

CHAPTER I

INTRODUCTION

This chapter presents background of the research, research problem, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

In English, there are four language skills, namely listening, speaking, reading and writing. All of them take an equal part in showing people's ability in using their language. Reading, in particular, helps language learners obtain a lot of knowledge by actively and critically relate the ideas of the text. Nevertheless, it is not easy to read for comprehension. Many students do not have sufficient background knowledge to comprehend text. Besides, they are not able to link some ideas so that they cannot acquire complete message of the text. To help students comprehend the text more easily, pictures are needed in the reading materials. Thus, picture becomes one way out to help students to engage themselves with the content of the text in order to comprehend the text.

However, not all texts need pictures; in this case, the texts which need pictures mostly are descriptive texts, science texts, and those which contain a lot of unfamiliar vocabulary, excluding children's books which absolutely need pictures. It is strengthened by Mukhroji (2011:57-74) that stated those texts requires students' ability to convert the words into visualization in their mind, so that with the visualization they can easily connect the relationship between sentences, and also strengthened by the statement of Agustina (2010: 75-85) who state that this is because reading is more than transferring the written work to the brain, but it is actively involving the readers with the text so that the readers can build their own understanding. In descriptive texts, the purpose of which is to describe things, there are many words that explain the appearance of some many words that explain the appearance of something for the readers to imagine. Also, in science texts, students learn about the real phenomena in the world and they need to understand the cause and relationship between two or some of those phenomena. This is also the case in reading texts with unfamiliar words. Thus, the pictures help the students to comprehend those kinds of texts.

Picture given to the texts offer some advantages to the readers in comprehending the text. First, the studies that are conducted by Ausubel (1960) it is strengthened by Fukuyama (2005) show that related pictures provide background information which acts as advanced organizer. Therefore, pictures which are given can help the students to relate their knowledge with the text.

Reading is considered to be an important language skill many students are likely to be reluctant readers and reading is commonly seen by students as an uninteresting activity. Kweldju (1996; 104-117) found that students were not interested in reading their content area textbooks although they thought such textbooks were useful. She stated that reasons behind this lack of interest included students' limited background knowledge, inability to understand the content of the text and complicated organizational structure of the text. This fact is similar with the students of SMPN 1 Sumbergempol, when the researcher did job training in SMPN 1 Sumbergempol that student were not interested in reading their content area textbooks but they interested. They are not interested at all in reading comprehension material. When they are asked to do the questions about reading comprehension, they will not do by themselves but they prefer to cheat their friend.

The problems described above motivates the researcher uses comic as the teaching material to introduce English reading comprehension on the students' reading achievement on second grade of SMPN 1 Sumbergempol Tulungagung, which is one of the schools in remote area of Tulungagung district. In this level the students use comic which are focused on the building their reading achievement. The material of comic is given with an expectation that the stories will have the students absorb the reading and store them in mind. The researcher wants to know how effective the use of comic can help students' reading achievement.

Comics are an art form using a series of static images in fixed sequence. Using English comics as a means for teaching reading can be very pleasing and interesting for the students. By using English comics students will be more interested and more active in learning. They will feel something new and different from what they usually get in their class. The writer hopes that with the use of English comics they will be active as participants and they have more a chance to express their minds, emotions, feelings and attitudes.

Nana sudjana (2005:64) stated that comic is a form of cartoon showed character in sequence of story to give entertainment to the reader, of then have correlation with picture. Comic is classified into two type namely comic strips and comic book. Comic strips are comic which are loaded by newspaper while comic book is pictorial story corps that consists of story theme and title. In here the researcher using comic book as a media in teaching reading. Comic book is pictures, illustration of written and story kept in a book (comic books have a cover and content of comic), comic books have pages, usually comic books have 15 pages, 30 pages and 48 pages.

The writer assumes that comic is a kind of text that will attract students' interest and stimulate them to enjoy reading. Based on theory Thorndike from the reading comic to show that aspect to attract reader increase their achievement reading It is known that children who read a comic book every month, almost 2 times the number of words that can be read the same as that contained in the book that he read book each year of continuous.

The prove that this strategy is effective to be used can be seen from the previous studies. The first is thesis written by student of by student of Semarang State University, “The Use of English Comics to Improve Students' Ability in Story Retelling (The Case of 8thYear students of SMPN 1 Bojong Pekalongan in the Academic Year of 2006/2007) by Royanti The computation result of t-test was 4.616. the critical value of t was 2.02 for $\alpha= 5\%$ and $df = 38$. Because t value was higher than the critical value of t ($4.616 > 2.02$), it could be concluded that there was significant difference in the achievement between the students who were taught using comics and students who were taught without comics. From the polygon frequency, it could be concluded that English comics was an effective medium of teaching story retelling.

The second is thesis written by the student Walisongo State Institut for Islamic Studies “The Effectiveness of Teaching Reading Using Fable Comic to Improve Students' Reading Ability (English Language Department Faculty of Tarbiyah Walisongo State Institut for Islamic Studies, 2009)” by Mustaanisa. From this research can take a conclusion that using fable comic can improve students' ability in reading ability. It can be seen from the test result of the students. As the result, the mark of students in experimental class is higher than the mark of students in control class.

Based on the reason, the writer wants to know whether there is any significant effect of teaching reading of using comic can help the students in building up their reading achievement or not. This study focused on the

effectiveness of using comic on the students' reading achievement of second graders at SMPN 1 Sumbergempol Tulungagung Academic Year 2013/2014"

B. Research Problem

Based on the background above, the writer formulates the research problem as follow: How is the effectiveness of using comic in teaching reading to the second graders at SMPN 1 Sumbergempol Tulungagung ?

C. Objective of research

Based on the problem that are above, the objective of research is to know the effectiveness of using comic in teaching reading the second graders at SMPN 1 Sumbergempol Tulungagung. The objectives of research can the stated to know there effectiveness of using comic on the students' reading achievement.

D. Research Hypothesis

In this research the writer has two research hypothesis, they are null hypothesis (Ho) and Alternative Hypothesis (Ha) :

a. Null Hypothesis (Ho)

There is no significant different score on the students' reading achievement before and after taught using comic.

b. Alternative Hypothesis (Ha)

There is significant different score on the students' reading achievement before and after taught using comic.

E. Significance of the Study

The study attempts to describe the teaching English reading by using comic on the students' reading achievement of the second graders at SMPN 1 Sumbergempol Tulungagung. The writer hopes that it will be useful:

1. The English Teacher

The result of this study can be used by the English teachers as reference and a feedback for the effectiveness in teaching reading. By understanding the strength and weakness of the media used, the teachers can select the proper and the most effective media based on the goals wanted to reach. Hopefully by using comic in this strategy in teaching reading so that the student can really enjoy to comprehend what they read.

2. The Students

For the students, the result of the study can stimulate their motivation in learning and consequently they are interested activity in reading. It is hoped to be able to improve their reading comprehension ability by using comic, so the goals of teaching learning can be research as well as possible.

3. The Other Researcher

The researcher of the study can be used as a reference for other researcher conduct a further research dealing with teaching media used in the classroom through a comic in teaching reading.

F. Scope and Limitation on the Study

Based on the background of the study, this study has scope and limitation. The scope of this study is using comic as an instructional media in teaching reading. The study is limited the second graders at SMPN 1 Sumbergempol Tulungagung and on the students' reading achievement are only related to the comic for children. The instrument used in this study is intended to measure the students' recognition skill only.

G. Definition of key term

Definition of key term are necessary to be given in order to avoid misunderstanding and misinterpretation, some term used in this study need to be defined as follows :

1. Effectiveness

The effectiveness of key term is the producing the result that wants the doer (Mafdhuha, 2010:5). In other, effectiveness means producing some effect from the strategy is done tested. The result can be significant or not.

2. Reading achievement

Reading comprehension is measures of word recognition and reading comprehension defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message.

3. Comic

A Comic Book is defined as a booklet of words and pictures integrated into a flexible and powerful printed format (Witek 1989:3).

4. Narrative

Narrative text is kinds of text that consist of story, or story text. According to Cahyono et al, (2011:51) narrative text is one of the text types that junior high school students learn in their English classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses related theories to support the study. This includes: definition of reading, the purposes of reading, teaching reading, definition of reading achievement, the definition of media, the function of teaching media, graphic media, the definition of comic, element of comic, the use of comic in teaching reading and narrative text.

A. Reading

1. The definition of Reading

There are four skills in English, they are: speaking, listening, reading and writing. All those skills are very important for English learner. Each skill has different function in English. So it is better for English learner to master all of those skills. One of those skills is reading skill.

Definitions of reading appear in various perspectives. According to Tarigan (1990:7) reading is as a process that is done by the readers to be used for getting the message conveyed the writer on the medium of writing text. Based on Harnes (2007:99) reading is useful for language acquisition. Heilman (1981:4) sates that reading is an active and ongoing process that is

affected directly by an individual's interaction with his environment. Reading is a process of understanding written language. Since reading is a process, it starts from viewing the linguistic surface representation and ends with the certain ideas or meaning about the message intended by the writer. Thus reading is the combination of perceptual process and cognitive process.

Swan (1975:1) says "if we say that student is good as comprehension we means that he can read accurately and efficiency, so as to get maximum information from the text". It means the readers try to find the message from what they have read. Moreover reading is an active process. Active means while the readers are reading, they try to actively to interact with the printed text with meaning. This message is the idea of the writer. There are three steps that re involved in reading activities; they are the writer, written text and reader.

Reading involves an interaction between thought and language. It means that the reader carries to the task a formidable amount of information and ideas, attitudes and beliefs. This knowledge joined with the ability to make ability predictions, determines the expectation of the readers. Concerning the reading, Simanjutak said (1980:14), propose definition of reading that:

"Reading as the meaningful interpretation of printed written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represents language and reader's language

skills and the knowledge of the world. In the process the readers tries to recreate the meaning intended by the writer”.

In addition, the reading is perceive and saying a written text in order to understand its content. Reading is an intellectual and emotional perception of understand its content. Reading is an intellectual and emotional perception of printed message, lending to the understanding that the perception of the reader is influence by feeling and language prompted by the writer.

There are two kinds of reading, they are:

a) Silent reading

Silent reading usually used in order to understand the result of reading that is done.

b) Oral reading

Oral reading is saying a written text aloud. This is can be done with or without understanding its contents.

From the definition above, it can be concluded that a reading is not a passive process and not merely word recalling. So, it can be said that reading is a process of perceiving a written text in order to understand its contents.

2. The Purpose of Reading

In doing reading, it is understand the content of the written text.

According to Cahyono et al. (2011:68) the purpose of reading as follows:

- a. Readers are able to discriminate among events as they have been presented.
- b. They recognize the order of presentation in the stated sequence.
- c. The reader identifies the main idea of a paragraph.
- d. They must have knowledge of prescribed or denotative meaning.
- e. They understand form of figurative language.

3. Teaching Reading

The teacher has to be more concern in teaching reading because it is very important to increase students' knowledge and information in learning foreign language. There are many reason why getting students' to read English text is an important part of the teacher's job.

Reading is a good thing in language's learner. At the very least, some of the language sticks in their mind: part of the process of language acquisition. Reading text also can provide good models for English writing.

In teaching reading, the teachers have to concern about the material that is used. The topic and type of reading texts are worth considering too. This topic and reading text should depend on who students are. If the students are science students, reading scientific text may be a priority. If the students are junior high school students, reading narrative text may be a priority.

According to Mukhroji (2011), teaching reading is more influence by interactive strategies. Teachers teach skill directly, especially in the beginning and provide plenty opportunities for the students to experience by having them read whole books. In regard, the teaching of reading indicates process interactive models of reading.

In reading class, the teachers have to decide what the purpose in reading will be done. It is reading for pleasure or reading for getting understands the passage. If the purpose of reading that will be done is for pleasure, the topic of reading text can be free, such as narrative. If the purpose of reading text that will be done is for getting understands the passage, the topic of reading text should be prepared before.

4. Definition of Reading Achievement

It is very important to talk about reading comprehension. Based on McNeil (1992:16) comprehension is making sense out of the text. From an interaction perspective, reading comprehension is acquiring information from context and combining disparate elements into a new whole. According to Cahyono et al (2011:55) reading is a means of transferring information between the writer and the reader. Therefore reading comprehension understands a written text means extracting the required information from it as efficiently as a possible (Grellet, 1981:3).

Reading comprehension is very importance for everyone who wants to enlarge their knowledge and information. Sometimes some learners feel

difficult to comprehend the text that they have read, so they get nothing from the text. So, the teachers have to be more concern about the problem. Reading achievement is the level of attainment in all or any reading skills, usually estimated by how a person performs in a test. Students' reading achievement correlates with success in education and life.

B. Media to Teaching English

1. The definition of Media

In a process of teaching is not a new thing for the teacher. Most of the teacher use media to help them giving particular information to the students. Media itself according to Azhar (2011:4) is tools to convey deliver the message of learning. Munadi (2008:6) said that media is a mediator. It means that the media is mediators which connect something from one side to the other side. By those explanation above I can conclude that media an important tool to teaching and learning process. It is as vehicle to stimulate the students' enthusiasms to learn.

2. The function of Teaching Media

Munadi (2008:37) mention the function of media as teaching media there are; teaching media as a learning source, semantic function, manipulative function.

- a. The function of teaching media as a learning source.

It means that the media as a teacher supplementary. So the media here as the first of learning source which deliver the message to the students and make students easy to learn.

- b. Semantic function

Semantic function is an ability of media to make the students understand and easy to learn by give some symbol.

- c. Manipulative function

Manipulative function is a capability of media to overcome the limitation of place and time.

3. Graphic Media

Sudjana (1997:68) Graphic Media defined as the media that combine facts and ideas clearly and strongly thought a combination of the use of words, and picture. Graphic media are very inadequate to convey information in the aggregate are compacted, the presentation of such relation on the charts, graphs, charts, maps, and presenting a kind of abstraction such as cartoons, diagram and maps. Graphic media types that can be used in teaching include charts, diagram, graphs, poster, cartoon and comics. Each type has certain uniqueness in the application of instructional. Researchers here just want to describe two types of graphic media weeks to be more specific. Include the following:

a. Cartoon

A presentation of pictures or caricature of people. Ideas or situations that are designed to influence public opinion. There is some evidence that the cartoon are very valuable use in teaching at secondary stage than happen basis, due to commercial cartoons is especially prepared for adults.

b. Comic

Comic is a form cartoons in which the same disposition to form a story in the order of the picture are closely related are designed to entertain his. Even though the comic has achieved widespread popularity, especially as media entertainment, a few specific items in the classification have educational value that is not in doubt. Comic books can be used effectively by teacher in an effort to generate interest, develop a repertoire of vocabulary and reading skills.

C. Comic

1. The Definitions of Comic

The precise definition of comics remains a subject of debate, with some scholars insisting that their printed nature is crucial to the definition, or that they should be defined by the interdependence of image and text. Others define the medium in terms of its sequential art. McCloud (1993;42) states comics are juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the

viewer . Comic are an art form using a series of static images in fixed sequence. Writers' text is often incorporated. The two most common forms of comics are comic strips (as appear in newspaper) and comic books (also popularly called *manga* "when referring to Japanese comic books). Comic strips are serial comic that are published in a newspaper.

Collier's Encyclopedia (1990;500) defines comic as "term applied to a series or sequence of closely related highly stimulating drawing which differs from the ordinary cartoon in that they are not necessarily, but some artist make some of them serious, mysteries, and adventures. " Generally, there are several categories of comics such as adventures, biography, animal cartoons, fun and humors, love and retold classics.

Nana Sudjana (2002:64) defines comics as a kind of cartoon form expressing character and playing a story in sequences of closely related drawing and design to give fun to the readers. It contains several continued stories. The stories are brief and interesting, completed with action. Comics also appear newspaper and book.

From the various definitions above, it can be concluded that comic is an artwork, which has sequence of stories about characteristic, events in picture from that can be humorous, mysterious.

2. Element of Comic

Scott, McCloud (1993:20). The elements themselves have a great influence to attract students' attention in learning activities. Comic has been spread out widely as the medium to entertain or give a fun. The colored illustration, simple plot and characterization will attract the person who read.

Sudjana (2002:64) defines comics as a kind of cartoon from expressing character and playing a story in sequences of closely related drawing and designed to give fun for the readers. Comic presents an artistic form of popular, which in society becomes a reading in the entire world. Devotes of comic consist of various circles without differentiating age, profession and gender. This matter affects comic as communication media, having ability live with remarkable so that it can be used to attract the target. Outside as entertainment amusement reading comic can personate propaganda media, appliance assist education and instruction.

Comic is classified into two types namely comic strips and comic book. Comic strips are comic which are loaded by newspaper while comic book is pictorial story corpus that consists of story theme and little. On the researcher using comic strips as a media in teaching reading.

Comic book is pictures, illustration of written and story kept in a book (comic books have a cover and content of comic), comic books have pages, usually comic books have 15 pages, 30 pages and 49 pages.

3. The Use of Comic in Teaching Reading

Teaching reading plays an important role in language acquisition. For this reason, teachers should pay more attention in teaching and learning reading used comic to children as the learners. Comic strips can be regarded as a potential material in teaching and learning process to motivate students' interest. Among visuals genre, comic strips is more communicative, popular, accessible and readable. In short, comic as a media in teaching and learning process will be more effective.

Considering the standard of competence in reading according to curriculum that students are to be able to understand meaning in the short narrative text to interact with their surroundings, comic strips can be both a method and medium of instruction. In the area of basic competence in reading, the task for students is responding meaning and rhetorical steps in the short simple passage an functional written text accurately, fluently and acceptable which is relating to the surrounding. Think of that, the use of comic strips in presumably, sort of inevitable state.

D. Narrative Text

Narrative text is kinds of text that consist of story, or story text. According to Cahyono et al.(2011:51) narrative text is one of the text types that junior high school students learn in their English classroom.

1. Social Function of The text

The social function of narrative text is to amuse or entertain the reader; it deals with actual/imaginative experiences in different ways (Sudarwati, 2007:52).

2. Generic structure of The Text

Derewianka states that the steps for constructing a narrative are :

a) Orientation

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

b) Complication

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

c) Resolution

In a satisfying narrative, a resolution of complication is brought about. The complication may be resolved for better or for worse, but it is

rarely left completely unresolved (although this course possible in certain types of narrative, which leave us wondering how the end is).

In short, as stated in paragraph above, the generic structure of narrative text are orientation, complication, and resolution.

3. Language features of Narrative Text

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

- a) Specific character. It means focusing on specific and usually individualized participants.
- b) Time words that connect to tell when they occur. Use of temporal conjunction and temporal circumstances can be choice too.
- c) Verbs to show the action that occur in the story. It can be inferred that the tense used is past tense.
- d) Descriptive words to portray the character and setting. It is commonplace considering the definition of narrative is telling story, so description of character and setting is important.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher describes the research method. It consist of, research design, population and sample, research instrument, validity and reliability testing, normality and homogeneity testing, data collection method, and data analysis.

A. Research Design

This research was used a pre-experimental research design with one group pretest posttest. According to Sukardi (2003:179), an experimental research can be defined as systematic method to build relation that contains causal-effect phenomena (causal-effect relation). Ary et al (2010:28) state that experimental research involves the study of the effect of systematic manipulation no one variable (s) on another variable.

The researcher was used a pre experimental research design because it has little or no control of extraneous variable. Ary,et al (2010:303). This design involves only one group as its subject and it involves three steps: pretest, treatments, and posttest (McMillan, 1992: 174). The research also got some advice from the teacher in SMPN 1 Sumbergempol Tulungagung to use

pre experimental research design one group pretest posttest. The design of this research can be seen at the table below:

Table 3.1 the design of one-group pretest posttest

Pretest	Independent Variable	Posttest
Y1	X (Independent variable)	Y2 (Dependent variable)

Y1 : Pre-test

X : Treatment

Y2 : Post-test

This design involves only one group as its subject and it involves three steps: pretest, treatments, and posttest (McMillan, 1992: 174). The procedures of pre experimental research that use One-Group Pretest-Posttest design

1. Administering a pretest before applying strategy media with a purpose of measuring on the students' reading achievement of second grade at SMPN 1 Sumbergempol Tulungagung.
2. Applying the experimental treatment teaching reading by using comic strips on the narrative text as a strategy media to the subject of second grade at SMPN 1 Sumbergempol Tulungagung.

3. Administering a posttest after applying strategy media with a purpose of measuring on the students' reading achievement

This research intended to investigate the effectiveness of using *comic* on the students' reading achievement of second grade at SMP Negeri 1 Sumbergempol Tulungagung in academic years 2013/2014. The use of the treatment is aimed at proving whether the increase scores possibly got by the researcher. Thus, the effectiveness of that treatment will be known the significant score when the students taught using *comic*.

B. Subject of the Study

1. Population

According to Ary (2010:163) population is all members of any well-defined class of people, events, or object. In encyclopedia of educational evaluation, written "a population is a set (or collection) of all elements possessing one or more attributes of interest". According to the Arikunto (2006:130) "a population is a set (or collection) of all elements possessing one or more attributes of interest". According to the explanation above a population is the whole of subject by the researcher. In this researcher, the researcher took the population of the class eight grade of SMP Negeri 1 Sumbergempol Tulungagung in academic year 2013-2014.

2. Sample and Sampling

According to Porte, (2002:234) Sampling refers to the process of obtaining sample. In this research, the sampling was selected by purposive sampling. Purposive sampling refers to as judgment sampling sample elements judged to be “typical” or representative are chosen from population. The researcher chooses purposive sampling because the researcher wanted to use a class that this is class more enthusiasm with picture’s media likened other class, researcher hope with taught by using comic student can increase their reading achievement and the teacher also give advice to choose E class that consists of heterogeneous students (high, middle, and low achievement). Selected of the sample is very important step in conducting a research study. According to Arikunto (2006:131), a sample is a part of population of representative of it. Based on Ary (2010:163) a sample is a person of a population. And the result class VIII E of SMPN 1 Sumbergempol as the sample of the research that consist 27 students. Besides that, the researcher also gave advice to choose that class.

C. Research Instrument

Research instrument is tool of collecting data that should be valid and reliable. According to Arikunto (2006:149) the device the researcher uses to collect data is called instrument. Instrument has important in this research. Instrument is one of the significant steps in conducting this research. The main instrument used of this study is test. The instrument used to get to data is test and

try out. The explanation about them discussed in below.

1. Test

Arikunto (2006:150) states that “ test is a series question, exercise or other means which are used to measure the skill, knowledge, intelligent, ability or talent that have by individual or group”. In this research, the researcher used pretest and posttest. The material of the test is taken from English book which related to their subject and based on junior high school curriculum with the subject the narrative text. . This test used to measure on the students’ reading achievement before and after they taught by using *comic* in SMP Negeri 1 Sumbergempol.

For testing reading skill can be done by using some techniques. They are multiple choice, true/false, completion, short answer, guided short answer, summary cloze, information transfer, indentifying order or events, identifying referents, guessing the meaning of unfamiliar words from context (Ida Isnawati, 2012 : 40). Based on the variety of the techniques, the researcher choose multiple choice and tru false because the scoring can be perfectly reliable, also be rapid economical, and it is easy to administer for test-takers.

1.1 Pre test

The researcher gave pre-test on March, 1st 2014. Pretest was administering before the students were taught using comic. Pretest is needed to know how far the students’ reading comprehension ability before taught using comic. The score were analyzing to determine the students’ score between pretest and

posttest. The test of pretest is 15 items multiple choice and 5 item true and false about narrative text. Time allocation of the test is 40 minutes.

1.2 Post test

The researcher administered posttest on March, 6th 2014. To measure their ability after treatment process, this test given to know the basic competence for student and to know theory earlier knowledge after they get treatment. It is done to know the final score and to know the student difference achievement before and after they treatment. The test of posttest is 15 items multiple choice and 5 item true and false about narrative text with comic. Time allocation of the test is 40 minutes.

1.3 Try Out Test

In this research, the researcher conducted the try-out before the test. “The result of try out can be used to measure the validity and the reliability of the test, and it can be carried out in either a small number or a large number” (Arikunto, 2006). Before the test give to the students, the researcher conduct the reliability of test to know the test reliable or not. The researcher examine the test twice with the same despondence in the different time. The respondent is 20 students of SMPN 1 Sumbergempol of VIII E.

D. Validity and Reliability Testing

According to Donald Ary,” research is always dependent upon measurement. There are two important characteristic that every measuring

instrument should passes: validity and reliability. (Ary, 1985:213). Before using these test, a try out to 10 students to find out the validity and reliability of the test.

1. Validity

The most complex criterion of an effective test and the most important principle of language testing is validity. It is the extent to which inference made from assessment result are appropriate, meaningful, and useful in term of the purpose of the assessment (Groundlund in Brown, 2004:22). According to Heaton (1988:159) validity of the test is the extent to which it measures what it is supposed to measures and nothing else.

In this test, the researcher asked student to answer the multiple choice and true false test to measure the students' reading achievement in narrative text. The researcher made this test based on the course objectives in the syllabus of second grade of SMPN 1 Sumbergempol Tulungagung. Therefore this test is valid in term of content validity. The content validity in this research can be showed as follow:

Table 3.2. Content Validity

No.	Competence Indicator	Test Item
1.	Students are able to answer general illustration of narrative text.	1
2.	Students are able to answer the implicit meaning of the text.	2, 4, 5, 9, 14, 15
3.	Students are able to answer kind of	3, 12

	narrative text.	
4.	Students are able to answer the explicit meaning of the text.	6, 11, 13
5.	Students are able to answer generic structure of narrative text	7, 8
6.	Students are able to answer tenses of the text.	10
	Total	20

2. Reliability

Based on Horizon (1983:10) says that the reliability of the test is its consistency. Thus, reliability is a measure of accuracy, consistency, dependability, or fairness of scores resulting from administration of particular examination. According to Heaton (1989:162) reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument. Ary (2002:250) states that reliability is concerned with the effect of such random errors of measurement on the consistency of scores.

In this test, the researcher used test retest where the researcher examines the test twice with the same dependence in the different time. After that, the researcher analyzed the correlation of two scores by using Pearson correlation which is called product moment Pearson. For analyzing the correlation the researcher uses SPSS 16.0 for windows.

From the correlation analyzing, the researcher got the correlation of two score. The value of correlation is 0.828 it means that correlation of score 1 and score 2 very strong because the value is 0.80-1000 from the explanation above, it was found that this test is very reliable. The raw score can be seen at the appendix.

E. Normality and Homogeneity Test

Normality test are used to determine whether a data set is well-modeled by a normal distribution or not, or to compute how likely an underlying random variable is to be normally distributed. Normality test is intended to show that the sample data come from a normally distributed population.

To know the normality, the researcher used *One-Sample Kolmogorov-Smirnov test* with SPSS 16.00. The hypotheses for testing normality are:

- a. H_0 : Data is in normal distribution
- b. H_a : Data is not in normal distribution.

Critic area is in which H_0 is rejected when the significance value is lower than 0.05 ($\alpha = 5\%$). The analysis is as follows:

One-Sample Kolmogorov-Smirnov Test

		Pre_test	Post_test
N		27	27
Normal Parameters ^a	Mean	67.48	84.52
	Std. Deviation	11.604	7.308
Most Extreme Differences	Absolute	.207	.138
	Positive	.098	.079
	Negative	-.207	-.138
Kolmogorov-Smirnov Z		1.076	.719
Asymp. Sig. (2-tailed)		.197	.679

a. Test distribution is Normal.

Based on the output from SPSS 16.00 is known that the significance value from pretest 0.197 and from the posttest is 0.679. Both value from pretest and posttest are bigger than 0.05. The sig/p value on pretest is 0.197 and it is bigger than 0.05 ($0.197 > 0.05$). It means that H_0 is accepted and H_a is rejected and the data is in normal distribution. Then, for posttest score the value of sig/p is 0.679 and that is bigger than 0.05 ($0.679 > 0.05$). It also means that H_0 is accepted and H_a is rejected and the data is in normal distribution. So, it can be interpreted that both of data (pretest and posttest score) are normal distribution.

Homogeneity test is intended to show that two or more groups of data samples come from populations having the same variance. To know the normality, the researcher used one way anova with SPSS. The result can be seen in table below.

ANOVA

Pre_test					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1930.074	11	175.461	1.676	.174
Within Groups	1570.667	15	104.711		
Total	3500.741	26			

The pretest is called homogeny if the significant score more than 0.050.

Based on the table above that test is homogeneity because $0.174 > 0.050$.

ANOVA

Post_test					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	496.207	11	45.110	.758	.674
Within Groups	892.533	15	59.502		
Total	1388.741	26			

The posttest is called homogeny if the significant score more than 0.050. Based on the table above that test is homogeneity because $0.674 > 0.050$.

F. Procedures of Collecting Data

When we talk about the kind of methods and data, actually it is quite same when we talk about doing evaluation. It has the purpose to get data and

then it can be measured by the researcher. The data collecting method is the method to obtain the data in the research. The aim of the data collecting in conducting scientific research was to get material that needed by the research.

The technique of collecting data was clarified as follow:

- a. Give the pretest to measure the student ability on the students' reading achievement before gave treatment. A pre-test provides a measure on some attribute or characteristic that you assess for participant in an experimental before they receive a treatment, Creswell (2008:301). At the first meeting, the researcher gave a pre-test to the students. It was conducted to know the students score in reading. This test is given in order to know how far on the students reading achievement of narrative text not using *comic*. The pre-test comprised 20 items, in the form 15 of multiple choice items and 5 form of true or false items
- b. Give treatment that is by taught using comic strips to the students. The treatment was conducted in two times. Here steps of the treatment :

Table 3.3 Steps use Comic in Teaching Reading

No.	Steps	Teacher Activities	Students Activities
1.	Opening	Greeting	<ul style="list-style-type: none"> • Answer greeting • Brain storming
2.	Main Teaching	Introducing comic strips as the reading material about narrative text	<ul style="list-style-type: none"> • Pay attention
		Giving explanation about comic	<ul style="list-style-type: none"> • Listening the explanation

		strips as the reading material <ul style="list-style-type: none"> ➤ Give comic strips to the students ➤ Read the comic strips and explain difficult words such as seven dwarfs, castle, dare, etc. ➤ Giving explanation about narrative text of comic strips. 	from the teacher
		To command the students read the comic strips in front of class.	<ul style="list-style-type: none"> • Read the comic strips in front of class
		Giving question related of comic strips about narrative text	<ul style="list-style-type: none"> • Answering the question from the teacher
3.	Closing	Asking the students about story of the comic strip	<ul style="list-style-type: none"> • Giving the explanation about the narrative text
		Giving evaluation (homework) as the exercise.	<ul style="list-style-type: none"> • Doing the exercise

- c. Give the posttest to know measure how increase the students' score after treatment applied. The post-test is a measure on some attribute or characteristic that is assessed for participants after treatment, Creswell (2008:301). The researcher conducted post-test after conducting the teaching through *comic*. The post-test comprised 20 items, in the form 15 of multiple choice items and 5 forms of true or false items.

G. Data Analysis

Data analysis is a review of a series of activities, grouping, systematization, interpretation and verification of data so that a phenomenon has social value, academic, and scientific (Tanzeh, 2009:69). The data obtained from research result is the result of student test that were analyzed quantitatively. Quantitative analysis was done using statistic which is called statistical analysis or inferential statistic. The quantitative data of this research in analyzed using statistical computation. The data collected (data result) was processed by comparing with the first data (pretest) and the second data (posttest) to see whether there will be significant difference after given by treatment.

The data result (posttest) of reading was data of average score of reading test taught by using comic. The first data (pretest) is data of students score before taught by using comic. If the post test on the students' reading achievement test is higher than pretest, it means that teaching reading by using comic is effective. To get the achievement of reading test, the researcher gave the student a test after got treatment teaching reading by using comic. The test was comprised 20 items, in the form 15 of multiple choice items and 5 form of true or false items. To know the significant difference on the students' reading achievement before and after taught by using comic, the researcher in this research uses paired sample T test at SPSS 16.0 for windows.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the data presentation, hypothesis testing and discussion.

A. Data presentation

To know the students of reading achievement, the researcher gave pretest and posttest in order to know their reading achievement before and after taught by using comic. As mentioned before, the researcher used the test as an instrument in collecting data. It was given to the second grade students at SMP Negeri 1 Sumbergempol Tulungagung.

The number of question that gives by researcher are 20 questions. The test in the form of multiple choice which of 15 items , and the form of true false which of 5 items about narrative text. There were 27 students as a subject at the research. Before treatment process is done, the researcher gave a pretest to the students, and the result of pretest showed that the students of reading achievement almost enough.

After getting the result of pretest, the researcher gave treatment for the students to teach by using comic. When teaching and learning process by using comic is done, the students very happy, enthusiastic, and get more spirit to learn English.

After doing treatment, the researcher gave a posttest to all students. This posttest used into knows the students of reading achievement after taught by using comic. The researcher wanted to know how far the students understanding about their reading comprehension of their reading achievement.

a. The Students' Score before being Taught by using Comic

This pretest was given by asking students to answer the question 2 or 3 stories about narrative text before using comic. The test in the form 15 multiple choice and 5 true and false. There are 27 students as respondents or subject of the research. This test was intended to know the students' reading achievement before students got treatment. The data student's reading achievement in pretest can be seen in appendix. The table of criteria students' score (4.1), the descriptive statistic of pretest which consist of mean (table 4.2), the result of pretest (table 4.3), the frequency distribution of pretest (4.4), can be seen below:

Table 4.1 Table of criteria students' score

No.	Grade	Qualification	Range Score
1.	A	Excellent	100-91
2.	B	Very Good	90-81
3.	C	Good	80-71
4.	D	Average	70-61
5.	E	Poor	60-51
6.	F	Very Poor	50-0

Table 4.2 Descriptive Statistic of Pretest Score

Statistics

Pre_test

N	Valid	27
	Missing	0
Mean		67.70
Median		72.00
Mode		76

Based on the table above can that consist of 27 students. It shows that the mean score 67.48. The mean is what the layman means by an “average”. Mean score 67.48 means that the average of 27 students are get score is 67.48. Based on the criteria of student's score 67.48 is average score. The median score is 72.00. The mode is simply that value which has the highest frequency. It means that the most frequent score is 72.00 indicated that many students got average score.

Table 4.3 Frequency of Pretest

		Pre_test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	3.7	3.7	3.7
	46	1	3.7	3.7	7.4
	48	1	3.7	3.7	11.1
	52	2	7.4	7.4	18.5
	56	2	7.4	7.4	25.9
	60	2	7.4	7.4	33.3
	64	1	3.7	3.7	37.0
	68	2	7.4	7.4	44.4
	70	1	3.7	3.7	48.1
	72	4	14.8	14.8	63.0
	76	5	18.5	18.5	81.5
	80	2	7.4	7.4	88.9
	84	2	7.4	7.4	96.3
	88	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Table 4.4 Frequency distribution of pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	41-50	3	11.1	11.1	11.1
	51-60	6	22.2	22.2	33.3
	61-70	3	11.1	11.1	44.4
	71-80	13	48.1	48.1	92.6
	81-90	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

Descriptive statistic is a statistic functioning to describe the condition of certain group of people or a group entity. Based on the tables of experimental group above, that consist 27 students. It shows that mean score

67,48, it's mean that the average of 27 students are get score 67,48. The median score 72,00. In the data score (score 44-84) median is 72. The mode score is 76. The frequency of pretest after distributed there are 3 students (11,1%) getting score between 41-50, it means that on the students' reading achievement is very poor, 6 students (22,2%) getting score between 51-60 it means that on the students' reading achievement is poor, 3 students (11,1%) getting score between 61-70 it means that on the students' reading achievement is average, 13 students' (48,1%) getting score between 71-80 it means that on the students' reading achievement is good, and there are 2 students (7,4%) getting score between 81-90 it means that on the students' reading achievement is very good.

b. The Students' Score after being Taught by using Comic

After got a treatment (comic), the students were given a post test. The test is different with the pretest but both of them have same level difficulties. The question 2 or 3 stories about narrative text using comic. The test in the form 15 multiple choice and 5 true and false. There are 27 students as respondents or subject of the research. This test was intended to know the students' reading achievement after students got treatment. The data student's reading achievement in posttest can be seen in appendix. The descriptive statistic of posttest which consist of mean (table 4.5), the frequency of posttest (table 4.6), the frequency distribution of pretest (4.7) can be seen below:

Table 4.5 Descriptive Statistic of Posttest Score

Statistics

Post_test

N	Valid	27
	Missing	0
Mean		84.52
Median		86.00
Mode		88

Based on the table 4.5 can see that the students consist of 27 students. It shows that mean score 84.52 its mean that the average of 27 students are get score is 84.52, means that the students can mastery reading well. The median score is 86.00. In this case the mode score is 88. It means that the most score frequent score is 88 so there are many students got good score.

Table 4.6 Result of Posttest

		Post_test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	3.7	3.7	3.7
	72	2	7.4	7.4	11.1
	74	1	3.7	3.7	14.8
	76	1	3.7	3.7	18.5
	78	1	3.7	3.7	22.2
	80	3	11.1	11.1	33.3
	84	3	11.1	11.1	44.4
	86	3	11.1	11.1	55.6
	88	4	14.8	14.8	70.4
	90	3	11.1	11.1	81.5
	92	3	11.1	11.1	92.6
	96	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

Table 4.7 Frequency distribution of posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61-70	1	3.7	3.7	3.7
	71-80	7	25.9	25.9	29.6
	81-90	13	48.1	48.1	77.8
	91-100	6	22.2	22.2	100.0
Total	27	100.0	100.0		

Based on the tables of post test score above, the mean score 84,52. Its mean that the averages of 27 students are get score 84,52. The median score is

86,00. In this case, the mode score is 88. The frequency of post test score after distributed there is only one student (3,7%) getting score between 61-70 its means that on the students' reading achievement is average, there are 7 student (25,9%) getting score 71-80 its means that on the students reading achievement is good, 13 students (48,1%) getting score 81-90 its means that on the students' reading achievement is very good, and 6 students (22,2%) getting score 91-100 its means that on the students reading achievement is excellent.

So, there are differences data presentations between before taught by using comic and after taught by using comic. The data present that the score after taught by using comic better than higher before using taught by using comic.

c. The effectiveness of using comic in teaching reading

The researcher uses statistical test using *paired sample t-test* stated by SPSS 16.00 to ensure the effectiveness of using comic on the students' reading achievement. The result is as follows:

Table 4.8 Paired Samples Statistic

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_test	67.48	27	11.604	2.233
	Post_test	84.52	27	7.308	1.407

Based on the table 4.7, *output paired samples statistic* shows *mean* of pretest (67,48) and *mean* of posttest (84,52), while N for cell there are 27. Meanwhile, standard deviation for pretest (11,604) and standard deviation for posttest (7,308). Mean standard error for pretest (2,233), while posttest (1,407).

Table 4.9 Paired Samples Correlation

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 Pre_test & Post_test	27	.488	.010

Based on the table 4.8, *output paired samples correlation* shows the large correlation between samples, where can be seen numeral both correlation is (0.488) and numeral significance (0.010). For interpretation of decision based on the result of probability achievement, that is:

- a) If the probability > 0.05 then the hypothesis null accepted
- b) If the probability < 0.05 then the hypothesis null rejected

The large of numeral significant (0,010) smaller from (0,05). It means that the hypothesis clarify there is no significant different score using comic on the students' reading achievement at the second grade of SMPN 1 Sumbergempol Tulungagung is rejected. The other word, taught using *comic* is effective on the students' reading achievement in teaching reading.

Based on the *output paired samples test* (see at apendix) show the result of compare analysis with using test t. *Output* shows *mean* pre-test and post-test is (17.037), standard deviation (10.264), *mean standard error* (1.975). The lower different (-21.097), while upper different (-12.977). The result test $t = (-8.625)$ with df 26 and significance 0.000.

Interpretation toward t_c conducted by two methods :

- 1) Based on the test score t with compare t_c (t count) with t_t (t table), where $df = 26$, the result of numeral: 2.056 for standard significant 5% and 2.779 for standard significant 1%. With $t_0 = -8.625$, it means that more large from t_t (symbol minus in this matter ignored at standard significant 5% as well at standard significant 1%, it means the hypothesis null was rejected.
- 2) Based on the large of digit significant. In this case decision taken from determine :
 - a. If probability > 0.05 then hypothesis null accepted
 - b. If probability < 0.05 then hypothesis null rejected

With the numeral of significant 0.000, it means that smaller from 0.05, then the hypothesis null clarify that there is no significant different score using by *comic* on the students' reading achievement at the second grade of SMPN 1 Sumbergempol Tulungagung is rejected.

B. Hypothesis Testing

The hypothesis testing of this study are as follow :

- a. If the significant value $<$ significant level, the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means that there is different score on the students' reading achievement before and after being taught by using comic. The different is significant.
- b. If the significant value $>$ significant level, the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. It means that there is not different score on the students' reading achievement before and after being taught by using comic. The different is not significant.

Based on statistical calculation using SPSS 16.0, the researcher gave interpretation to significant value. The significant value of the research is 0.000, significant level 0.05 and the t_{table} 2.056 the df : 26 whereas the t_{count} 8.625. When the significant value (0.000) $<$ significant level (0.05) the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. While significant value (0.000) $>$ significant level (0.05) the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. Because significant value (0.000) is smaller than significant level (0.05), it can be concluding that alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is different score on the students' reading achievement before and after being taught by using comic. There is different on *Paired Sample Statistic* that the mean before taught using

comic is 67.48, and after taught using comic is 84.52, means that the mean before taught using comic is lower than after taught using comic. Thus, it can conclude that by using comic on the students' reading achievement in second grade of SMPN 1 Sumbergempol Tulungagung is effective.

C. Discussion

Based on the data analysis, the researcher knows that t_{count} bigger than t_{table} ($8.625 > 2.056$). It means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. So, there is different reading score of the second grade of SMPN 1 Sumbergempol Tulungagung before and after taught by comic.

Based on the hypothesis testing, alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. Thus, the finding mean that taught using comic given significant effect on the students' reading achievement was effective in building up their comprehension and also the students' attitude and interest in the use of comic. By using comic it is can be a media to teach reading. So, it is make the students more fun, enjoy, enthusiasm and interested to learn reading. It is strengthened by Nana Sudjana (2002:64) defines comics as a kind of cartoon form expressing character and playing a story in sequences of closely related drawing and design to give fun to the readers. It contains several continued stories. The stories are brief and interesting, completed with action. Comics also appear newspaper and book.

Based on the research method, the teaching learning process was divided into three steps. First step is giving pretest for the students to know on the students' reading achievement before taught using comic. Second step is giving treatment for the students. The treatment is the students gave 2 or 3 stories a comic strip to find their reading comprehension on the students' reading achievement. The third step is giving posttest for the students to know on the students' reading achievement after they gave a treatment by using comic.

Based on the result of test from teaching reading by using comic, its make the understand the text easily. Using comic in teaching reading is an alternative to make students feel enjoy and more active. It is strengthened by Lapp, Flood & Fisher (1999:776-780) stated that in some cases, the comic strips can illustrate cause and effect, bridging concentrate concept to abstract thought. It can also assist in the development of deductive reasoning, evaluative thinking, study skills, prompts for creative writing, and conflict resolution and can in still responsibility, promote listening skills, and assist with reading in cross-curricular learning. Because visuals assist with literacy development, comic can provide teachers with yet another teaching strategy for the classroom. The score of the students before and after taught using comic better and higher. In the pretest, the average score is 67.48 while the average score in posttest is 84.52. Although it shows a slight difference between two means, the result shows that posttest was better than pretest.

From the result above, it is can conclude that the students get good achievement in mastering reading after taught using comic.

From the explanation above, it can be conclude that using comic strips to teaching reading is effective in this research. And the theory above is accepted by the researcher, especially in understanding the reading comprehension to the junior high school, because it can improve the students' reading comprehension achievement in SMPN 1 Sumbergempol Tulungagung 2013 /2014.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter present some conclusion and suggestion based on the research finding and discussion presented in the previous.

A. Conclusion

Based on the result of data analysis, some conclusions are drawn as follows:

1. The students' reading achievement before taught by using comic is enough. The data showed that there are 3 students (11,1%) getting score between 41-50, it means that on the students' reading achievement is very poor, 6 students (22,2%) getting score between 51-60 it means that on the students' reading achievement is poor, 3 students (11,1%) getting score between 61-70 it means that on the students' reading achievement is average, 13 students' (48,1%) getting score between 71-80 it means that on the students' reading achievement is good, and there are 2 students (7,4%) getting score between 81-90 it means that on the students' reading achievement is very good. So, the mean of pretest of calculation SPSS 67.48 was enough.
2. The students' reading achievement after taught by using comic is very good. The data showed that there is only one student (3,7%) getting score between 61-70 its means that on the students' reading achievement is

average, there are 7 student (25,9%) getting score 71-80 its means that on the students reading achievement is good, 13 students (48,1%) getting score 81-90 its means that on the students' reading achievement is very good, and 6 students (22,2%) getting score 91-100 its means that on the students reading achievement is excellent. So, the mean of posttest of calculation SPSS 84.52 was very good scores.

3. Based on the result of the research showed that the students' reading achievement improves significantly. There are significant differences of the students' reading achievement before and after they are taught by using comic, the average score before taught by using comic showed 67.48 while the average score after taught by using comic showed 84.52. It means that the score of the students after they are taught by using comic is higher than the total score before taught by using comic.

Based on statistical calculation using SPSS 16.0, the researcher knows that t_{count} bigger than t_{table} . It was found that the statistical test by using t-test shows that t-test empiric value (t_{count}) is (8.625) and then t-critic value (t_{table}) at 0.05 % level significance is (2.056). It means that t-empiric value (t_{count}) was bigger than t-critic value (t_{table}) with degree of freedom (df) 26 and the level of significance 5%. Finally, based on the explanation above, it can be seen that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted at $p < 0.05$. So, there is different reading score of the second grade of SMPN 1 Sumbergempol Tulungagung before and after taught by comic. Thus, it can conclude that by using comic can be used as a media to

teach English especially reading because based on the result of the research taught by using comic is effective to teaching reading.

B. Suggestions

The finding of the research score showed that there was significant difference on the students' score before and after being taught using by comic. So, the writer tries to give some suggestion as follows:

1. Teacher

The use of comics should be maintained frequently and recommended to English teachers, especially to teach Junior High School students in order to attract their motivation in learning English to be more fun. By using interesting media the students are motivated and easier to learn English especially reading. The English teacher should select media that are not only interesting but also appropriate with the subject and the students' needs.

2. Students

The students should improve their English achievement, especially in mastering reading using comic strips.

3. Further Researcher

The researcher hopes for the further researcher to conduct a research that is related to use comic strips to teaching reading more detail. Based on the

result of the research that the using comic strips is effective in teaching reading, so the further researcher can conduct a research in different field by using quantitative research design or classroom action research to know whether comic strips is even more effective or not.

REFERENCES

- Agustina, L.2011.*The Importance of Teaching Reading Strategies to Improve Students' Reading Comprehension*. In B. Y.Cahyono & N. Mukminatien (Eds.), *Techniques and Strategies to Enhance English Language Learning* (pp.75-85). Malang: State University of Malang Press.
- Arsyad, Azhar.2011.*Media Pengajaran*.Jakarta:Rajawali Pers
- Arikunto,Suharsimi.2006. *Prosedur Penelitian Suatu Pendekatan Praktik*.Jakarta: PT Rineka Cipta
- Ary, D et al.2010. *Introduction to Research in Education*. Canada:Thompson Wadsworth
- Brown. 2004. *Doing second Language Research*, cambridge: Oxford press.
- Cahyono.2011. *The teaching Langugae Skill and English Language Components*. Malang: State University of Malang Press.
- Creswell, W.John,2008. *Educational Research, Planning. Conducting and Evaluating Quantitative and Qualitative Research*, New Jersey: Merryil Prentice Hall
- Fukuyama, Y.2005.*Effect of Contextual Visuals Organizers on L2 Reading Comprehension*. Unpublished Thesis. Nagoya GakuinUniversity.
- Grellet, Francoise. *Developing Reading Skill*. Cambridge: Cambridge University.
- Harmer, Jeremy.2007. *How to Teach English*. England. Ocelot Publishing. Oxford

- Heaton, J. B. 1988. *Writing English Language Test*. New York. Longman Group. UK Limited
- Heilman. A, Blair. T. Rupley, W. 1981. *Principle and Practices of Teaching Reading*. Columbus. Charles E Merrill Publishing.Co
- Kweldju, S.1996. *English Department Students' Interest Strategies in Reading Their Content Area Textbooks*.*TEFLIN Journal*.8(1):104-117
- Lapp.D.,Flood,J.,& Fisher D.1999.Intermediality.How the use of multiple media enhances learning. *The Reading Teacher*,52,776-780.
- Mukhroji, M. 2011. The Importance of Teaching Reading Strategies to Improve Students' Reading Comprehension. In B.Y.Cahyono & N. Mukminatien (Eds.), *Techniques and Strategies to Enhance English Language Learning* (pp.57-74). Malang: State University of Malang Press.
- Mcneil,John D.1992. Reading Comprehension. Los Angles: University of California.
- Porte, Graeme Keith. 2002. *Apparaising Research in Second Language Learning*. New York: Cambridge University Press.
- Sudjana, Nana.2002.*Media Pengajaran*, Bandung:CV.Sinar Baru.
- Simanjuntak.1980. *Developing Reading Skill for EYL Student*: Departemen Pendidikan dan Kebudayaan, Jakarta. Edhitia Gloria.
- Sudarwati, M.2007.*Look Ahead 2:an English Course*.Jakarta :Erlangga

Swan, Michael.1975. *Effective Reading*.Cambridge. Cambridge University Press.

Scout, Mc.Loud, *Understanding Comic the Invisible Art*, New York. Harper
Collin publisher

Tanzeh, Ahmad.2009.*Pengantar Metode Penelitian*.Yogyakarta: Teras

Tarigan, H.1993. *Strategi Pengajaran dan Pembelajaran Bahasa*. Bandung:
Angkasa.

Baverly Derewianka, *Exploring How Text Work*, (Australia: Primary English
Teaching Association, 1990), p. 32.