiobueno.blogspot.com

Figure 2. 1

The example of Comic Strips Design

Note: Read this comic from top left.

C. Related Study

Comic strips have been included in educational media for the purposes of teaching-learning such as speaking, writing, and reading. This research focused on improving reading ability. Here several related studies have been done to determine how comic strips affect people's narrative reading ability. As stated by Saputri, and Hidayat (2019), based on their findings showed that we can infer that teaching reading comprehension of narrative texts through the use of comic strips is an effective method. On the other study by Rengur and Sugirin (2019) about the effectiveness using comic strips on students' reading comprehension in narrative, also stated it has a positive effect. Their finding on eighth-grade students that the study's findings indicate that using comic strips to improve students' reading comprehension was more successful than using traditional media. In line, with research conducted by Ahmad and Ma'rifatulloh (2023) and Ihsan and Syafri (2023), their study showed that using comic strips significantly improves students' reading comprehension, especially when it comes to narrative content. Another study that indicated the positive impact comic strips on students reading comprehension in narrative text study by Ali, Otoluwa, and Pilongo (2023). Based on observational data, it appears that students were motivated to learn narrative text reading comprehension through group or individual work using comic strips. The study's findings suggest using the comic strip in other genres, particularly narrative texts or other language skills.

Regarding other studies, some showed that there was an improvement either in students' ability or in students' scores achievement, and some approve that

it was beneficial for teaching learning. As stated by Tridandayati, Pedit, & Wulandari, (2020), the study's findings support the notion that teaching reading narrative texts to children through comic strips can enhance their comprehension of those materials. Purba, & Rini (2021), the study's findings indicate that using comic strips to enhance students' reading comprehension ability of narrative texts is beneficial. Another study by Murniviyanti and Marini (2021), their finding students were motivated to learn narrative text reading comprehension through group or individual work using comic strips. The study's findings suggest using the comic strip in other genres, particularly narrative texts or other language skills. Damanik and Harianja (2022) that comic books are a useful tool for enhancing eighth-grade students' reading comprehension of narrative texts. Students' enthusiasm to study English texts is also increased when reading comprehension is taught through comic strips. Purnama, Subroto, and Murni (2023), the results of the data analysis showed that comic strips had a very positive and significant improvement in students' reading comprehension. It also could help students' in understanding the content of the text Setyawan (2018). In another study by Maulana, Rufinus, and Susilawati (2016), their findings showed that their an improvement in students' ability, and it was suitable for teaching learning using webtoons (webcomic strips).

CHAPTER III

METHODOLOGY OF RESEARCH

This chapter explains the method and research design, participant and sample, instrument, technique of data collection, and data analysis.

A. Research Method and Design

In this study, quantitative and qualitative approaches were applied to investigate the use of comic strips as instructional media for creating simple short stories to improve students' narrative ability. Mixed-methods research (MMR) is a research methodology that involves gathering, analyzing, interpreting, and reporting both qualitative and quantitative data to address research questions suitably and ethically (Creswell & Clark, 2011). The reason behind choosing this method is that the researcher wanted to get a more complex understanding of the research problem of her study by combining both of the methods. The quantitative data in this research was obtained through a test in a quasi-experiment, which means there would be the treatment, the impact measurement, and the experimental unit. There would be two classes that need to be conducted in this study. First, the experimental class would be given the treatment by using comic strip media, and the control class would be taught as usual. Both of the classes would be given two tests namely the pre-test before being treated and the post-test after being treated (experimental class only) using a comic strip. On the other hand, the qualitative method data was gained through an interview. The interview was used to dig up more in-depth information through an interview process with several sources using

purposive sampling. This related to the feelings of the students towards the use of comic strips in their learning process.

Table 3.1

Quasi Experimental Design

Group/Class	Pre-Test	Treatment	Post-Test
Experiment	Xe1	T	Xe2
Control	Xc2	O	Xc2

Xe1 :Students' score of experiment group on pre-test

Xc1 : Students' score of the control group on the pre-test

T :Using Comic Strip treatment

O :Without Comic Strips treatment

Xe2 : Students' score of experiment group on post-test

Xc2 : Students' score of the control group on the post-test

(Hatch and Farhady, 1982)

In addition, according to Creswell & Plano Clark (2011), there are six mixed-method research designs can be used. There is the convergent parallel design, the explanatory sequential design, the exploratory sequential design, the embedded design, the transformative design, and the multiphase design. To fulfill the complex understanding, this study would use the explanatory sequential design, also known as explanatory design. In this design, there are two interactive sequential phases. The first stage, collecting and analyzing quantitative data which had the priority of answering research questions. The next stage, the qualitative data

collection phase was carried out following the previous phase. Researchers generally interpret qualitative data to help explain the results obtained in the quantitative phase. In this research, quantitative data was used to see how much influence implementing comic strips as a learning media had on strengthening students' narrative skills. The qualitative data was used to dig up more in-depth information through an interview process with several sources using purposive sampling. For the final step, carried out by the researcher was carrying out analysis and interpretation based on the data collected.



Figure 3.1 Creswell & Clarck, 2011

The Explanatory Sequential Design

B. Participants and Sample of Research

According to Handayani (2020) stated that population is the totality of each element to be studied that has the same characteristics. The population in this study were 8th grade students at SMP Negeri 18 Banda Aceh. According to Sugiyono, (2017), the sample is part of the population that is the source of data in research, where the population is part of the many characteristics possessed by that population. For this research, purposive sampling was the technique of sampling that was employed by the researcher. Therefore, it can be said that the sample represents a tiny portion of the populations. Purposive sampling is therefore a possibility. Sugiyono (2016) highlights that purposive sampling is a sample determination technique that requires specific considerations. According to Sugiyono (2016), the purposive sampling technique is employed because it is appropriate for use in quantitative research or studies that refrain from making generalizations. The sample of this research was the 8th-grade classes of SMP Negeri 18 Banda Aceh. There were two classes that were concerned by the researcher in this research. The reason behind the choice was due to the 9th-grade students were about to prepare for their final exam. So, the teacher in this school directed the researcher to conduct the research on grade 8 students.

C. Instrument of Data Collections

As explained above, the explanatory sequential design is a data collection method that begins with quantitative data collection and then continues with qualitative data collection to help analyze the data obtained quantitatively so that the results of research with this design are generalizations. In this research, to collect

the data, the researcher used some instruments which were explained below.

1. Test

According to Brown (2004), a test in simple terms is a method of measuring a person's ability, knowledge, or performance in a given domain. Arikunto (2008) also states that tests are a way to gather data, but in comparison to other tools, this one is more formal due to its numerous limitations. He claims that it serves the dual purpose of measuring student performance on an exam and the program's overall effectiveness. For this research, the test was used to obtain data about improving students' abilities in narrative reading learning. The test given here was a test to answer questions related to their understanding of the story in narrative text which was taught using comic strips to gauge the abilities of class 8 students at SMP Negeri 18 Banda Aceh. The test would be done in two stages, a pre-test and a post-test

2. Interview

The second step to obtain information in this research was to conduct interviews. According to Sugiyono (2015), an interview is a meeting of two people to exchange information and ideas through questions and answers to construct meaning in a particular topic. Moreover, Kothari (2004) stated that the interview method of collecting data involves the presentation of oral-verbal stimuli and replies in terms of oral-verbal responses. According to Mathers, Fox, and Hunn (1998), interview types are divided into three categories: structured, semi-structured, and unstructured. In this study, the

researchers would use unstructured interviews. This is the interview method that researchers typically prefer (Alshenqeeti, 2014). This kind of interview can be modified based on the interviewer's current circumstances, responses, and opinions on the issues being discussed. According to Merriam and Tisdell (2015), semi-structured interviews are assessed as follows:

- 1) The framework of interview questions is looser.
- 2) Interview questions are negotiable.
- 3) It is customary to attempt to get personal information from each Interviewee.
- 4) The list of questions or subjects to be covered serves as a guide for the majority of the interview.

D. Technique of Data Collections

1. Test

In this research, the researcher conducted a test to measure their ability in narrative reading comprehension. In this test, there will be two stages test namely pre-test and post-test that would be measured. The test will be carried out in class on the subject of narrative reading text. There would be two classes that are of concern in this research, one of them would be the subject of the experiment, and the other one would be the control class. Both classes will be given two tests, a pre-test and a post-test with the same level. In this test, the researcher measured students' understanding of the main idea/topic, structure, language features, and synonyms of some words of narrative text. They would be given multiple-choice

questions. There would be 10 questions on each test, and they would be given 35 minutes to answer them. The questions served in this research were based on the comic strip story provided by the researcher. The researcher used a point system to score the test, giving the right answer seven points and the wrong answer zero.

a. Pre-test

Before researcher began teaching students using comic strips, the researcher would administer a pre-test to the students. The experimental class and the control class each received the same level pre-test. Nonetheless, the pre-test was administered prior to the therapy in order to ascertain the student's basic narrative reading ability and first learning result scores in the experimental class.

b. Post-test

The post-test would be administered to both the experimental and control classes at the same time and was identical to the pre-test. Following treatment, this post-test was administered with the goal of determining whether student learning outcomes scores had increased, particularly in the experimental class. The results of this test were measured as the difference between the pre-test and post-test score. This was to observe how much better the students' narrative reading ability had become after utilizing comic strips as a teaching media.

2. Interview

The Interviews were conducted after the treatment and tests were conducted to gather more information to support the primary data (tests) from the students. They will be asked about their thoughts and perceptions of the application of comic strips as a medium in improving narrative reading ability. The interview technique was conducted to collect data regarding the difficulties experienced by students during learning and students' responses regarding the application of comic strip media. Due to the limited time owned by the researcher. The interviewees were selected using purposive sampling technique where the selection was divided into two categories, namely two students from each female and male student who had the highest score, and 2 students from each female and male student who had the lowest score. Furthermore, the researcher conducted a series of interview questions with the selected participants while recording them, and transcripts were compiled based on the recording results.

E. Data Analysis

The process of examining the collected data is called the data analysis method. In order to simplify and organize the data-gathering process for this study, the researcher employed a sequential explanation design. This design entails gathering and evaluating quantitative data first, then adding qualitative data to supplement or further explain the quantitative results. Thus, after gathering quantitative data from a test, the researcher will proceed to gather qualitative data via an interview.

1. Test

The researchers utilized the T-test to examine the data. The T-test was used to determine whether there was a significant difference between the experimental class and the control class in the narrative reading skills of the students when taught using comic strips as media. The SPSS 29 application program will then be used to compute the T-test findings as part of the data analysis procedure. In the T-test used in this research, the researcher needs to find the mean score and standard deviation first. Here are the procedure steps to calculate the data:

1. Grading the student's correct pre-test and post-test answers.

The formula:

$$\text{Level Achievement} = \frac{\text{Score of The Right Answer}}{\text{Total Score}} \times 100\%$$

Using the following criteria to classify the students' scores:

Table 3.2

Classification Score

Score	Classification
80-100	Very Good
66-79	Good
56-65	Fair
40-55	Poor
< 39	Very Poor

2. Mean score

Determining the mean score on the pre-test and post-tests for the students.

The formula:

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

Note:

\bar{x} = the mean of students' score

$\sum x$ = the total score

N = the number of students

3. Standard Deviation

Determining the standard deviation using this formula:

$$S = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

Note:

S = the deviation standard

$\sum x^2$ = sum of the squares of each score

N = number of students

4. The Hypothesis Test

To determine whether or not the study's hypothesis is accepted, hypothesis testing is utilized. In the event that $\alpha = 0.05$ is smaller than the

significance threshold, H_a is accepted and H_o is denied. On the other hand, if the significance level is more than 0.05, H_o is approved and H_a is disapproved. The data were calculated using the independent sample t-test, which the researcher employed to test the hypothesis. The formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S_p \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where

$$s^2 = \frac{s_1^2(n_1 - 1) + s_2^2(n_2 - 1)}{n_1 + n_2 - 2}$$

Notes:

\bar{x}_1 = the mean of the experimental class

\bar{x}_2 = the mean of the control class

s_1^2 = standard deviation of experimental class

s_2^2 = standard deviation of control class

n_1 = the number of students in the experimental class

n_2 = the number of students in the control class

The hypothesis criteria described:

If $t_{value} > t_{table}$ = H_o is rejected and H_a is accepted

If $t_{value} < t_{table}$ = H_o is accepted and H_a is rejected

2. N-Gain Test

In educational research, “N-Gain,” which stands for “normalized gain” or “normalized improvement,” provides a helpful framework (Sukarelawan, Indratno, and Ayu, 2024). Normalized gain analysis is a data analysis method used to evaluate and ascertain whether student learning outcomes have improved. This also provides insight to teachers as to the effectiveness of a method. This is also in line with the purpose of normalized gain which is to assess how well a given research technique or treatment works. By calculating the difference from the results between the pre-test and post-test, it can be known whether a treatment is effective or not. The above is also called the N-gain Score test.

The following steps are taken to analyze normalized gain:

- 1) Finding the score for normalized gain.

The formula used:

$$N\ Gain = \frac{Skor\ Posttest - Skor\ Pretest}{Skor\ Ideal - Skor\ Pretest}$$

Figure 3.2

The N-Gain score formula

- 2) Calculating the normalized gain score's average value.
- 3) Identify the gain improvement criteria.

3. Interview

This step was carried out using a qualitative research methodology, which prioritizes quality above quantity. As a result, this stage collected data based on

how students perceived and experienced comic strips to acquire narrative reading. There are eight students will be interviewed. It divided in two categories that are two students from high score and two from lower score where each of them contains from male and female student. The interview results will provide a general overview of the majority of grade 8-2 students' opinions regarding student perceptions of comic strips. To simplify the data processing process, the researcher followed the steps of Lacey and Luff (2009), which outlines five steps for data analysis, to examine the data.

1. Transcription

This is the procedure for putting information into writing. The complete transcription of the gathered data is required. Researchers are not limited to transcribing information that is deemed significant or captivating. Because the researcher must first complete the transcribing step in order to proceed to that process.

2. Organizing

Here, the interviewee's name can be withheld by the researcher in relation to data gathered from the interview. In the interim, observational data can be numbered for each paragraph.

3. Familiarization

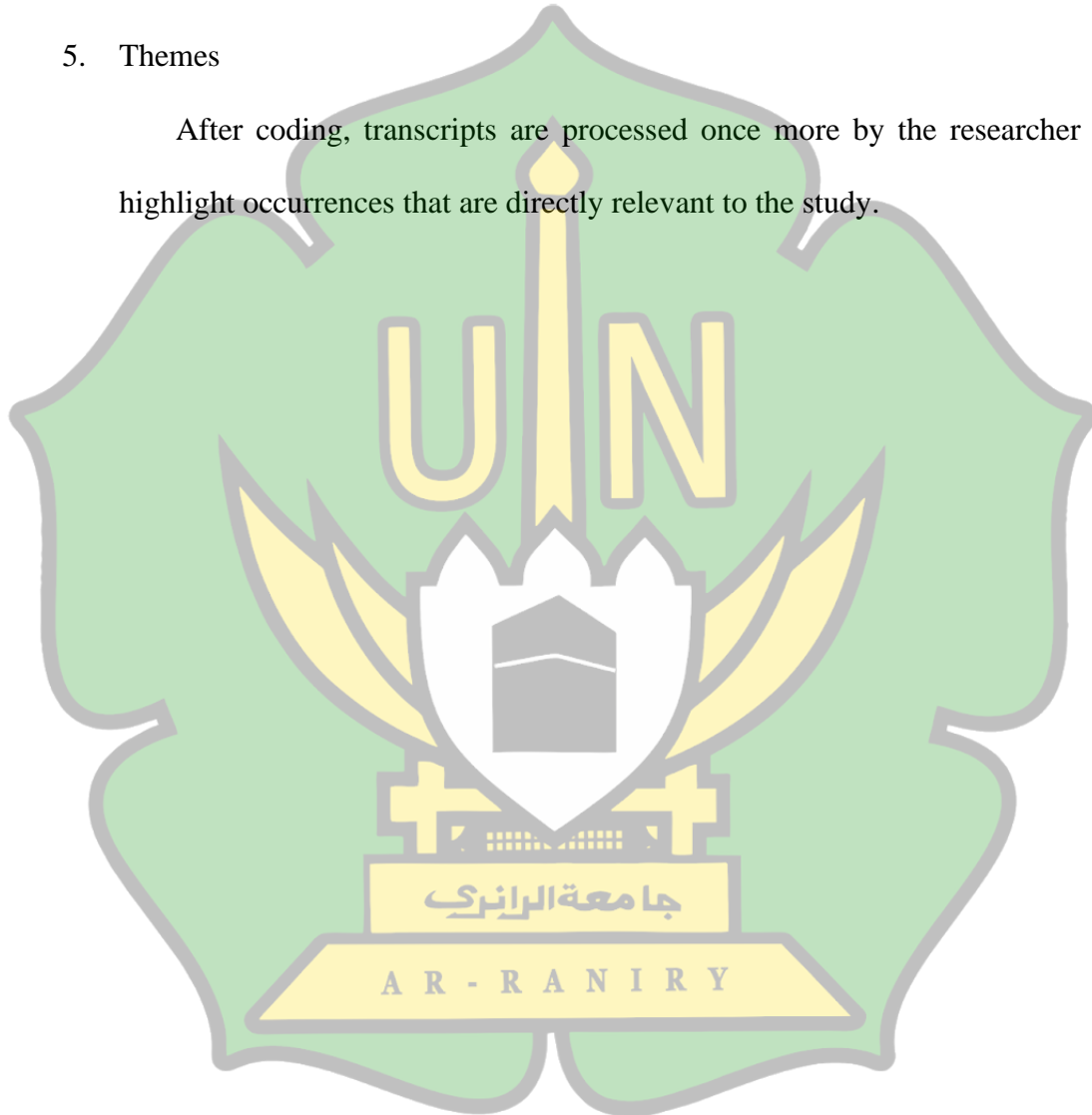
Here, in order to facilitate the following step and make sure nothing is missing, the researcher will continually read, observe, and listen to the data that has been collected.

4. Coding

Here, the investigator codes every occurrence discovered using information from observations and interviews. The researcher understands the codes assigned to the transcript.

5. Themes

After coding, transcripts are processed once more by the researcher to highlight occurrences that are directly relevant to the study.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The research data analysis in this chapter is divided into two sections. They are findings and discussions of research. The research findings section provides an explanation of all the findings that addressed the two research questions that were raised in this study. The results of the discussion section are derived from and connected to prior research and experts.

A. Research Findings

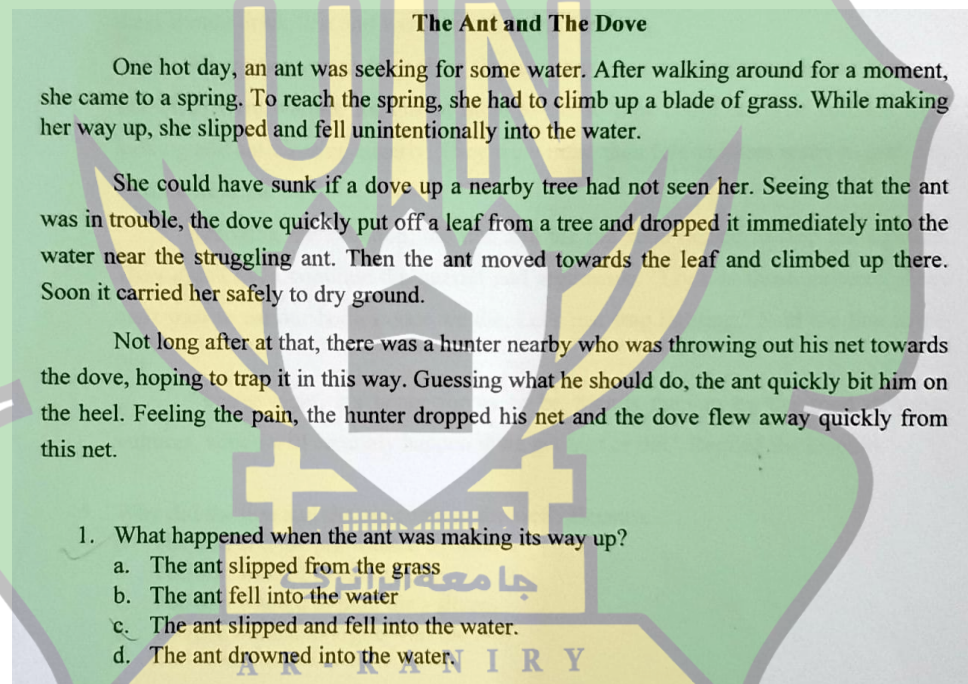
In this finding section, researchers will answer research questions related to this study. There are two research questions in this study: 1. Does the use of comic strips as learning media effectively and significantly improve students' narrative skills? Related to this question, the researcher conducted a pre-test and post-test in two classes, namely the experiment and control classes. 2. How do students perceive the use of comic strips as a media for learning narrative ability? To answer this question, the researcher conducted interviews with some students of the experiment class. From the data results, the researcher found some relevant findings. These are explained in more depth below.

1. Research Question 1: Experimental Test

In the experimental test process, researchers involved two classes, namely the experimental class and the control class consisting of 64 students, where each class consisted of the same number of 32 students. Tests were given to both classes to collect data.

a. Pre-Test

The initial assessment is a pre-test, which is conducted before students receive treatment. This pre-test was conducted for both classes, namely experiment and control simultaneously. The purpose was to determine the initial condition or level of understanding of their narrative before receiving treatment. At this stage, the researcher prepared questions about narrative text where each class was given the same questions totaling 10 items with a processing time of about 35 minutes.



The Ant and The Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

1. What happened when the ant was making its way up?

- The ant slipped from the grass
- The ant fell into the water
- The ant slipped and fell into the water.
- The ant drowned into the water.

Figure 4.1

The example questions of pre-test

After the pre-test was conducted, the researcher collected and recorded the scores of each student. This data was compared with the post-test results to measure the treatment effect. The accumulated pre-test results showed that the narrative reading comprehension skills of both classes were

still lacking. Answering and understanding the substance of narrative texts proved to be a challenge for them. For a more detailed discussion of the research results, it can be seen in the table and explanation as follows.

Table 4.1

The Result of Pre-test of Experimental and Control Class

No.	Control Class	Pre-test Score	No.	Experimental Class	Pre-test Score
1	MCM	90	1	ZN	80
2	AA	80	2	HFH	70
3	AFi	80	3	RPM	70
4	FK	70	4	NTD	60
5	TKA	70	5	QA	60
6	AL	60	6	AM	50
7	DM	60	7	HK	50
8	PS	60	8	MRA	50
9	RRP	60	9	MF	50
10	MOV	50	10	NM	50
11	MS	50	11	ASAS	40
12	BAFG	40	12	FR	40
13	KAS	40	13	MAS	40
14	MA	40	14	MC	40
15	MRA	40	15	MIS	40
16	NR	40	16	PA	40
17	SAM	40	17	RA	40
18	VA	40	18	SZ	40
19	AFa	30	19	TLN	40
20	DS	30	20	RP	40
21	IM	30	21	MD	30
22	RR	30	22	SN	30
23	YUD	30	23	AR	20
24	CSA	20	24	KH	20
25	IN	20	25	NAH	20
26	MAAF	20	26	SSH	20
27	MF	20	27	UM	20
28	RS	20	28	DPP	10
29	SH	20	29	SL	10

30	SM	20	30	AAM	0
31	MSJ	10	31	MAK	0
32	SK	0	32	A	0
Mean		40.94			36.56
Minimum Score		0			0
Maximum Score		90			80

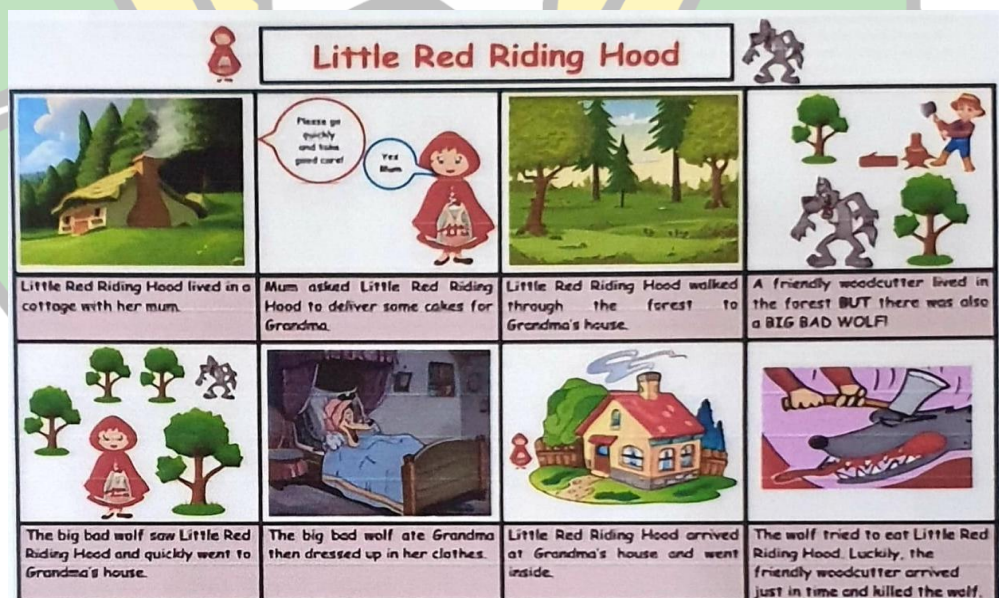
The aforementioned data indicates that students in the control class had an average score of 40.94, while students in the experimental class had an average pre-test score of 36.56. Data were obtained through the use of a pre-test in a narrative text subject. The results of the pre-test indicate that the student's abilities in both classes are at the same level, where there are no significant different from both classes mean. Both classes meet the Standard Minimum Score (KKM) according to the table that is being displayed. The fact that so few students in both classes receive a passing grade or a high score. It suggested that their proficiency in English are at the same level.

After completing the pre-test, the researchers then proceeded to administer the treatment to the experimental group. In the experiment class, the researchers gave the treatment by teaching and presenting the material about narrative using comic strips as interactive learning media. Meanwhile, the teaching session for the control group was conducted by their English teacher using the usual traditional approach. Furthermore, after the treatment sessions were completed, the researcher gave a post-test to both classes at the last meeting. This is done to see if there is a difference in the

increase and change in the two values and the average of the treatment and control classes.

b. Post-Test

After the intervention designed only for the experimental class was given, the researcher conducted a post-test for both classes. Previously, the control class did not receive treatment so that it could serve as a comparison. The post-test was carried out similarly to the post-test where the test was given to both classes (experiment and control) with the same instrument. The questions totaled 10 items with a processing time of 35 minutes in each class. The difference is, in the experiment class, the questions given use comic strips media on narrative text, while in the control class the questions given are ordinary narrative text questions without comic strips.



(<https://www.tes.com/en-au/teaching-resource/little-red-riding-hood-storyboard-12243142>)

1. Who is the main character in the story above?
 - a. The grandmother
 - b. The wolf
 - c. The girl mom's
 - d. The little red riding hood

Figure 4.2

The example post-test question for experimental class

Little Red Riding Hood

There once was a girl whose Grandmother made her a red hood, thus she became known as Little Red Riding Hood. One day, when her Grandmother was ill, Little Red went to visit her and delivered some cakes. Her mother tells her to stay on the path and not to speak to strangers.

Along the way, she met a wolf. The wolf had yellow eyes and grey fur. She thought the wolf looked friendly. She ignores her mother's advice and tells the wolf where she is going. The wolf encourages her to pick flowers and to take the longer path to her Grandmother. The wolf then rushed ahead to her grandmother's home, where he shut the grandmother in the cellar. It was dark and smelly in the cellar and the grandmother was scared.

When Little Red arrives, the wolf is in bed disguised in Grandmother's clothes. The wolf pretended to be Red's grandmother and was about to eat her. He had terrible breath! then a woodsman who is tall and had a bushy beard arrived and rescued Red and her grandmother. Little red riding hood and her grandmother say thank you to the woodsman.

(https://gallery.lib.umn.edu/exhibits/show/lrrh/intro/little-red-in-summary & https://www.werribeeps.vic.edu.au/uploaded_files/media/y2_t4_w1_resources.pdf)

1. Who is the main character in the story above?
 - a. The grandmother
 - b. The wolf
 - c. The girl mom's
 - d. The little red riding hood

Figure 4.3

The example of post-test question for control class

After the post-test is carried out, the researcher will collect and record the results of both groups as the result or final data. From the results of the post-test findings, it seems to show that students' proficiency in reading comprehension of narrative text has improved significantly, especially in the experiment class that was treated with the use of comic strips media. This can be seen in the students' score which shows an increase. For a more detailed discussion of the research results, it can be seen in the table and explanation as follows.

Table 4.2*The Result of Post-test of Experimental and Control Class*

No.	Control Class	Post-test Score	No.	Experimental Class	Post-test Score
1	AFa	90	1	DPP	100
2	AFi	90	2	MF	100
3	DS	90	3	QA	100
4	FK	90	4	RP	100
5	MCM	90	5	ZN	100
6	AL	80	6	A	90
7	MA	80	7	AR	90
8	MAAF	80	8	FR	90
9	KAS	80	9	MIS	90
10	PS	80	10	RPM	90
11	TKA	80	11	SN	90
12	AA	70	12	ASAS	80
13	BAFG	70	13	HFH	80
14	DM	70	14	KH	80
15	MV	70	15	MAS	80
16	MOV	70	16	MRA	80
17	MRA	60	17	NM	80
18	MS	60	18	PA	80
19	NR	60	19	UM	80
20	RRP	60	20	SSH	70
21	RS	60	21	HK	70
22	YUD	60	22	MAK	70
23	CSA	50	23	MD	70
24	IM	50	24	RA	70
25	IN	50	25	SZ	70
26	SH	50	26	TLN	70
27	SK	50	27	AAM	60
28	MSJ	40	28	MC	60
29	RR	40	29	NTD	60
30	SAM	40	30	SL	60
31	SM	30	31	AM	50
32	VA	30	32	NAH	50
Mean		64.69			78.44
Minimum Score		30			50

Maximum Score	90	100
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The data in the table above shows that the average post test score of experimental class students is 78.44 and the average score of control class students is 64.69. If we look at the experimental class, the difference in value increase reached 41.88, while in the control class the difference in value increase only reached 23.75. The average value shows a highly significant increase in results in the experimental class compared to the control class. Based on these data, the experimental group achieved an average score that exceeded the passing score (KKM). The score showed an improvement compared to the previous test. In that test, more than half of the students in the experimental class scored past the passing grade. At the same time, the control group almost reached the passing grade. Students who reached the passing grade score were not even more than half of the students in the class. However, the control group's score when compared to the experimental group did not show a significant improvement from the previous test score. Based on the table, it can be concluded that the experimental group showed a positive impact by gaining greater benefits than the control group through the application of comic strips media.

c. Prerequisite Test

1. Test of Normality

The normality test is used to determine whether the distribution of data obtained from the pre-test and post-test results is normally

distributed or not. In this study, the normality test used the Shapiro-Wilk test which was assisted by the SPSS program with the provision that the data was normally distributed if the Sig value. $> 0,05$. In this normality test, data was obtained from the pre-test and post-test results of experimental and control class students of SMP Negeri 18 grade eight. The following table presents the results of the significance level value of the pre-test and post-test data of the experimental class and control class.

Table 4.3

The result of normality test

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Kelompok	Statistic	df	Sig.	Statistic	df	Sig.
NGain_Score	Eksperimen	.104	32	.200 [*]	.936	32	.058
	Kontrol	.142	32	.097	.935	32	.054
Posttest	Eksperimen	.136	32	.137	.935	32	.055
	Kontrol	.144	32	.087	.936	32	.058
Pretest	Eksperimen	.191	32	.004	.954	32	.189
	Kontrol	.173	32	.016	.951	32	.149

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the test results in table 4.4, the number of Saphiro-Wilk observations in this study was 64. The test shows that the pretest significance values of the two classes are 0.189 and 0.149. If the significance level (Sig) > 0.05 then H_0 is accepted and if the significance value (Sig) < 0.05 then H_0 is rejected. Based on the significance criteria, the significant value of the pretest is 0.189 and $0.149 \geq 0.05$. That means that the pretest is accepted or the data is normally distributed. Then the significant value of the posttest is 0.055

and 0.058 which means ≥ 0.05 . Then the posttest is accepted or the data is normally distributed.

2. Test of Homogeneity

The researcher performed a homogeneity test to check for the similarity after doing a normality test. The purpose of the homogeneity test is to ascertain whether the two samples under comparison are groups with homogeneous variances. The SPSS version 26 for Windows software was utilized for the homogeneity test in this research. Levene's statistical test was employed by the researchers to determine the pretest and post-test homogeneity at a significance level greater than 0.05. The following is how the description is displayed:

Table 4.4

The result of homogeneity test

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
NGain_Score	Based on Mean	.016	1	62	.899
	Based on Median	.035	1	62	.853
	Based on Median and with adjusted df	.035	1	61.332	.853
	Based on trimmed mean	.039	1	62	.844
Posttest	Based on Mean	2.461	1	62	.122
	Based on Median	2.725	1	62	.104
	Based on Median and with adjusted df	2.725	1	61.822	.104
	Based on trimmed mean	2.528	1	62	.117
Pretest	Based on Mean	.169	1	62	.682
	Based on Median	.300	1	62	.586
	Based on Median and with adjusted df	.300	1	61.944	.586
	Based on trimmed mean	.123	1	62	.727

The results based on the output of table 4.5 above, it is known that the Sig value. Based on Mean for the pre-test is 0.682 and for the post-test is 0.122. Because the value of Sig. $0.682 > 0.05$ and $0.122 > 0.05$, it can be concluded that the variance of pre-test and post-test data in experimental and control classes is homogeneous.

d. Group Statistic

The results of the data analysis showed a significant difference in narrative comprehension between the group of students who used comic strips media and the group who used conventional learning methods. The Group Statistics table provides descriptive information that supports the above analysis.

Table 4.5

The result of group statistic description

Group Statistics					
	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Eksperimen	32	78.4375	14.61536	2.58366
	Kontrol	32	64.6875	18.13647	3.20610
Pretest	Eksperimen	32	36.5625	20.57392	3.63699
	Kontrol	32	40.9375	22.04971	3.89787
NGain_Score	Eksperimen	32	.6448	.26365	.04661
	Kontrol	32	.3724	.26035	.04602

This table shows that the mean narrative comprehension score for the experimental group ($M = 78.44$, $SD = 14.6$) was higher than that of the control group ($M = 64.69$, $SD = 18.1$). This difference shows that the use of comic strips in learning can improve students' understanding of narrative material. The lower standard deviation in the experimental group also

indicates that comprehension among students in this group is more consistent than the control group. With a small Std. Error Mean is small, indicating that the sample mean obtained is a fairly accurate estimate of the population mean. In other words, the sample mean can represent the population with a relatively very low error rate. The combination of a small standard deviation and a small SEM indicates that the data produced is well distributed and representative, and the results of the analysis in this study can be trusted to describe the condition of the population as a whole. It can be concluded that this reduces the doubt of the results of this study.

e. N-Gain Score

Following up on the above analysis, H0 was rejected and H1 was accepted. This shows that there is a difference between students who received treatment using comic strips through narrative text learning and those who did not in terms of improving reading comprehension ability. The average post-test score for the experimental group was 78.44, while the control group score was 64.69. Based on these findings, it can be concluded that the use of comic strip media improves students' reading comprehension ability. Then the normalized gain $\langle g \rangle$ of the data was calculated to determine the effectiveness of the treatment in both classes using SPSS 26 software.

Table 4.6*The result of N-Gain score*

No.	Experimental Class	No.	Control Class
	N-Gain Score (%)		N-Gain Score (%)
1	87.50	1	0.00
2	66.67	2	66.67
3	0.00	3	50.00
4	70.00	4	85.71
5	90.00	5	37.50
6	100.00	6	85.71
7	100.00	7	25.00
8	33.33	8	50.00
9	40.00	9	28.57
10	75.00	10	37.50
11	66.67	11	66.67
12	33.33	12	75.00
13	57.14	13	66.67
14	83.33	14	40.00
15	60.00	15	22.22
16	100.00	16	0.00
17	83.33	17	62.50
18	37.50	18	33.33
19	60.00	19	20.00
20	0.00	20	33.33
21	66.67	21	50.00
22	50.00	22	0.00
23	50.00	23	0.00
24	66.67	24	50.00
25	85.71	25	37.50
26	50.00	26	0.00
27	55.56	27	25.00
28	100.00	28	0.00
29	50.00	29	0.00
30	75.00	30	42.86
31	70.00	31	50.00
32	100.00	32	50.00
Mean	64.48	Mean	37.24
Minimum	0.00	Minimum	0.00
Maximum	100.00	Maximum	85.71

After obtaining the score, the results of the normalized n-gain calculation will be interpreted using the categories in the following table.

Average N-Gain	Classification
$0,70 < N-Gain \leq 1,00$	High
$0,30 < N-Gain \leq 0,70$	Medium
$N-Gain \leq 0,30$	Low

Figure 4.4*Category of gain score*

Percentage (%)	Interpretation
<40	Ineffective
41-55	Less effective
56-75	Effective enough
> 76	Effective

Figure 4.5*Category of gain score in percentage*

The result can be summarized as follows:

Class	N-Gain Score	N-Gain Score Division Category	N-Gain Score (%)	N-gain Effectiveness Category
Experiment	0.64	Medium	64.48	Effective Enough
Control	0.37	Medium	37.24	Ineffective

It is known that the experimental group's N-Gain Score value is 64.48%, including in the effective category, based on the findings of the N-Gain Score test calculation above. with a maximum of 100.00% and a minimum of 0.00% for the N-Gain Score. In contrast, the control class's average N-Gain Score, which includes the less effective group, is 37.24%. 0.00% as the lowest possible N-Gain Score value and 85.71% as the highest possible. Therefore, the N-Gain Score test indicates that the experimental group that received therapy had an average value that was

higher than the control group's average value, which did not get any treatment. Thus, it can be concluded that the use of comic strips media on students is effective to improve the ability to understand reading narrative text, especially the class that gets guidance or treatment.

f. T-test

After the prerequisite analysis test is carried out, it can be determined which type of statistical analysis will be used to test the proposed hypothesis. Based on the results of the prerequisite analysis test conducted, the data generated in this study are normally distributed and homogeneous, so the hypothesis testing scheme is as follows:

1. Hypothesis

H_a = Comic strips are very effective media to improve students' narrative reading ability. This means that there is an increase in students' comprehension ability of narratives in English.

H_0 = Comic strips are not an effective media to improve students' narrative reading ability. This indicates that there is no improvement in students' comprehension ability of narrative in English. This indicates that regardless of whether comic strips are used in learning, students have the same narrative reading ability.

The hypothesis testing of this study is as follows:

1. If the significance value $<$ the significance level, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This

means that there is a significant difference in students' narrative reading ability between students taught using comic strip media and students taught without using comic strip media.

2. If the significance value $>$ the significance level, then the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. That is, there is no significant difference in students' narrative reading ability between students taught using comic strip media and students taught without using comic strip media.

Table 4. 7

The result of independent sample t-test

Independent Samples Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	2.461	.122	3.339	62	.001	13.75000	4.11757	5.51909	21.98091
	Equal variances not assumed			3.339	59.320	.001	13.75000	4.11757	5.51169	21.98831
Pretest	Equal variances assumed	.169	.682	-.821	62	.415	-4.37500	5.33115	-15.03181	6.28181
	Equal variances not assumed			-.821	61.705	.415	-4.37500	5.33115	-15.03282	6.28282
NGain_Score	Equal variances assumed	.016	.899	4.159	62	.000	.27240	.06550	.14146	.40333
	Equal variances not assumed			4.159	61.990	.000	.27240	.06550	.14146	.40333

Based on the table above, a hypothesis in a study is said to be proven if the significant value is less than 0.05 (sig. $<$ 0.05), where H_0 is rejected and H_a is accepted. Table 4.8 illustrates that the SPSS Statistics version 26 for Windows application yielded a significant value of Sig. (2-tailed) = 0.001 for the hypothesis test. For this reason, the Sig. value (0.001 from

0.05) indicates that the research hypothesis is validated. This demonstrates the significant difference in reading comprehension skills between students who taught narrative using comic strips and those who acquired narrative without comic strips. This also shows that the use of comic strips is effective in improving the reading comprehension ability of narrative texts of grade 8 students of SMP Negeri 18 Banda Aceh.

Furthermore, there is a noteworthy impact when comic strips are used, based on the findings collected between the t-count and t-table. Table 4.8 above provides evidence that, at the 5% significance level, the results are t-count = 3.339 with Sig. (2-tailed) = 0.001 and t-table of 0.05 (5%) with 62 degrees of freedom (df) = 1,999. Since the hypothesis test or t-count is larger than the t-table ($3.339 > 1.999$), it can be stated that H_a is accepted. This indicates that there is a notable impact of comic strip media implementation on students' reading comprehension ability of narrative text learning material.

2. Research Question 2: Interview

As a complement to the experimental method to achieve in-depth understanding, interviews were conducted with selected students to understand their perceptions of the use of comic strips in narrative learning. The researcher used purposive sampling technique so that a total of 8 students were interviewed. From the results of the interviews, although the answers given by some of the students tend to be brief, this information still provides valuable insights into their experiences.

Classification of Student Answer in the Interview

Based on the data, the researcher found several theme points from the use of comic strip media during narrative learning. There are at least four theme points that emerged and were discussed based on interviews after students learned narrative using comic strips media. From the interviews conducted, it was revealed that comic strip media is quite capable of improving students' narrative reading comprehension, increasing students' learning motivation and making students more interested during the learning process because of the nature of the comic. However, there are constraints on the vocabulary of some students. Further explanation of students' answers from the interview results will be described as follows:

1. Narrative Comprehension

From the data analyzed, it is known that comic strips helped students understand the story better. This is acknowledged by some of the student interviewed.

Student 4 (ZN) : *“Pelajarannya makin enak dimengerti gitu”*

Student 6 (DPP) : *“Lebih paham”*

Student 8 (MF) : *“Hmm kalau sebelum lumayan kurang paham, tapi dengan bantuan gambar jadi lebih paham walaupun terkendala dengan kosa katanya”*

Comic strips present the narrative visually, facilitating students' understanding of the sequence of events and structure of the narrative. It clearly illustrates each character and their expressions, facilitating students' understanding of the characters' emotions without the need to interpret long

sentences. This is evident in the teaching and learning process, as certain students often see the expressions shown by the characters when facing difficulties with the vocabulary in the text. In comics, the text is organized in the form of dialog and a short storyline in each panel. This assists students in deconstructing information into segments that are more manageable and easier to understand than reading long texts. Based on the finding above, it can be concluded that comic strips can help students in improving their narrative reading comprehension.

2. Learning Motivation

From the data that has been analyzed, it is known that the use of comic strips increases students' learning motivation. This was mentioned implicitly by some students.

Student 2 (AM) : *“Pakai comic strips aja bu, karena lebih menyenangkan pakai comic strips”*

Student 3 (QA) : *“Pakai comic strips aja”*

Student 8 (MF) : *“Bagusnya menggunakan comic strips”*

The researchers realized that the use of comics can increase students' learning motivation. Comics offer a learning experience that resembles fun, thus fostering a more relaxed and passionate mood among students. This was evident when students were excited when it was their turn to read or answer questions. With easy-to-understand narratives, comics help students feel more confident in understanding the content of the story, especially for those who have difficulty in reading long texts. Although there are still some

students who seem to have difficulty in pronouncing the words, as the learning process progresses, they seem to follow the learning well. This makes comics an interesting learning option and suitable for various learning styles. It can be concluded that comics have a role in increasing students' learning motivation.

3. An Interesting Learning Media

Comic strips has some good point according to student opinion. This was mentioned by most of the student that has been interviewed.

Student 1 (SL) : *“Menyenangkan, karena enak aja belajar pake comic gambar”*

Student 4 (ZN) : *“Karena mungkin teksnya lebih dikit, terus ada gambar nya juga”*

Student 5 (MC) : *“Menarik, karena jarang dilihat”*

Student 7 (NAH) : *“Menurut saya bagus, karena terdapat gambar yang bisa diamati biar bisa menyesuaikan dalam jawaban”*

Student 8 (MF) : *“Kalau dibilang menarik, dari segi gambar dia menarik dan karenakan teks nya sedikit jadi lebih enak”*

In terms of appeal, comic strips have an attractive visual design with colorful and dynamic illustrations, which immediately catches the attention of students, especially those who learn visually. The sequential panels with short text make the story easy to follow without being boring. This is in line with the opinions of several students interviewed. With this unique and fun format, comics provide a more interesting and effective learning experience

for students. Moreover, comics are still rarely used as learning media. So, it can be concluded that comic strips are an interesting learning media.

4. Limited Vocabulary

Based on the interviewed found that there was a shortcoming appeared during the learning process in the class. This was mentioned by some of the student in the interview.

- Student 2 (AM) : *“hmm ga paham bahasanya”*
 Student 5 (MC) : *“Iya kosakata nya”*
 Student 7 (NAH) : *“Sebenarnya sih menarik, tapi karena Nabil kurang pande Bahasa Inggris, jadi agak gitu”*
 Student 8 (MF) : *“Hmm ada, ada kata yang lumayan ngerti juga”*

Some students said that they had difficulty in understanding some of the vocabulary used in the text in the comic strip. This was seen during the learning process some students questioned the meaning of certain vocabulary in the narrative story in the comic strip. This shows that although the comic strip helps in understanding the story visually, there are still problems in understanding the vocabulary.

Although the interviews were limited to relatively short answers and shortcomings in the media used, their answers can provide a general picture that the use of comic strips media provides the desired results and impacts. It can be conclude that, based on the findings above, this study shows the positive impact of using comic strip media in learning to improve students' narrative reading comprehension skills. Where the average scores of almost all students in the experimental class showed a significant increase. In

addition, despite the limited vocabulary owned by students, based on the results of the interview, there are three good points from the media. The three points are that comic strips help improve students' narrative comprehension, increase learning motivation, and prove that comic strips are an interesting learning media.

B. Discussion

This section contains discussion of the finding describe above and answer the research question in this study related to the students of SMP Negeri 18 Banda Aceh grade 8th. The two research questions are answered by data obtained from experimental tests and interview. The first research question, “Does the use of comic strips as learning media effectively and significantly improve students' narrative skills?”. Based on the quantitative data from the pre-test and post-test results, there was a significant improvement in the reading comprehension ability of students who learned using comic strips compared to students who were taught using conventional methods. The average post-test score in the experimental class that was given comic strip treatment achieved an increase of 41.88, while in the control class it only reached 23.75. These results show that comic strips can have a positive impact in helping comprehension of narrative text.

This finding supports the results of previous studies which also state that visual media, such as comics, have great potential in helping students more easily understand texts by providing illustrations that simplify storylines and characters. These findings are in line with Ihsan and Syafri (2023) who stated that students' reading comprehension is significantly enhanced when they use comic strips,

especially when it comes to narrative content. This is also supported by other things, namely the characteristics or form of the comic itself, which is presented in the form of panels. this is in line with the theory of McCloud (1993) which also states that comics have the power to convey stories sequentially through panels. In a learning context, this helps students understand the storyline gradually, which is very beneficial in narrative learning.

The effectiveness of using comic strips as learning media is increasingly evident from the results of the N-Gain Score test which shows an average value of 64.48% in the experimental class, a fairly effective category, while the control class is only 37.24%, which is considered ineffective. These results are in line with the research of Rengur and Sugirin (2019) which showed the effectiveness of using comic strips on students' reading comprehension in narrative, he indicated that using comic strips to improve students' reading comprehension was more successful than using traditional media.

The second research question proposed in this study is “How do students perceive the use of comic strips as a media for learning narrative ability?”. From the interview results, it was found that comic strips, as an interactive media, not only helped to understand the storyline, but also provided a more interesting learning experience and reduced boredom. Data from the interviews also showed that the use of comic strips in learning can increase students' learning motivation, as this relates to research by Nafisah and Pratama (2020). Students look more enthusiastic to learn English text Damanik and Harianja (2022). This is reinforced by the findings of Ali, Otoluwa, and Pilongo (2023) that suggest comic strips to use

in various genres, especially narrative text or other language skills. Moreover, some students revealed that they feel more interested and motivated when learning with comic strips because this media combines interesting visuals with short texts that make learning easier to understand. This also makes students easily remember the storyline as stated by Csabay (2006), if a picture accompanies a word, phrase, or concept, learners will memorize and recall it faster. Therefore, it linked to what Amanda (2024) stated before, that it is what make visual media one of the most often used teaching strategies now.

However, the results of the interviews showed that some students experienced limitations in vocabulary acquisition, which had a negative impact on understanding the content of the story. This is because the students themselves have limited vocabulary. To overcome this problem, additional assistance through learning strategies such as group discussions and interactive activities can strengthen students' understanding of the material as well as increase their involvement in the learning process, although comic strips are effective in supporting storyline comprehension. With the implementation of this strategy, it is expected that students can improve their vocabulary acquisition, which will indirectly improve their overall comprehension and language skills.

Nonetheless, overall, this study showed that the use of comic strips by grade 8 students at SMP Negeri 18 Banda Aceh as a learning medium could have a significant positive impact in improving their narrative reading comprehension and learning motivation, despite the barriers in terms of vocabulary comprehension. This conclusion supported previous studies that underline the importance of visual

media in learning, and suggested that comic strips are a promising media option to support successful narrative learning in English.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two sections. This chapter begins with conclusions and ends with recommendations. In the conclusion section, the examined data and the discussion of the research findings are concluded. There are also suggested recommendations pertaining to this research.

A. Conclusion

This study aims to evaluate the effectiveness of using comic strips in improving students' narrative reading skills in grade VIII at SMPN 18 Banda Aceh, where this media has never been used before by English teachers in the learning process. Based on the results, the use of comic strips as learning media effectively and significantly improved students' narrative abilities. The higher average score increasing in the experimental class (41.88) from 36.56 to 78.44 compared to the control class (23.75) from 40.94 to 64.69 showed that the use of comic strips had a significant positive impact on improving students' narrative reading comprehension ability. The combination of short texts and sequential images in comics facilitates the understanding of complex stories, thus strengthening students' narrative skills. The explanation of the findings above answers the first research question of this study.

Additionally, students' perceptions of the use of comics as learning media are relatively very positive. The interview results show that students feel more motivated and engaged in narrative learning using comics. They consider this media

to be fun, interactive, and able to reduce boredom that often arises in traditional learning methods. Nonetheless, some students had difficulty in understanding unfamiliar English words, which highlights the need for additional support in vocabulary acquisition. This explanation answers the second research question posed in this study.

It can be concluded that, in particular, this study made a real contribution in filling the research gap at SMPN 18 Banda Aceh, both in terms of the use of innovative learning media and the focus on students' narrative skills. As such, the study was not only theoretically relevant, but also had strong local relevance, as it introduced a new approach that suits the learning needs in this school setting. The research also showed great potential to be applied in other schools in Aceh, where the use of innovative learning media such as comic strips is still rare. Therefore, the findings from this study could serve as a basis for the wider development of similar learning methods, as well as provided inspiration for future researchers to explore other English language skills using this media.

B. Suggestion

Based on the results of this study, some recommendations that can be taken are as follows:

1. For Teachers and Educators

Teachers are advised to use comic strip media in English learning, especially in narrative learning. Comic strips can help students understand the storyline more easily and fun. To overcome vocabulary comprehension obstacles,

teachers can compile a list of key words or difficult vocabulary that students may encounter, and provide additional explanations before learning begins.

2. Development of Comic Strip-Based Learning Materials

It is expected that the development of comic strip materials is not only limited to narrative text, but also includes other types of text, such as descriptive or procedural text, to enrich students' learning experience. In addition, combining with other visual media, such as video or animation, can increase the attractiveness of comic strips and maximize learning outcomes.

3. Suggestions for Future Research

This study was limited to a sample of grade 8 students in one school with a focus on narrative text. Future research could involve a wider sample and explore the use of comic strips in various other text types to gain a more comprehensive understanding of the effectiveness of this media. In addition, further research could develop additional learning strategies, such as group discussions or interactive activities, to support vocabulary acquisition and improve overall comprehension.



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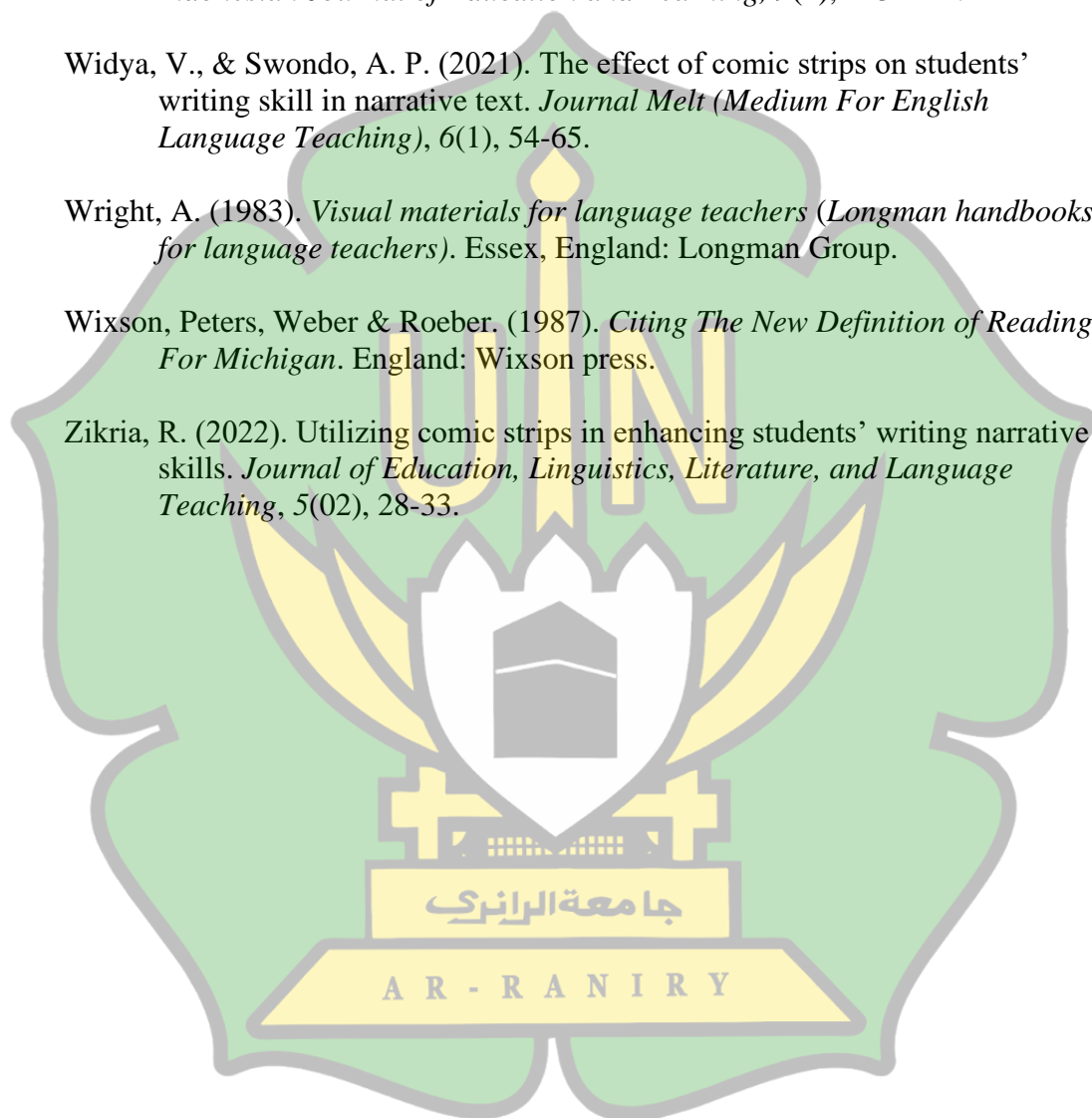
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APPENDIX A

SUPERVISOR'S PROPOSAL LETTER



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
Nomor: B - 2322/UN.08/FTK/KP.07.6/01/2023

TENTANG

PENGANGKATAN PEMBIMBING AWAL PROPOSAL SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang : a. bahwa untuk kelancaran bimbingan proposal skripsi mahasiswa Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing awal proposal skripsi;
b. bahwa dosen yang namanya tersebut di bawah ini dipandang cakap dan mampu untuk diangkat dalam jabatan pembimbing awal proposal skripsi dimaksud.
- Mengingat : 1. Undang-Undang Nomor 20 tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI;
5. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh menjadi UIN Ar-Raniry Banda Aceh;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
8. Keputusan Menteri Agama RI Nomor 89 Tahun 1963, tentang Pendirian IAIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78 PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Mahasiswa yang namanya tersebut di bawah ini sudah memenuhi syarat dan ketentuan untuk mengajukan Proposal Skripsi sebagai Tugas Akhir Program Sarjana (S1) pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Menetapkan :
PERTAMA : Menunjuk Saudara **Khairiah Syahabuddin, MHSc.ESL., M.TESOL, Ph.D.** untuk membimbing Proposal Skripsi Mahasiswa:
Nama : Miftahul Jannah Irhan
NIM : 190203136
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Creating Short Story Using Silent Comic to Strengthen Speaking Ability of High School Students
- KEDUA : Segala biaya akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 Nomor: 025.04.2.42.3925/2022 tanggal 17 November 2021;
- KETIGA : Surat Keputusan ini berlaku sampai dengan Semester Genap Tahun Akademik 2022/2023;
- KEEMPAT : Surat Keputusan ini berlaku sejak ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.
- : Asli Keputusan ini diberikan kepada yang bersangkutan untuk dimaklumi dan dilaksanakan.

Banda Aceh, 30 Januari 2023
Dekan,

Safrudinul Huda

Tembusan:
1. Dekan FTK UIN Ar-Raniry Banda Aceh sebagai laporan
2. Ketua Program Studi Pendidikan Bahasa Inggris FTK

APPENDIX B

SUPERVISOR'S THESIS LETTER


KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-5231/Un.08/FTK/Kp.07.6/06/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :

- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
- bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
- bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :

- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
- Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
- Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama;
- Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
- Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan :

Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU :

Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-13177/Un.08/FTK/Kp.07.6/12/2023

KEDUA :

Menunjuk Saudara :

KETIGA :

Untuk membimbing Skripsi

Nama : Miftahul Jannah Irfan

NIM : 109293436

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Using Comic Strips to Increase Students' Narrative Ability

KEEMPAT :

Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KELIMA :

Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KEENAM :

Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;


Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 12 Juni 2024
Dekan :


Satrudi Mutuk

Tembusan

- Salinan Kementerian Agama RI di Jakarta;
- Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN) di Banda Aceh;
- Rektor UIN Ar-Raniry di Banda Aceh;
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
- Yang bersangkutan;
- Arsip.



APPENDIX C

RECOMMENDATION LETTER FROM *FAKULTAS TARBIYAH DAN KEGURUAN* TO CONDUCT FIELD RESEARCH



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-5114/Un.08/FTK.1/TL.00/7/2024
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Dinas Pendidikan dan Kebudayaan Wilayah Kota Banda Aceh
2. Kepala SMP Negeri 18 Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MIFTAHUL JANNAH IRHAN / 190203136**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Ulee Kareng

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Using Comic Strips to Increase Students' Narrative Ability*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 10 Juli 2024
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

جامعة الرانيري

A R - R A N I R Y




Berlaku sampai : 23 Agustus
2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX D

RECOMMENDATION LETTER FROM *DINAS PENDIDIKAN DAN KEBUDAYAAN WILAYAH KOTA BANDA ACEH* TO CONDUCT FIELD RESEARCH

 **PEMERINTAH KOTA BANDA ACEH**
DINAS PENDIDIKAN DAN KEBUDAYAAN
Jalan Panglima Nyak Makam No. 23 Gp. Kota Baru, Banda Aceh, 23125
Pos-el: dikbud@bandaacehkota.go.id laman: www.dikbud.bandaacehkota.go.id

SURAT IZIN
NOMOR : 074/A4/3033/2024
TENTANG
IZIN MENGUMPULKAN DATA

Berdasarkan surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh, Nomor : B-5114/Un.08/FTK.1/TL.00/7/2024 tanggal 10 Juli 2024, perihal Penelitian Ilmiah Mahasiswa, Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh memberikan izin kepada:


nama : Miftahul Jannah Irhan
NIM : 190203136
jurusan/prodi : Pendidikan Bahasa Inggris
untuk : Melakukan pengumpulan data penelitian ilmiah pada SMP Negeri 18 Banda Aceh dalam rangka menyelesaikan skripsi dengan judul " Using Comic Strips to Increase Students' Narrative Ability ".

Dengan ketentuan sebagai berikut:

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil pengumpulan data sebanyak 1 (satu) eksemplar kepada pihak sekolah.
3. Surat ini berlaku sejak tanggal 16 Juli s.d 16 Agustus 2024.
4. Diharapkan kepada yang bersangkutan agar dapat menyelesaikan pengumpulan data tepat pada waktu yang telah ditetapkan.
5. Kepala Sekolah dibenarkan mengeluarkan surat keterangan hanya untuk yang benar-benar telah melakukan pengumpulan data.

Surat izin pengumpulan data ini dibuat untuk dapat dipergunakan sebagaimana mestinya

A R - R A N I R Y
15 Juli 2024 M/9 Muharram 1446 H
a.n. Kepala Dinas Pendidikan dan
Kabid Pembinaan SMP,



Evi Susanti, S.Pd., M.Si.
NIP. 19760113 200604 2 003

Tembusan:

1. Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh
2. Koordinator Pengawas Sekolah Banda Aceh
3. Kepala SMP Negeri 18 Banda Aceh

APPENDIX E

CONFIRMATION LETTER FROM SCHOOL



PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 18
Jalan Tgk. Chik Dipineung Raya No. 07 Telp. (0651) 8053021 Banda Aceh
E-mail : info@smpn18@bandaaceh.sch.id website : smpn18bandaaceh.sch.id kode pos 23125

SURAT KETERANGAN
Nomor : 422 / 386 / 2024

Kepala Sekolah Menengah Pertama Negeri 18 Banda Aceh, dengan ini menerangkan bahwa :

Nama	: Miftahul Jannah Irhan
NIM	: 190203136
Program studi	: Pendidikan Bahasa Inggris


Sesuai dengan Surat Dinas Pendidikan dan Kebudayaan Kota Banda Aceh No.074/A4/3033/2024 tanggal 15 November 2024 M Perihal : Izin Pengumpulan Data. Dengan ini yang bersangkutan telah mengadakan **Pengumpulan data** dalam rangka penyusunan Skripsi dengan judul :

“USING COMIC STRIPS TO INCREASE STUDENTS NARRATIVE ABILITY”.

Demikian surat keterangan ini kami keluarkan untuk dapat dipergunakan seperlunya.

Ks Banda Aceh, 6 November 2024
Kepala,

Rahmaniah, S.Pd
NIP. 19690720 199303 2 003



AR - RANIRY

DURASURAT KET. POKERITAN/FAKUN. SMPN18Banda Aceh. 2024

APPENDIX F

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Negeri 18 Banda Aceh

Kelas/Semester : VIII/ 1

Mata Pelajaran : Bahasa Inggris

Materi : Narrative Text

Waktu : 2 x 40 menit

A. KOMPETENSI INTI

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, Kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari Solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat	1.1.1 Menunjukkan semangat mengikuti pembelajaran. 1.1.2 Menunjukkan keseriusan mengikuti pembelajaran.

	belajar.	
2.	2.2. Menunjukkan perilaku tanggung jawab, peduli, Kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.2.1. Menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman. 2.2.2. Menunjukkan perilaku peduli dalam berkomunikasi dengan guru dan
3.	3.4. Memahami tujuan, tipe-tipe, struktur teks, dan unsur kebahasaan dari teks recount lisan dan tulis tentang pengalaman/ kegiatan/ kejadian/ peristiwa, sangat pendek dan sederhana.	3.4.1. Mengidentifikasi tujuan, tipe-tipe, unsur-unsur kebahasaan dan struktur dari <i>narrative text</i> . 3.4.2. Mengidentifikasi isi dan informasi tertentu yang terdapat dalam <i>narrative text</i> .
4.	4.1. Menangkap makna dalam <i>narrative text</i> lisan dan tulis, sangat pendek dan sederhana.	4.1.1. Memahami isi dan informasi yang disampaikan di dalam <i>narrative text</i> . 4.1.2 Review dan membuat kalimat dari kosakata yang terkait dengan jenis teks dan tema yang dipilih.

C. TUJUAN PEMBELAJARAN

1. Siswa dapat mengidentifikasi pengertian, tujuan, dan tipe *narrative text*.
2. Siswa dapat mengidentifikasi unsur-unsur kebahasaan dari *narrative text*.
3. Siswa dapat mengidentifikasi struktur teks dari *narrative text*.
4. Siswa dapat mengidentifikasi informasi tertentu beserta makna yang terdapat dalam *narrative text*.
5. Siswa dapat me-review kosa kata dan membuat kalimat sederhana dari kata tersebut.

D. MATERI PEMBELAJARAN

1. **Definition** : Narrative text is a text that tells fiction and non-fiction story.
2. **Purpose** : It aims to entertain and to amuse the reader/listeners.

3. **Types** : Familiar types of narrative (Fantasy, Myth, Legend, Romance, Horror, History, etc)

4. **Struktur Teks**

1. **Orientation** : containing plot and characters. It is about the opening paragraph where the characters of the story are introduced. (berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana).
2. **Event** : crisis of the story. where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang).
3. **Re-orientation** : the crisis is resolved, for better or for worse (memberikan komentar personal tentang peristiwa yang telah diceritakan. Jika perlu, ada kesimpulan umum).

5. **Language Feature**

1. **Using Past Tense:**

Form:

Positive : S + V2 + O

Negative : S + DID NOT + V1 + O

Interrogative : DID + S + V1 + O

Example:

(+) I studied English yesterday.

(-) I did not study English yesterday.

(?) Did you study English yesterday?

2. **Using Time Connectives and Conjunction:** One day, then, before, after, soon, long time ago, always, monthly, between, or, and, but, etc.

3. **Using Adjective:** tall, handsome, nice, etc.

4. **Using Conjunction:** red hair, long tail, small feet, etc.

Example:

Snow White	
Orientation	Once upon a time there <u>lived</u> a little girl named Snow White . She <u>lived</u> with her Aunt and Uncle because her parents <u>were</u> dead.
Complication 1	One day she <u>heard</u> her Uncle and Aunt <u>talking</u> about leaving Snow White in the castle because <u>they</u> both <u>wanted</u> to go to America and <u>they didn't have</u> enough money to take Snow White .
Resolution 1	Snow White <u>did not want</u> her Uncle and Aunt to do this so she <u>decided</u> it <u>would be</u> best if she <u>ran away</u> . The next morning she <u>ran away</u> from home <u>when</u> her Aunt and Uncle were <u>having</u> breakfast. She <u>ran away</u> into the woods.
Complication 2	<u>Then</u> she <u>saw</u> this little cottage. She <u>knocked</u> but no one <u>answered</u> so she <u>went</u> inside and <u>fell asleep</u> .
Resolution 2	Meanwhile, the seven dwarfs <u>were coming</u> home from work. They <u>went</u> inside. There <u>they found</u> Snow White <u>sleeping</u> . <u>Then</u> Snow White <u>woke up</u> . She <u>saw</u> the dwarfs. The dwarfs <u>said</u> , "what <u>is</u> your name?" Snow White <u>said</u> , "My name <u>is</u> Snow White ." Doc , one of the dwarfs, <u>said</u> , "If you wish, you <u>may live</u> here with us." Snow White <u>said</u> , "Oh could I? Thank you." <u>Then</u> Snow White <u>told the dwarfs</u> the whole story and Snow White and the 7 dwarfs <u>lived</u> happily ever after.

E. MEDIA DAN ALAT PEMBELAJARAN

Media Pembelajaran : Comic strips

Alat Pembelajaran : Papan tulis, spidol.

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G. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan
PERTEMUAN PERTAMA	
Pendahuluan (10 Menit)	
<ul style="list-style-type: none"> Guru memberikan salam dan sapa kepada peserta didik. Guru mengecek kehadiran peserta didik. Guru meminta salah satu peserta didik untuk memimpin berdoa sebelum memulai kegiatan pembelajaran di kelas. Guru menyampaikan tujuan pembelajaran yang akan dicapai. Guru menyampaikan secara garis besar materi yang akan dipelajari. Guru mengaitkan pembelajaran dengan konteks sehari-hari. 	
Kegiatan Inti (60 menit)	
Mengamati	<ul style="list-style-type: none"> Peserta didik mengamati comic strips yang dimaksud (The Legend of Toba Lake). Peran guru saat diskusi adalah memfasilitasi siswa agar mampu menuliskan ide atau gagasan terkait masalah yang diberikan.
Menanya	<ul style="list-style-type: none"> Peserta didik menanyakan hal-hal terkait dengan comic strips tersebut
Mengeksplorasi	<ul style="list-style-type: none"> Peserta didik bekerja berpasangan Peserta didik mencari jawaban dari pertanyaan mereka melalui berbagai sumber (tanya teman, lihat kamus, dll) Peserta didik mencatat kata sulit yang mereka temukan di comic strip
Mengasosiasi	<ul style="list-style-type: none"> Peserta didik mencatat mencari kata sulit yang mereka temukan di comic strip Peserta didik secara individu menentukan struktur text, unsur kebahasaan dari comic strip berjudul

Mengomunikasikan	<ul style="list-style-type: none"> • Peserta didik dan guru membahas dan menyimpulkan jawaban dari peserta didik.
Penutup (10 Menit)	
<ul style="list-style-type: none"> • Peserta didik beserta guru membuat rangkuman dan refleksi terhadap kegiatan. • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran serta bertanya kepada siswa bagaimana kesan mereka dalam pembelajaran hari ini. • Guru menyampaikan rencana pembelajaran untuk pertemuan yang akan datang. • Guru memberikan salam penutup 	
PERTEMUAN KEDUA	
KEGIATAN DI KELAS	
Pendahuluan (10 Menit)	
<ul style="list-style-type: none"> • Guru memberikan salam dan sapa kepada peserta didik. • Guru mengecek kehadiran peserta didik. • Guru meminta salah satu peserta didik untuk memimpin berdoa sebelum memulai kegiatan pembelajaran di kelas. • Guru menyampaikan tujuan pembelajaran yang akan dicapai. • Guru menyampaikan secara garis besar materi yang akan dipelajari. • Guru membagi peserta didik menjadi beberapa kelompok. • Guru mengaitkan pembelajaran dengan konteks sehari-hari. 	
Kegiatan Inti (60 Menit)	
Memgamati	<ul style="list-style-type: none"> • Peserta didik mengamati comic strips yang dimaksud (Cinderella). • Peran guru saat diskusi adalah memfasilitasi siswa agar mampu menuliskan ide atau gagasan terkait masalah

<i>Menanya</i>	<ul style="list-style-type: none"> • Peserta didik menanyakan hal-hal terkait dengan comic strips tersebut.
<i>Mengeksplorasi</i>	<ul style="list-style-type: none"> • Peserta didik bekerja berpasangan • Peserta didik mencari jawaban dari pertanyaan mereka melalui berbagai sumber (tanya teman, lihat kamus, dll) • Peserta didik mencatat kata sulit yang mereka temukan di comic strip
<i>Mengasosiasi</i>	<ul style="list-style-type: none"> • Peserta didik mencatat mencari kata sulit yang mereka temukan di comic strip • Peserta didik secara individu menentukan struktur text, unsur kebahasaan dari comic strip berjudul
<i>Mengomunikasikan</i>	<ul style="list-style-type: none"> • Peserta didik dan guru membahas dan menyimpulkan jawaban dari peserta didik.
Penutup (10 Menit)	
<ul style="list-style-type: none"> • Peserta didik beserta guru membuat rangkuman dan refleksi terhadap kegiatan. • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran serta bertanya kepada siswa bagaimana kesan mereka dalam pembelajaran hari ini. • Guru menyampaikan rencana pembelajaran untuk pertemuan yang akan datang. • Guru memberikan salam penutup 	

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A R - R A N I R Y

PENILAIAN

1. Penilaian sikap
2. Penilaian pengetahuan
3. Penilaian keterampilan
4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan

5. Remedial

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Mengetahui,
Guru Mata Pelajaran

Banda Aceh, 24 Juli 2024
Peneliti






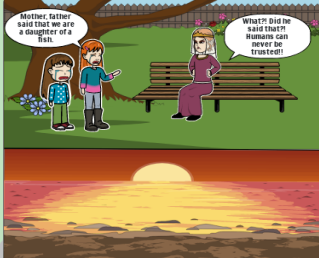
(Melvi Sahara, S. Pd)
NIP. 197303032000032003

(Miftahul Jannah Irhan)
NIM. 190203136



NARRATIVE TEXT (Comic Strips)







Task 1: The Legend of Toba Lake

		
<p>Once upon a time there was a handsome man named Batara Guru Sahala. He liked fishing.</p>	<p>He was surprised that the fish could talk. The fish begged him to set it free.</p>	<p>Batara Guru set the fish free and then suddenly it became a beautiful woman. She attracted Batara Guru so much. He fell in love with a fish-woman.</p>
		
<p>The woman wanted to marry him and said Batara Guru had to keep the promise, which she had been a fish.</p>	<p>They married happily and they had two daughters. But their daughters were disobedient. One day Batara Guru was so angry he can not control his anger until he shouted to his daughter about the fish.</p>	<p>The fish woman was very annoyed. She was very angry until the earth started to shake and volcanoes started to erupt. The earth formed a very big hole. The people believed that the big hole became a lake. And this is known as Toba Lake.</p>

(source: <https://www.storyboardthat.com/hr/storyboards/6c32f7dd/the-legend-of-lake-toba>)

- What is the text about?
- Who are the main characters (participant) of the story?
- What do you call the first paragraph in the panel?
- Why did he surprise in the panel two?
- How did the woman become a fish based on the story?
- What promise did they make?
- How many daughters do they have?
- Why did he shout to his daughters?
- What happened next when the mother was angry?
- What is the moral value of the story?

Task 2: Cinderella

Exposition	Conflict	Rising Action
 <p>Cinderella was a beautiful girl who lived with a stepmother and stepsisters. She was warmhearted and loving. As soon as her father died, her stepfamily started to abuse her. Nonetheless, she never stopped dreaming.</p>	 <p>The kingdom throws a ball and invites everyone in town. Her stepmother did not want her to attend the ball. Leaving with her daughters for the ball, she gave Cinderella seemingly endless house chores.</p>	 <p>Left alone, Cinderella cried in sadness. A fairy godmother appeared and prepared her for the ball with magic. She warned Cinderella that the magic will disappear at 12.</p>
Climax	Falling Action	Resolution
 <p>As soon as Cinderella appeared, the Prince fell in love with her. While dancing, Cinderella noticed that the time was near 12. She left in a hurry and accidentally lost one glass slipper at the castle.</p>	 <p>At Prince's demand, the kingdom tried their best to find Cinderella. Every woman in town was told to try the glass slipper on. At last, they let Cinderella try, and it perfectly fitted her.</p>	 <p>The Prince confessed his love to Cinderella and proposed. Cinderella married the prince. They lived happily ever after.</p>

(source: <https://www.storyboardthat.com/it/storyboards/humi2/cidderella>)

1. What the text tells us about?
2. Who are the main characters (participant) of the story?
3. What do you call when the conflict begins to solve?
4. What is the reason of Cinderella's stepsister hate her?
5. How many Cinderella's stepsisters?
6. Who helped Cinderella?
7. What is Cinderella wearing to go to the party?
8. Why the prince wants to know about the glasses shoe?
9. How the prince finds the Cinderella?
10. What is the moral value of the text?

APPENDIX G

Pre-test and Post Questions

PRE-TEST

Name :

Class :

Instruction:

1. Write down your name and class above.
2. Give the cross (X) for the answer that you choose.
3. There are 10 items and you have 35 minutes to answer them.
4. Please answer the question based on the correct answer.

Read the following text to answer question 1 to 4

The Ant and The Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

(Adapted from <https://www.scribd.com>)

1. What happened when the ant was making its way up?
 - a. The ant slipped from the grass
 - b. The ant fell into the water
 - c. The ant slipped and fell into the water.
 - d. The ant drowned into the water.
2. What is the purpose of narrative text?
 - a. To describe the ant
 - b. To entertain the readers
 - c. To describe the facts of the hunter.
 - d. To explain how to hunt a dove.
3. “seeing the ant was in trouble, the dove quickly...” (paragraph 2). The underlined word synonym to...
 - a. Problem
 - b. Danger

- c. Safety
 - d. Difficult
4. When did this story happen?
- a. At night
 - b. In the afternoon
 - c. At noon
 - d. Early morning

The following text is for questions 5 to 7

On a summer day, the weather was very hot and everybody was thirsty. A lion and a pig came at the same time to a small well to drink. They were arguing which of them should drink first, and were soon fighting furiously.

When they rested from their fighting, they saw some vultures in the distance. The birds were waiting for one of them to die so they could eat. The vultures were looking and anticipating eagerly. They were more than five vultures ready to grab any victims from the fight.

Realizing the situation, the lion and the pig soon decide to stop the fighting. They didn't even continue the quarrel and arguments. "Look at those vultures. They can't wait to eat our bodies once we die. Let's just stop fighting," Said the lion to the pig.

"You're right, it's better for us to be friends than to be the food of those vultures. That will certainly happen if we get hurt or die," replied the pig.

([https:// roboguru.ruangguru.com](https://roboguru.ruangguru.com))

5. Why did the lion and the pig come to the well? Because....
- a. The lion and the pig wanted to drink
 - b. The lion wanted to eat the pig
 - c. The lion wanted to hunt the vultures
 - d. The pig wanted to argue with the lion
6. From the text, we know that...
- a. The lion ate the pig and all of the vultures
 - b. The vultures could eat the pig
 - c. The lion and the pig became friends
 - d. The lion and the pig could not end their fighting
7. "... and were soon fighting furiously." (paragraph 1). The underlined word synonym to...
- a. Happy
 - b. Sad
 - c. Mad
 - d. Fear

The following test for questions 8 to 10

The Legend of Toba Lake

Once upon a time, a fisherman named Batara Guru Sahala lived in the Batak Land. One day, he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love at once. He asked her to marry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised that he would not tell anyone about it.

They were happily married and had two daughters. Every morning Sahala went out fishing. One day, his daughters brought him his lunch. However, instead of bringing the food to their father, the two girls ate it. When Sahala knew what they had done with the meal, he got very angry. He shouted at them saying, "You behaved exactly like the daughters of the fish!".

They did not know what their father meant. They went home and asked their mother about it. Their mother was very upset. Although Sahala apologized to her, she would not forgive him for breaking his promise.

Then the earth began to shake, and the volcano started to erupt. The earth cracked and formed a big hole. It is said that the hole became the Toba Lake.

(Adapted from <http://indonesialegend.wordpress.com>)

8. What is the story about?
 - a. How the volcano erupted
 - b. How is a fisherman caught a fish
 - c. How the lake Toba was created
 - d. How the fish changed into a beautiful girl
9. The word "**they**" in paragraph 4 (line 13), refers to...
 - a. The sons
 - b. The daughters
 - c. The girl
 - d. The mom
10. From the text we can learn that....
 - a. Never keep a secret
 - b. Don't break your promise
 - c. Never angry to your children
 - d. Don't eat your father's lunch

POST-TEST

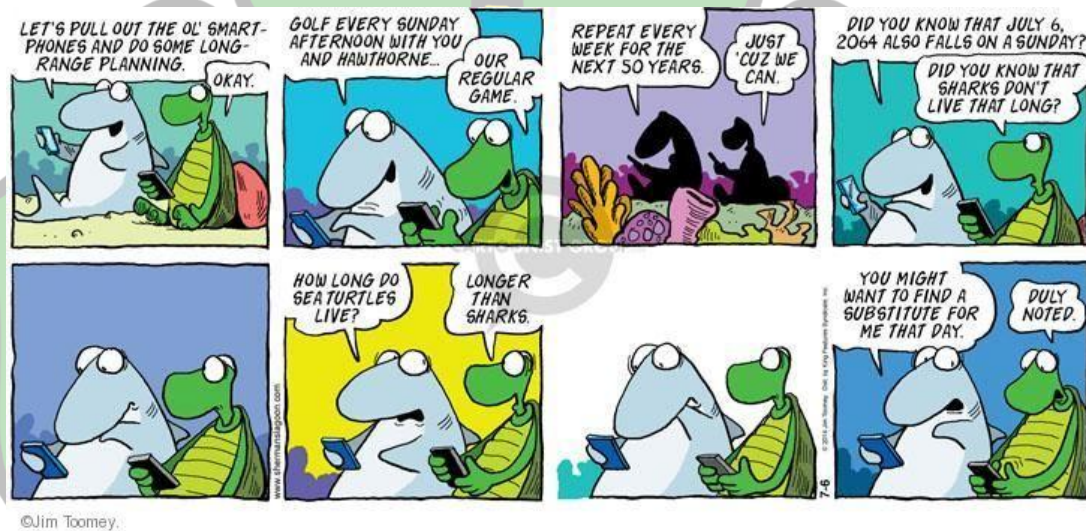
Name :

Class :

Instruction:

1. Write down your name and class above.
2. Give the cross (X) for the answer that you choose.
3. There are 10 items and you have 35 minutes to answer them.
4. Please answer the question based on the correct answer.

The comic strips below for questions 1 to 4

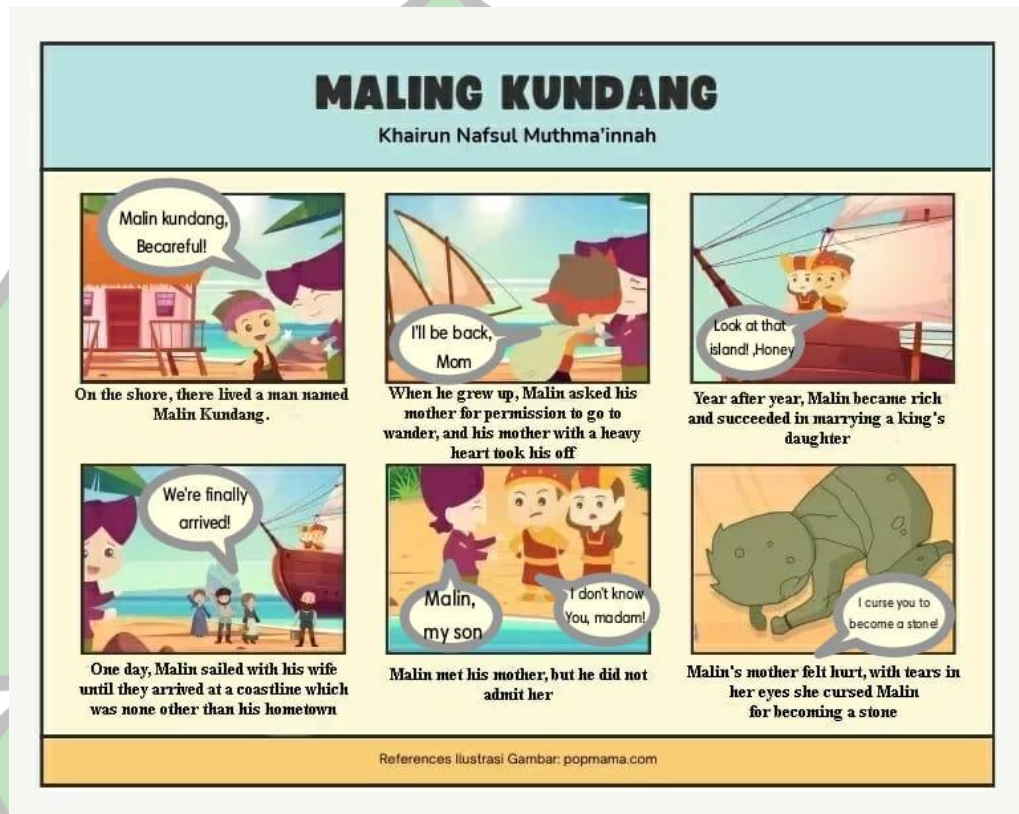


(<https://www.pinterest.com>)

1. Who is the main character in the story above?
 - a. The shark
 - b. The turtle
 - c. The shark and his plan
 - d. The shark and the turtle
2. From the story above we know a fact that...
 - a. Don't make any plan
 - b. Shark has the shortest age among all sea creatures
 - c. The turtle lives longer than the shark
 - d. The shark lives longer than the turtle
3. Where does this story take place?
 - a. On the beach
 - b. In the sea
 - c. In the zoo
 - d. On the road

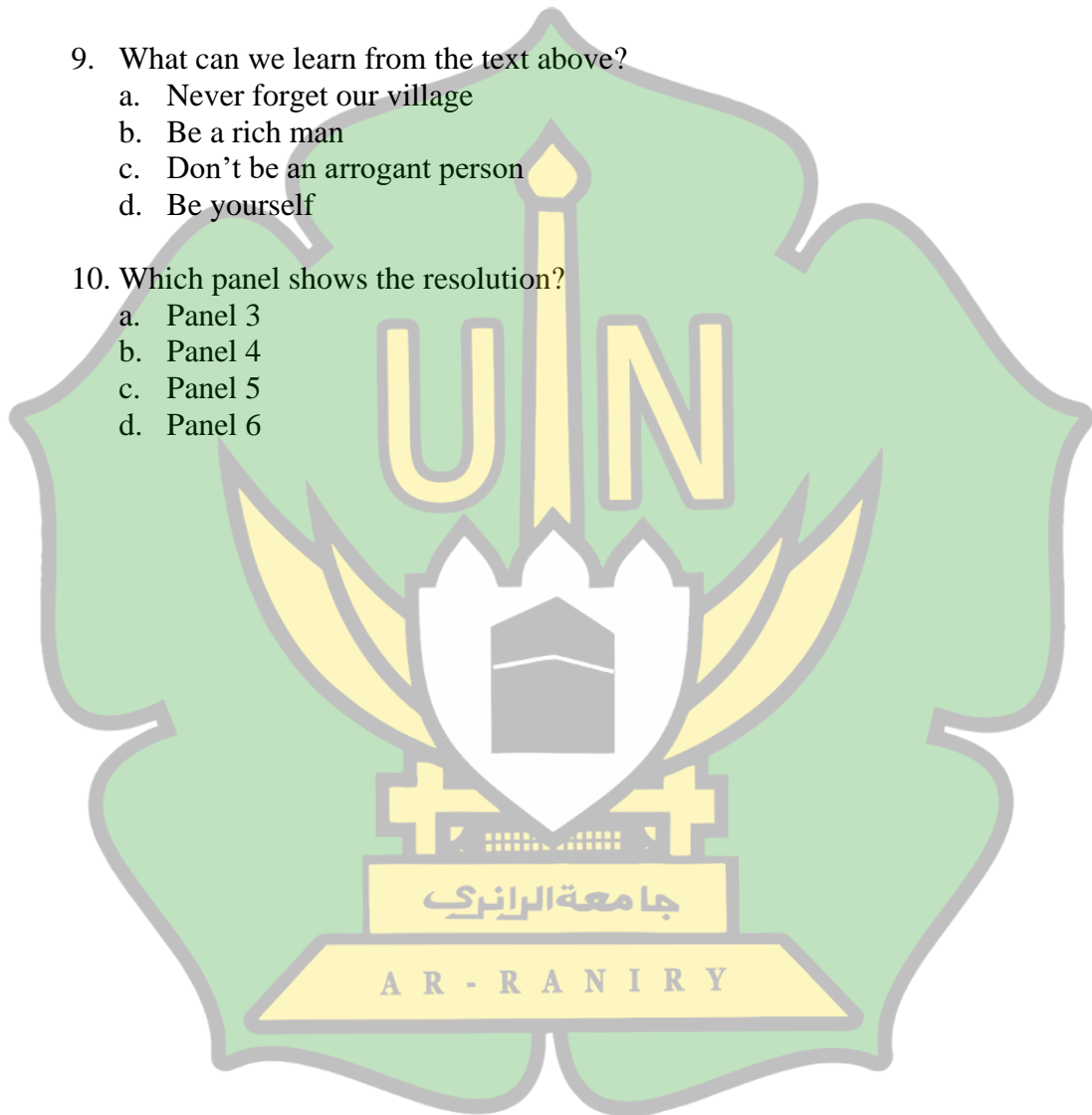
4. The word “**plan**” could be replaced by the word...
- Schedule
 - Date
 - Note
 - Booking

The comic strips below for question 5 to 10



5. What is the text about?
- Legends of the old woman
 - Legends of Malin Kundang
 - The most popular legend in West Sumatra
 - Sailor legend
6. What is the main idea of the orientation of the comic strips above?
- An old woman and a boy live in a village
 - A boy named Malin Kundang
 - And old woman and Son love each other
 - They lived happily ever after
7. Which of the following statements is wrong according to the text above?
- Malin Kundang was cursed by his mother
 - An old woman finally met his son and lived happily
 - Malin Kundang is a good sailor
 - Malin Kundang became a rich man

8. In the last panel of comic strips, “I curse you to become a stone!”
The underlined word refers to...
- The son
 - Sailor
 - Malin Kundang
 - An old woman
9. What can we learn from the text above?
- Never forget our village
 - Be a rich man
 - Don't be an arrogant person
 - Be yourself
10. Which panel shows the resolution?
- Panel 3
 - Panel 4
 - Panel 5
 - Panel 6



APPENDIX H

The Tabulation Data of Students' Pre-test and Post-test in Experimental and Control Class

a. The Result of Pre-test of Experimental and Control Class

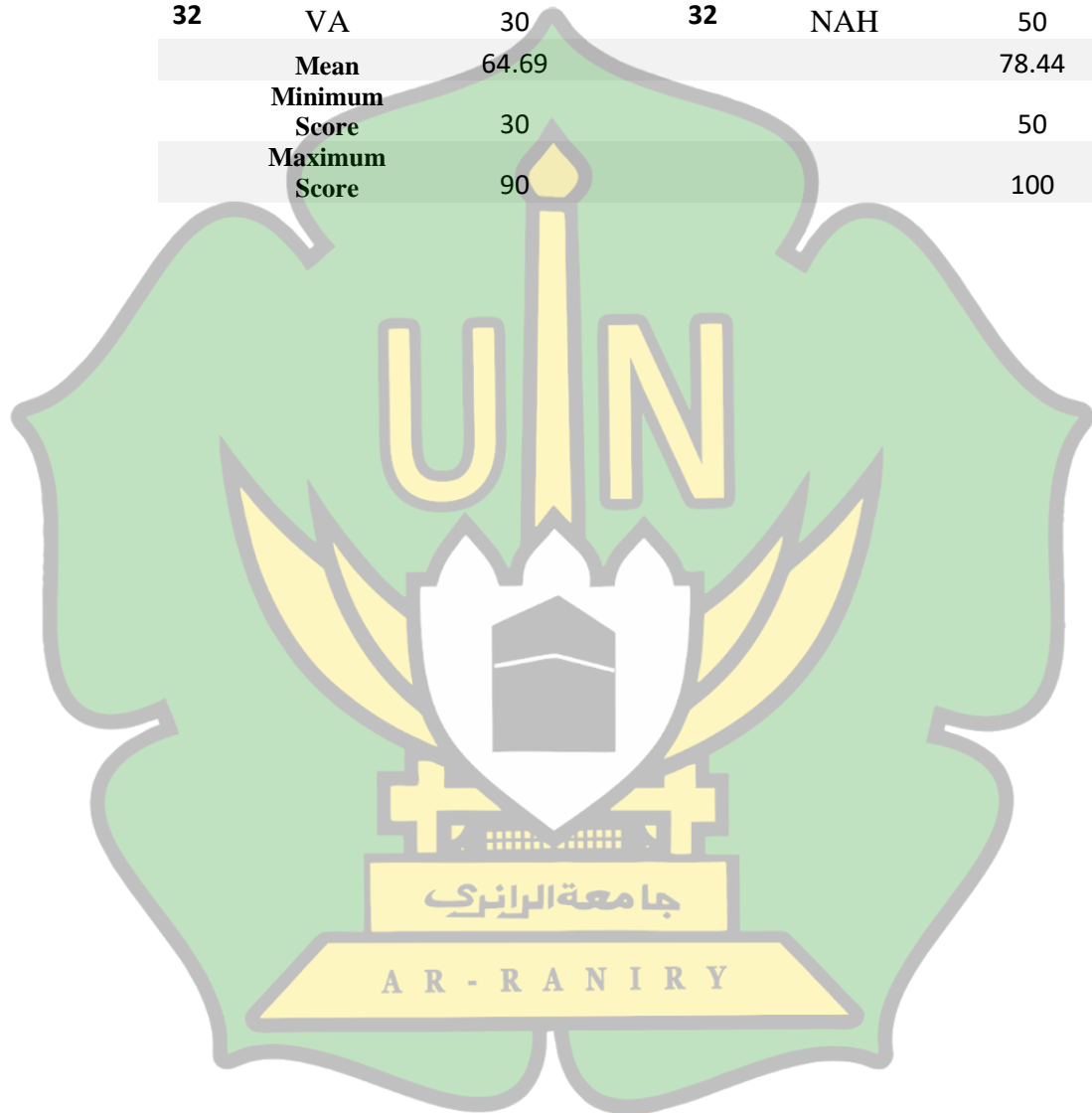
No.	Control Class	Pre-test Score	No.	Experimental Class	Pre-test Score
1	MCM	90	1	ZN	80
2	AA	80	2	HFH	70
3	AFi	80	3	RPM	70
4	FK	70	4	NTD	60
5	TKA	70	5	QA	60
6	AL	60	6	AM	50
7	DM	60	7	HK	50
8	PS	60	8	MRA	50
9	RRP	60	9	MF	50
10	MOV	50	10	NM	50
11	MS	50	11	ASAS	40
12	BAFG	40	12	FR	40
13	KAS	40	13	MAS	40
14	MA	40	14	MC	40
15	MRA	40	15	MIS	40
16	NR	40	16	PA	40
17	SAM	40	17	RA	40
18	VA	40	18	SZ	40
19	AFa	30	19	TLN	40
20	DS	30	20	RP	40
21	IM	30	21	MD	30
22	RR	30	22	SN	30
23	YUD	30	23	AR	20
24	CSA	20	24	KH	20
25	IN	20	25	NAH	20
26	MAAF	20	26	SSH	20
27	MF	20	27	UM	20
28	RS	20	28	DPP	10
29	SH	20	29	SL	10

30	SM	20	30	AAM	0
31	MSJ	10	31	MAK	0
32	SK	0	32	A	0
Mean		40.94			36.56
Minimum Score		0			0
Maximum Score		90			80

b. The Result of Post-test of Experimental and Control Class

No.	Control Class	Post-test Score	No.	Experimental Class	Post-test Score
1	AFa	90	1	DPP	100
2	AFi	90	2	MF	100
3	DS	90	3	QA	100
4	FK	90	4	RP	100
5	MCM	90	5	ZN	100
6	AL	80	6	A	90
7	MA	80	7	AR	90
8	MAAF	80	8	FR	90
9	KAS	80	9	MIS	90
10	PS	80	10	RPM	90
11	TKA	80	11	SN	90
12	AA	70	12	ASAS	80
13	BAFG	70	13	HFH	80
14	DM	70	14	KH	80
15	MV	70	15	MAS	80
16	MOV	70	16	MRA	80
17	MRA	60	17	NM	80
18	MS	60	18	PA	80
19	NR	60	19	UM	80
20	RRP	60	20	SSH	70
21	RS	60	21	HK	70
22	YUD	60	22	MAK	70
23	CSA	50	23	MD	70
24	IM	50	24	RA	70
25	IN	50	25	SZ	70

26	SH	50	26	TLN	70
27	SK	50	27	AAM	60
28	MSJ	40	28	MC	60
29	RR	40	29	NTD	60
30	SAM	40	30	SL	60
31	SM	30	31	AM	50
32	VA	30	32	NAH	50
Mean		64.69			78.44
Minimum Score		30			50
Maximum Score		90			100



APPENDIX I

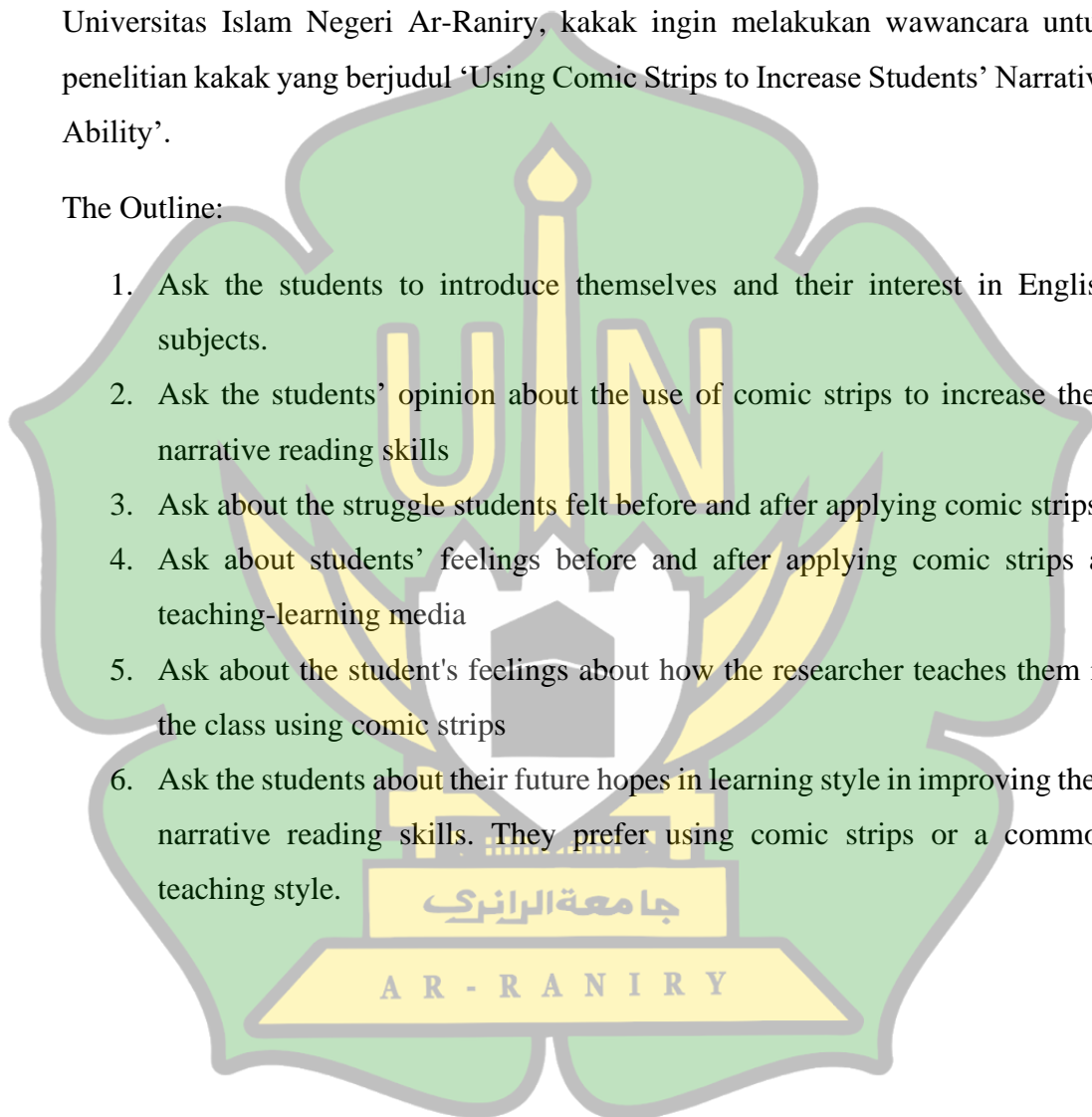
List of Students Outline Interview Questions

Assalamu'alaikum Wr. Wb.

Perkenalkan nama kakak Miftahul Jannah Irhan, kakak merupakan mahasiswi dari Universitas Islam Negeri Ar-Raniry, kakak ingin melakukan wawancara untuk penelitian kakak yang berjudul 'Using Comic Strips to Increase Students' Narrative Ability'.

The Outline:

1. Ask the students to introduce themselves and their interest in English subjects.
2. Ask the students' opinion about the use of comic strips to increase their narrative reading skills
3. Ask about the struggle students felt before and after applying comic strips
4. Ask about students' feelings before and after applying comic strips as teaching-learning media
5. Ask about the student's feelings about how the researcher teaches them in the class using comic strips
6. Ask the students about their future hopes in learning style in improving their narrative reading skills. They prefer using comic strips or a common teaching style.



APPENDIX J

T-TABLE DISTRIBUTION

T-Table Untuk Alpha α 5% t

df	0,05	0,025	df	0,05	0,025	df	0,05	0,025	df	0,05	0,025
1	6.314	12.706	53	1.674	2.006	105	1.659	1.983	157	1.655	1.975
2	2.920	4.303	54	1.674	2.005	106	1.659	1.983	158	1.655	1.975
3	2.353	3.182	55	1.673	2.004	107	1.659	1.982	159	1.654	1.975
4	2.132	2.776	56	1.673	2.003	108	1.659	1.982	160	1.654	1.975
5	2.015	2.571	57	1.672	2.002	109	1.659	1.982	161	1.654	1.975
6	1.943	2.447	58	1.672	2.002	110	1.659	1.982	162	1.654	1.975
7	1.895	2.365	59	1.671	2.001	111	1.659	1.982	163	1.654	1.975
8	1.860	2.306	60	1.671	2.000	112	1.659	1.981	164	1.654	1.975
9	1.833	2.262	61	1.670	2.000	113	1.658	1.981	165	1.654	1.974
10	1.812	2.228	62	1.670	1.999	114	1.658	1.981	166	1.654	1.974
11	1.796	2.201	63	1.669	1.998	115	1.658	1.981	167	1.654	1.974
12	1.782	2.179	64	1.669	1.998	116	1.658	1.981	168	1.654	1.974
13	1.771	2.160	65	1.669	1.997	117	1.658	1.980	169	1.654	1.974
14	1.761	2.145	66	1.668	1.997	118	1.658	1.980	170	1.654	1.974
15	1.753	2.131	67	1.668	1.996	119	1.658	1.980	171	1.654	1.974
16	1.746	2.120	68	1.668	1.995	120	1.658	1.980	172	1.654	1.974
17	1.740	2.110	69	1.667	1.995	121	1.658	1.980	173	1.654	1.974
18	1.734	2.101	70	1.667	1.994	122	1.657	1.980	174	1.654	1.974
19	1.729	2.093	71	1.667	1.995	123	1.657	1.979	175	1.654	1.974
20	1.725	2.086	72	1.666	1.993	124	1.657	1.979	176	1.654	1.974
21	1.721	2.080	73	1.666	1.993	125	1.657	1.979	177	1.654	1.973
22	1.717	2.074	74	1.666	1.993	126	1.657	1.979	178	1.653	1.973
23	1.714	2.069	75	1.665	1.992	127	1.657	1.979	179	1.653	1.973
24	1.711	2.064	76	1.665	1.992	128	1.657	1.979	180	1.653	1.973
25	1.708	2.060	77	1.665	1.991	129	1.657	1.979	181	1.653	1.973
26	1.706	2.056	78	1.665	1.991	130	1.657	1.978	182	1.653	1.973
27	1.703	2.052	79	1.664	1.990	131	1.657	1.978	183	1.654	1.973
28	1.701	2.048	80	1.664	1.990	132	1.656	1.978	184	1.653	1.973
29	1.699	2.045	81	1.664	1.990	133	1.656	1.978	185	1.653	1.973
30	1.697	2.042	82	1.664	1.989	134	1.656	1.978	186	1.653	1.973
31	1.696	2.040	83	1.663	1.989	135	1.656	1.978	187	1.653	1.973
32	1.694	2.037	84	1.663	1.989	136	1.656	1.978	188	1.653	1.973
33	1.692	2.035	85	1.663	1.988	137	1.656	1.977	189	1.654	1.973
34	1.691	2.032	86	1.663	1.988	138	1.656	1.977	190	1.653	1.973
35	1.690	2.030	87	1.663	1.988	139	1.656	1.977	191	1.653	1.972
36	1.688	2.028	88	1.662	1.987	140	1.656	1.977	192	1.653	1.972
37	1.687	2.026	89	1.662	1.987	141	1.656	1.977	193	1.653	1.972
38	1.686	2.024	90	1.662	1.987	142	1.656	1.977	194	1.653	1.972
39	1.685	2.023	91	1.662	1.986	143	1.656	1.977	195	1.654	1.972
40	1.684	2.021	92	1.662	1.986	144	1.656	1.977	196	1.653	1.972
41	1.683	2.020	93	1.661	1.986	145	1.655	1.976	197	1.653	1.972
42	1.682	2.018	94	1.661	1.986	146	1.655	1.976	198	1.653	1.972
43	1.681	2.017	95	1.661	1.985	147	1.655	1.976	199	1.653	1.972
44	1.680	2.015	96	1.661	1.985	148	1.655	1.976	200	1.653	1.972
45	1.679	2.014	97	1.661	1.985	149	1.655	1.976			
46	1.679	2.014	98	1.661	1.984	150	1.655	1.976			
47	1.678	2.013	99	1.660	1.984	151	1.655	1.976			
48	1.677	2.012	100	1.660	1.984	152	1.655	1.976			
49	1.677	2.011	101	1.660	1.984	153	1.655	1.976			
50	1.676	2.010	102	1.660	1.983	154	1.655	1.975			
51	1.675	2.008	103	1.660	1.983	155	1.655	1.975			
52	1.675	2.007	104	1.660	1.983	156	1.655	1.975			

APPENDIX K

RESEARCH DOCUMENTATION

Pre-test in experimental class



First treatment



Second treatment



Post-test in experimental class



An interview with student in experimental class

