THE EFFECTIVENESS OF USING COMIC STRIPS IN TEACHING READING COMPREHENSION OF NARRATIVE TEXT
(A Quasi-experimental Study at Second Grade Students of SMPN 2 Tangerang Selatan in Academic Year 2017/2018)
A Skripsi

Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of S.Pd. (Strata One) in English Education

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY JAKARTA
2019
ENDORSEMENT SHEET

The examination committee of the Faculty of Educational Sciences certifies that the skripsi (Scientific Paper) entitled THE EFFECTIVENESS OF USING COMIC STRIPS IN TEACHING READING OF NARRATIVE TEXT (A Quasi-experimental Study at Second Grade Students of SMPN 2 Tangerang Selatan in Academic Year 2017/2018) written by Rossa Junia Utami, student’s registration number 1113014000042 was examined by the committee on 15th February 2019. The skripsi has been accepted and declared to have fulfilled one of the requirements for the degree of S.Pd. (Strata 1) in the Department of English Education.

Jakarta, 15th February 2019

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ABSTRACT


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

The purpose of this study is to understand whether the use of comic strips in teaching learning activities is effective to the students’ reading comprehension, especially in narrative text. The method used in this research was quantitative design with a quasi-experimental study. The population in this study were 330 students’ from SMPN 2 Tangerang Selatan with two sample classes which have 30 students in each class. Both classes were assigned into experimental and control class. Experimental class was taught by using the media as supporting instrument in order to comprehend the narrative text with comic strips meanwhile, control class was taught with traditional teaching method by the teacher. The data was collected through pre-test and post-test.

Based on the calculation, this research showed that using comic strips is effective in teaching-learning narrative text. This conclusion was supported by the mean of post-test in experimental class which got 70.40 while the control class was 68.17. It means that the post-test mean of experiment class was higher than the control class (70.40>68.17), therefore, the statistics showed that 1.937 > 1.67= tobserve > ttable which proves that the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis is rejected. In conclusion teaching reading comprehension of narrative text by using comic strips is effective on students’ reading skill.
ABSTRAK


Pembimbing I : Drs. Nasrun Mahmud, M.Pd.
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Kata Kunci : Membaca, Pemahaman Siswa, Teks Naratif, Komik Strip.


Berdasarkan hasil hitung, penelitian ini menunjukkan bahwa penggunaan komik strip efektif dalam pengajaran membaca teks naratif. Hal ini juga didukung dari nilai rata-rata post-tes pada kelas eksperimen yaitu 70.40 sedangkan pada kelas control mencapai 68.17. ini berarti bahwa nilai rata-rata post-tes kelas eksperimen lebih tinggi daripada kelas control (70.40>68.17). Selain itu perhitungan statistik menunjukkan bahwa 1.937 > 1.67= t_{observe} > t_{table}. Artinya Hipotesis (H0) diterima dan Hipotesis Null (Ho) ditolak. Dapat disimpulkan bahwa media pengajaran dengan komik strip efektif terhadap kemampuan membaca teks naratif siswa.
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In the name of Allah, the Beneficent and the Merciful.

All praises be to Allah, The Almighty, The Lord of the worlds, who has given the writer mercies, blessings, strength, knowledge, and guidance to finish this research entitled “The Effectiveness of Using Comic Strips in Teaching Reading Comprehension of Narrative Text (A Quasi-experimental Study at Second Grade Students of SMPN 2 Tangerang Selatan in Academic Year 2017/2018)” to the Faculty of Educational Sciences. Then, the writer accomplished and submitted this Skripsi to the Department of English Education as one of the requirements for the degree of S. Pd (S-1).

The writer would like to express her deepest honor and gratitude to her beloved parents, Junaidi and Yoyoh Rohati for the prayers, patience, and support. And thank also to her sisters, Rinda Dwi Ananda, Razqia Prima Utari, and her brother Ahmad Morrales Caesar, who motivate her to finish this Skripsi.

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Finally, the writer realizes that this Skripsi still has some weakness and mistakes. Therefore, the writer would mind accepting any constructive suggestions and critics to make this research better.

Jakarta, 16 January 2019

Rossa Junia Utami
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CHAPTER I
INTRODUCTION

A. The Background of the Study

As one of the international languages in the world, English has a main role in the process of globalization as an international language itself. The growth of information and communications are likely to demand people to master English in any ability. In Indonesia, it becomes the subject being learned at Junior High School and Senior High School. Even some Elementary schools and Kindergartens also introduce English to their pupils. In this case, the needs of the teacher’s role in teaching English to students are something that we can rely on.

The four language skills in teaching English are divided into two; receptive and productive skills. Listening and reading skills are counted into receptive skill. Then speaking and writing belong to productive skills. Students will face different issues in each skill because basically, the four skills are different. As one of the basic skills, reading has an important role in other skills. For example, when the students do the reading activity, they can also focus on writing by summarizing an idea and write it down based on what they have thought about the content. According to Nunan, the text, the reader, strategies, and fluency are the combination to define the act of reading. When a person reads, their mind has already done the natural course of action to gather information about the text and to discover the meaning with their own background knowledge, then the goal is to comprehend.¹

For general, reading comprehension is the process of making meaning from text. The objective, therefore, is to increase an overall understanding of what is explained in the passage than to obtain meaning from isolated words or sentences.² It becomes a reason why the process of reading cannot be separated from comprehension because reading without comprehension is purposeless.

In the education field, reading comprehension is essential since it becomes one of the requirements to fulfill the expectation of teaching English based on the curriculum. In Indonesia, the curriculum that mostly used nowadays is “Kurikulum 2013”. In “Kurikulum 2013” for instance, it can be seen in the basic competence of the second grade of Junior High School. In basic competence 4.18, it stated that “Menangkap makna teks naratif lisan dan tulisan, berbentuk fable pendek dan sederhana” (to get the meaning of a narrative text, both oral and written……). This statement implies that pupils have to comprehend the passage which is narrative text so that they will get the meaning of the passage.

Meanwhile, according to the writer’s observation, while doing teaching training in school (PPKT), the students’ motivation in reading was below expectation. When the teacher asked them to read the passage that has already given before, they still did not understand what is the passage about, although the teacher has given them more time and asked them about the content of the passage. None of them can answer the question. It can be seen that the students did not comprehend the passage well. Another case is, the reading scores that they achieved was under the average of scores (KKM – Kriteria Ketuntasan Minimal) especially in reading comprehension tests. The KKM of English subject in this school was 75 and their score was below 70 which were far from KKM. Another difficulty is the students do not get used to in reading. When the teacher gave them a long text, they seemed pessimist and lazy before they try to read the text. It might because they found no interest in the selection of reading material and did not have the motivation to read, the lack of vocabularies also become one of many factor the student's face.

Based on the statements above, it is important to take a consideration in order to solve the problem and to help students’ gain the achievement in reading comprehension. The teacher and how her/his teaching method’s factor is one of the essential elements in achieving the aims of the learning process. Some teaching methods, strategy or media have been used to make students interested in learning English. In the writer’s opinion, one of the interesting media that can be used to gain students comprehension in reading is comic strips.
According to Csabay, comic strips are authentic, and using authentic material is very important in language teaching and learning. The comic is a medium of expression that communicates ideas via images, often combined with text or other forms of visual information. By using comic strips as media, the students can comprehend better the reading passage because of the media that easy to understand. The visual of comics accompanied with the word or expression in the text content will help the students to memorize and bring to their mind smoothly.

Based on the problems discussed previously, the writer takes a title of this “Skripsi” “The Effectiveness of Using Comic Strips in Teaching Reading Comprehension of Narrative Text” (A Quasi-Experimental Study at the Second Grade Students of SMPN 2 Tangerang Selatan).

B. The Identification of Problem
Based on the background above, the writer can identify some conditions that promote the problem of this study to occur as follows:
1. The outcomes of students learning in reading are still low.
2. Students have difficulties in comprehending a passage because students lack in vocabulary and do not know the meaning of the passage.
3. The teacher still uses conventional teaching method in the classroom. It tends to make students feel bored.

C. The Limitation of the Study
To make this study easier to understand and to clarify the problems, it is important to set limitation of the problems. The study will be focused on examining the effectiveness of using Comic Strips in the teaching of reading comprehension of narrative text. It will be conducted in the second grade of SMPN 2 Tangerang Selatan located at Jl. Cirendeu Raya.

D. The Formulation of the Study
According to the limitation above, the formulation of the problem in this study is started in the following question: “Is Comic Strips effective in the

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teaching of reading comprehension of narrative text in the second-grade students of SMPN 2 Tangerang Selatan?

E. The Objective of the Study

The main objective of the study is to find the empirical evidence on the effectiveness of using Comic Strips in the teaching of reading comprehension of narrative text in the second-grade students of SMPN 2 Tangerang Selatan.

F. The Significance of the Study

This result of this study is expected to make improvement in teaching English especially in reading skill. This paper also hopefully can give a contribution to the four groups of people, they are described as follows:

1. For Teachers

   The writer provides benefits to determine appropriate learning media to teaching reading skill and improving the outcomes in reading. It is also useful for teachers to create a good teaching-learning environment which makes students comfortable and engaged.

2. For Students

   This study is expected to raise students’ motivation and comprehension in learning English, especially in reading.

3. For School

   This study is expected to become a consideration in making policy to improve the quality of teaching and learning process. It also includes in the terms of strategy of teaching, media of teaching, and classroom environment.

4. For Writers

   To other researchers, the findings of this study are expected to give valuable contribution and information on using the comic strip in the English teaching-learning process.
CHAPTER II
THEORITICAL FRAMEWORK

A. Reading

1. The General Concept of Reading

Reading is a basic skill to understand a written material. It is also considered as one of the most important skills in today’s educational development. According to Mikulecky and Jeffries reading has the power to help the readers improve their general language skills in English. It helps the readers learn to think in English and enlarge their English vocabulary. Besides that, reading can also help the readers to improve their writing and speaking ability. By reading, the reader is ready to discover new ideas, facts and experiences.¹ Reading also essential to all learning, it included both learning in general and acquisition of languages. Braten and Stromso in Elin claim that nowadays society highly depends on knowledge and information. Those can be found in many forms with numerous sources, whether in a traditional printed form such as books, newspapers or magazines or in a modern form such as e-books, e-journals, and others digital sources. Its indeed requires several skills as the ability to manage the text of those numerous sources. The reader is necessary to acquire the ability to read, integrate, combine information and comprehend that written text.²

In other hands, Cohen and Cowen assumed that “Reading is an interactive process that involves the reader and the text”.³ That assumption is in line with the experts, DeBoer and Dallmann stated that “Reading is an active process”.⁴ In every process, there must be a goal that willing to achieve. The goal in reading process depends on what the purpose and what the reader has an urge for. If the

reader already grasps the author’s ideas, it means they have passed the process of reading itself.

Furthermore, DeBoer and Dallmann argue that reading is a much more complex process. The higher mental process is involving to make reading become more effective. It also involves recall, reasoning, evaluation, imagining, organizing, applying, and problem solving. In order to reach a good reading, the reader should have good thinking.\(^5\)

Based on those statements above, reading is an activity that involves comprehension and interpretation of readers’ intellectual capacity. How the readers collect the information, keep the information on their mind, reaching out and searching for meaning about the author ideas on the written page or printed language.

2. Reading Comprehension

There are several definitions regarding reading comprehension that stated by some experts. According to Lakshmi and Rao, comprehension is a pair of words that use the right vocabularies which related to each other and contain meaning. Whatever the goals or the purpose of the reader to read, there is a need for meaning. It is like reading without comprehension is not reading at all. Comprehension and reading just like relationships that need one and another.\(^6\)

In other hands, Grellet claims that reading comprehension processes to understand the meaning of a text by detaching some required information as efficiently as possible.\(^7\) By having comprehension, the readers are not only finished the process of reading but also get the information stated in the passage because most of the important information is written implicitly.

Furthermore, Kintsch and Kintsc in Caldwell assume that “Comprehension is not a single unitary process”. It means that the reader actively participates in

\(^{5}\)Ibid.


several kinds of reading act. Sadoski differs the comprehension in terms of the goal of an individual, the nature of reading material, and the purpose of reading, and those terms called “levels”. Those levels are divided into three:

a. The Literal Level

Literal means what is actually stated. Literal comprehension is getting principal, direct, literal meaning of an idea in context. In literal comprehension, the reader requires to understand the words and vocabulary that the author has written and connected it with their experiential background.

b. The Inferential or Interpretive Level

Interpretive level shows what is implied or meant, rather than what is actually stated. This level attempt the readers to read between the lines and make an interpretation based on individual stated ideas, make inferences, getting the conclusions or experience emotional reactions. They are concerned with supplying meanings that the writer tried to communicate which is not directly stated in the text.

c. The Third Level

This level involves a personal reaction related to their reading material, the contemplation of ideas and feelings stimulated by the text, responding to the reading material both cognitively and affectively. This level also involves both literal and inferential level that has already mentioned above. This level needed critical reading, application and appreciation.

Those are the fundamental competency of reading that introduced by Sadoski. Based on some definitions above, it concluded that reading comprehension is about understanding and thinking process to reaching out the message from reading materials. So that, the important thing readers can do to develop their reading comprehension becomes an active reader.

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3. **Skills in Reading Comprehension**

   As stated above, reading comprehension is not an easy process. In order to understand the need of the students and know more about their problems in reading comprehension, the teacher should comprehend some skills that can be used to develop the ability of reading.

   DeBoer and Dallman divided the skills into thirteen parts. Those skills were classified based on the readers’ purpose and the length and nature selection text.

   a. Reading to find the main idea. The ability to find the main idea in written material is one of basic comprehension skill that commonly becomes a reason for students to read. Other basic comprehension skills are the ability to summarize and organize.

   b. Reading to select significant details. This ability is demand the reader to not only focusing in catch the main idea but also the supporting details that contain in the passage. Then, the reader has to decide whether those supporting details are important and in line with the purpose they have in mind.

   c. Reading to answer question. It is needed in order to improve the ability to note significant details. The reader should be able to formulate details question before they read as a purpose of reading. This skill open the easier way for a reader to read because they could get what they needed from the passage only by answering the question that they already formulated before.

   d. Reading to summarize and organize. It means that the reader must be able to make a sensible connection between the main idea and significant details he has been read.

   e. Reading to arrive at generalization. This ability needs sufficient data or evidence to support the summary of the reader. The reader should decide whether the summary presented is sufficient to guarantee the generalization he made.
f. Reading to follow direction. This is a combination skill of many reading skills such as the ability to note details, to organize and to note the sequence of events.

g. Reading to predict outcomes. This skill requires the reader assumption which means, the reader predict what events that will come after the previous event in a written page that he has been read.

h. Reading to evaluate critically. The ability to made critical evaluation of what is read. This skill needs a critical thinking of the reader and background knowledge under the subject that is discussed.

i. Reading graphs, tables, charts and maps. The reader makes interpretation based on those reading material.

j. Phrase meaning. This skill required the reader to examine every word carefully before concluding the meaning.

k. Sentence meaning. The reader should read the sentence as whole units in order to reach out the sentence comprehension.

l. Paragraph meaning. Special attention should be given to the means of understanding the paragraph. The reader has to find the topic sentence in a paragraph and see the relationship between other sentences.

m. Comprehension of longer selection. Similar with paragraph meaning, the comprehension of longer selection can be seen in written text such as articles, stories, chapters or books.  

Meanwhile, Klingner breaks down the skill and strategies that good reader use into several parts, there are;

a. Rapid and accurate word reading

b. Setting goals for reading

c. Noting the structure and organization of the text

d. Monitoring their understanding while reading

e. Creating mental notes and summaries

f. Making predictions about what will happen, checking them as they go along, and revising and evaluating them as needed

g. Capitalizing on what they know about the topic and integrating that with new learning
h. Making inferences
i. Using visualization to assist them in remembering or understanding events or characters.  

In summary, although reading comprehension is such a complex process and to reaching out the meaning of a written text is quite difficult. The readers could train themselves by followed those skills in reading comprehension mention above and become an active reader.

B. Narrative Text
1. The Understanding of Narrative Text

There are several genres of text that being learned by Junior High School students. One of those genres is narrative text. Anisa Rakhmi states that the identical thing about narrative is the writer write the text in chronological order time of story. The text can be in form of spoken or written and shows it function as reconstructing past experience.  

Another statement from Cooper et al., states that narrative text tells a story and it is well organized right from the beginning, middle, and an end. It all becomes a sequential pattern. Along with this pattern, a narrative may be written to several episodes, which consist of character, setting, problem, action, and resolution.  

So, narrative text is a story that relates to a series of events. It usually can be found in pictures book, short stories, or novels. The form of the story may be told by the narrator or by the characters dialog in the story.

2. The Purpose of Narrative Text

As stated above, narrative text is about telling a story or past experience in sequential order. People used to read this kind of text in order to satisfy themselves, it could be for pleasure or enjoyment. As stated by Derewianka in

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Rakhmi that narrative has some purposes pointed to the reader there are, to entertain, to educate, to show the writer’s reflections on experience and to nourish and extend the reader’s imagination.\textsuperscript{14} Whitfield also agrees if “narrative is often referred to as a story that usually fictitious or made up. It is written to entertain or amuse the reader.”\textsuperscript{15}

In sums up, the aim of narrative text is to show the reader or listener a glimpse of world that can entertain them.

3. The Structure of Narrative Text

According to Culham, the example of narrative text divided into fiction and nonfiction. Stories that come from imagination such as fantasy, tall tales, and dystopia counted into fiction narrative. However, the nonfiction narratives are stories that based on facts such as memoirs, biographies, autobiographies and diaries.\textsuperscript{16}

Narrative text has several stages of its structure and language features. Language features of narrative text were divided into ten points, there are:

a. Using processes verbs
b. Using temporal conjunction
c. Using simple past tense
d. In the story, Nouns change into pronoun
e. There are adjectives in noun phrase
f. Time connectives and conjunction
g. Adverbs and adverbial phrases to show location of the events
h. Action verbs using past tense
i. Verbs
j. Thinking verbs to show the characters thought and their feeling.\textsuperscript{17}

\textsuperscript{14}Annisa Rakhmi, loc. cit.
\textsuperscript{17}Annisa Rakhmi, op. cit., p.10
Meanwhile, as stated by Wagner and Baskerville in their book that narrative has at least four stages with steps often repeated to increase the suspense and complexity.  

a. Orientation

Orientation sets the scene by creating setting time and place, and introducing characters. It also sets the scene by creating a visual picture. The orientation creates the first impression, and hints at the direction of the story to provoke the reader.

b. Complication

Complications are conflicts or problems that affect the setting or the characters. It could be actual or imagined, psychological or physical. It may occur as the direct result of another character’s actions.

c. Series of events

The story continues through a series of expected or unexpected events that allow for further complication or resolution. These events allow the plot, setting and characters to evolve, but should not far from the author’s purpose.

d. Resolution

The resolution is the solution to the conflicts. The final could be twist or reversal, which depends on the lead-up of the whole story. Some story has satisfied the reader expectation while some of them just out of reader expectation.

e. Reorientation/Coda

Coda or reorientation usually provides word of advice or moral value based on what has been learned from the story.

C. Comics

There are a lot of definitions of comics. Some said it is sequential art, a set of narrative convention, just a picture that has a text on it or kind of writing that uses words and pictures. There is a simple definition of comic; it is a magazine especially for children with stories told in pictures.

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1. **Definition of Comic Strips**

A comic strip is some series of drawing that tells a story and often printed in newspapers. It is a sequence of drawings arranged in interrelated panels to display brief humor or form a narrative, often serialized, with text in balloons and captions. It can be united in a book which has picture consist of one or more titles as themes. To make it simple, comic is a unification of serial comic, work of art among fine literary works in which there are usual forms of the verbal explanation in fixed sequence and has cartoon story as theme. According to McCloud, “comic is juxtaposed pictorial and other images in deliberate sequence, intended to convey information and to produce an aesthetic response from the viewer”.19

In the other side, Gene Yang stated that comic is a multimedia medium. It is a single medium made up of two distinct of media: still images and texts. By combining images and texts, comics bridge the gap between media we watch such as film and media we read, book for example. He also added that images and texts in comics share narrative responsibility.20

2. **Kind of Comics**

There are two common forms of comic. They are comic book and comic strips. The understanding of comic strips already mentions above. Then, comic books are defined as multi-page paperback comics that usually published in monthly series. They are also known as manga when referring to Japanese comic books and manhwa referring to Korean comic books. These kinds of comic are very popular with the large amount of readers all over the world. In Indonesia, we can find a lot of comic book lining the shelves in most book stores. With the developing of technology, these can be found online these days as well.

Comic strips are simply short. It only contains of very few panels because it meant to be read in seconds or few minutes. It already is known that, not every moment of a story is presented in comics. Only the main events are captured. This is called encapsulation. In comic strips, generally the only unit of encapsulation is

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the panel. Meanwhile, comic books have a greater variety of encapsulation than comic strips, including the panel, the page, the spread and inset panels. They also have more sophisticated layouts and compositions.

3. Comic Strips

According to Lan Dong “comics can be used to help students acquire reading comprehension and critical thinking skills, become engaged readers, and understand social, political and cultural issues”.\textsuperscript{21} The characteristics of comic strips are usually:

1. Has a few panels
2. The panel is the only unit of encapsulation
3. Layout is normally grid
4. Composition is usually simple, here is the example.

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{example_comic_strip.png}
\caption{Examples of Comic Strips}
\end{figure}

Basically, a comic strip has the same components as comic book. It included panel, lettering, word balloon, thought balloon, caption, sound effects, borders and gutters. Through comic strips, if students have difficulties understanding what they read, pictures in the comic strips offer assistance as they travel through text. The pictures also facilitate students’ vocabulary learning. They help the students a lot to memorize and recall words. Moreover, with the use of comic strips as a medium in teaching English, the students do not realize that they are learning English. It is because they learn English in more enjoyable and interesting ways.

Furthermore, comics are usually funny thus applying them to methodological purposes will have the same effects as using games in teaching English. It brings cheerful atmosphere into the class.

**D. Relevant Study**

There are some relevant studies related to this kind of study the writer conducted. The first is from Winda Apriani, Machdalena Vianty and Bambang A.L with the title *The Use of English Comic Book Series in Teaching Reading Comprehension*. The research conducted by a Quasi-Experimental study of the seventh grade students of SMP Negeri 32, Palembang. The quasi-experimental research designed were used two classes there are experimental class and control class. The population was 170 seventh grade students; the sample was 68 students (34 students’ experimental class and 34 students; controlled class). The research was conducted through the following procedures: pretest, applying treatments, and giving post test. The data were analyzed by using t-test. The result of the research confirmed that the use of English Comic book series could be used as a reading material to improve students reading comprehension. It was seen from the data analysis and independent sample t-test showed that the mean difference of the pretest and post test of the experimental group were significant (p < 0.05). Thus, it is effective to use English comic book series in teaching reading comprehension.

The second is *The Effectiveness of Teaching Using Comic Strips to Facilitate Students’ Reading Comprehension Skill on Narrative Text of Eight*
Grade of SMP N 2 Tanggungharjo, Grobogan written by Farida Arroyani. She used experimental research in her study. The result of the research showed that using comic strips as teaching media in teaching narrative text can improve the students’ reading skill. It was proved from the average score of experimental group (71) which were higher than control group (51, 31). Since there is significant improvement in students’ achievement in experimental group; it means that using comic strips to facilitate reading comprehension skill is effective.

The next research is The Effect of Comic Strips on EFL Reading Comprehension written by Dr. Ali MERÇ. This study was conducted to 167 university students which were Turkish EFL learners. The research method used in the study is a recall protocol which requires language production for comprehending text. The writer divided the treatment groups into four. There were low-level text only, low-level texts with comic strips, high-level text only and high-level text with comic strips. The difference between scores in the high level text with comic and without comic (16.57) and the difference between scores in low-level text with or without comic (5.71) is significant. It means that students read low level with or without the level and it does not have significant difference; however, students read high level with comics have significantly higher scores. In conclusion, the result of the quantitative analyses showed that all students with comic strips effect, regardless of proficiency and text level, performed better than the ones without the comic strips.

E. Conceptual Framework

Many challenges found when learning English because it is not Indonesian pupils original language and used in very limited situation such as the place, time and environment. One of those challenges is the problem in comprehending the English text. It is important for teacher to take a consideration in order to solve the problem and to improve the students’ achievement in reading comprehension.

According to De Boer and Dallman, “there are some of the conditions needed by children to maximum progress in learning to read, it included:

1. Physical health
2. Mental health
3. Sight and hearing
4. Intelligence
5. Background of experience
6. Knowledge of language
7. Desire to read
8. Purpose for reading
9. Interest in reading
10. Reading skills.

The achievement of reading comprehension depends on how the teacher could overcome the problem. As a teacher uses several kinds of interesting media in order to make the implementation of their lesson plan work well is needed. One of the media that can be used is comic strips. Comic strip is some series of drawing that tells a story. Rather than giving the students a page full of written text, comic strips is way better because there are visual interpretation related to the story. In this case, the writer proposes Comic Strips media in teaching narrative text. By using Comic Strips in teaching reading comprehension of narrative text, the students are expected to enjoy, active, comprehend well and be easier to learn.

F. The Hypothesis of Study

The research hypothesis that will be conducted in this study concerned to the influence of using comic strips in teaching reading comprehension of narrative text. There are two kinds of hypothesis, they are;

1. Null Hypothesis (H₀)

   The null hypothesis stated that there is not positive effect of using comic strips in teaching reading comprehension of narrative text. It can be seen from the difference between controlled class and experimental class. If there is no significant difference between the population means, the null hypothesis is accepted.

2. Alternative Hypothesis ($H_a$)

The alternative hypothesis stated that there is positive effect of using comic strips in teaching reading comprehension of narrative text. It can be seen from the difference between controlled class and experimental class. If there is a significant difference between the population means, the alternative hypothesis is accepted.

In this research, the hypothesis which used was the alternative hypothesis. It was need to be tested in order to prove the research notion about the effectiveness of using comic strips in teaching reading comprehension of narrative text.
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Study

This study was conducted at SMP N 2 Tangerang Selatan, which is located at Jl. Cirendeu Raya No.2, Ciputat Timur, Tangerang Selatan, Banten 15419. This study began for four weeks, start from 6th – 23rd August 2018.

B. Method and Design of the Study

The writer used quantitative research as a method. It is a systematic process uses objective measurement to collect numeric data that are used to obtain information about a study. Meanwhile, the design of the research was a quasi-experiment that defined as an experiment that has treatment, impact measurement, and experimental units. The design also comprised of intact groups of subjects in the experiment rather than use random assign subjects to an experimental treatment for a study. The writer usually uses assembly groups such as schools, colleges or class which already organized based on particular purposes.¹ In this study, there were two variables which were comic strips media as the independent variable and teaching reading comprehension of narrative text as the dependent variable.

There were two kinds of classes that needed to conduct the study. The first is the experimental class that was given treatment by using comic strips. Then, the controlled class was taught in the same way as it usually taught, conventional teaching. The pre-test and post-test were given to both experimental and control class. The treatment was applied in experimental class is comic strips as a media to comprehend the narrative text meanwhile, in the control class, the writer taught in the usual way.

The report of pre-test and post-test from both experimental class and controlled classes were compared and observed in order to find out if there any significant differences in teaching reading narrative text with and without using

¹ Donald Ary et al., Introduction to Research in Education, (Boston: Cengage Learning, 2010)
comic strips as learning media. Furthermore, the design pattern of this study can be classified as follow:

**Table 3. B-1 The Design Pattern of the study**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Control Class</th>
<th>ExperimentClass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>V</td>
<td>V</td>
</tr>
<tr>
<td>Treatment</td>
<td>-</td>
<td>V</td>
</tr>
<tr>
<td>Post-Test</td>
<td>V</td>
<td>V</td>
</tr>
</tbody>
</table>

**C. Population and Sample of the Study**

The population in this study is the second-grade students of SMPN 2 Tangerang Selatan. There were about 330 students for the second-grade which divided into 11 classes.

In order to take a sample for this study, the writer used a purposive sampling technique to take 2 classes of 11 classes. The writer got a recommendation from the teacher based on the average score of the students, the number of students in both classes and the facility in the class. Moreover, the result of the pre-test which is given by the writer also takes a place in consideration to choose the classes. There were 30 students in each class. The writers chose VIII-2 as a control class which was taught without comic strips as a media to comprehend the narrative text and VIII-3 as an experiment class which was taught by using comic strips as a media to comprehend the narrative text.

**D. Instrument of the Study**

The instrument in this study could be defined as a device for measuring the present value of a quantity under observation such as test questionnaires or observation. Test items that the writer used were 30 multiple choices for pre-test and post-test. The score of multiple choices was 1 for each correct item and 0 for incorrect item. However, while the writer applied the treatment to both of class,
the writer would use criteria of scoring and holistic scale from H. Douglas Brown.²

Before the pre-test and post-test were applied, the writer took validity and reliability analysis to obtain qualified test items. The writer used ANATES software to analyze the instrument’s validity and reliability. Besides that, the ANATES also did the calculation through the item difficulty and discriminating power of the test items.

1. Validity

A test which is considered valid is a test which measures correctly what it should be measured.³ It means that validity refers to how well a test measures what it has to measures. This study analyzes the validity of the test and the validity of test items. To understand the test better and check whether the test is valid or not, the writer considered the correlation of total score which has criteria as follows:⁴

<table>
<thead>
<tr>
<th>The Correlation Value</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.80 – 1.00</td>
<td>Very high</td>
</tr>
<tr>
<td>0.60 – 0.80</td>
<td>High</td>
</tr>
<tr>
<td>0.40 – 0.70</td>
<td>Enough</td>
</tr>
<tr>
<td>0.20 – 0.40</td>
<td>Low</td>
</tr>
<tr>
<td>0.00 – 0.20</td>
<td>Very low</td>
</tr>
</tbody>
</table>

Tested the validity of the test item is next step after getting the validity of the test. The test item considered valid is when the correlation value of the test

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item was above 0.30. The more the value of correlation of the test item, the more valid the test is. It also means that the test item is acceptable to be used in pre-test or post-test.

2. Reliability

Reliability test is to measure whether the test item stable or not. The writer’s purpose used the reliability test to check the consistency if the test is examined at multiple time. The classification of reliability as follows:

Table 3. D-2 Table of Reliability of Test

<table>
<thead>
<tr>
<th>The Value of Coefficient</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.81 – 1.00</td>
<td>Very high</td>
</tr>
<tr>
<td>0.61 – 0.80</td>
<td>High</td>
</tr>
<tr>
<td>0.41 – 0.60</td>
<td>Enough</td>
</tr>
<tr>
<td>0.21 – 0.40</td>
<td>Low</td>
</tr>
<tr>
<td>0.00 – 0.20</td>
<td>Very low</td>
</tr>
</tbody>
</table>

The table above draws the more coefficients that came from the investigation, the more reliable the test is. The coefficient was acceptable to use for testing if the value was above 0.80.

3. Discriminating Power

Discriminating power is the ability of test item to differentiate groups of students’ who had mastered the material and students’ who had not mastered the material in answering the question of the test. If the test items can not

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5 Ibid., p.64.
6 Hudges, op. cit., p.37.
differentiate both groups, it means that the test item had poor criteria of discriminating power. In other words, the test items must be discarded. The low discriminating power might be happening because the students’ did not answer those items correctly. It made the student guess the answer or the test item itself was an error. The table classification of discriminating power can be measured as follows:  

**Table 3. D-3 Table of Discriminating Power**

<table>
<thead>
<tr>
<th>The Value of Discriminating Power</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.70 – 1.00</td>
<td>Excellent</td>
</tr>
<tr>
<td>0.40 – 0.70</td>
<td>Good</td>
</tr>
<tr>
<td>0.20 – 0.40</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>&lt;0.20</td>
<td>Poor</td>
</tr>
<tr>
<td>Negative</td>
<td>Discarded</td>
</tr>
</tbody>
</table>

The table above showed the classification of the discriminating power, it was used to take a consideration whether the test items are acceptable. The poor and discarded classification is proven of test item that did not include in the criteria, so the test item should be rejected. Meanwhile, the test item that should be put on the test was an excellent, good and satisfactory level of classification.

**4. Item Difficulty**

Item difficulty is to measure the level of difficulty of the test items. The levels of difficulties were divided into five categories. There were very difficult,

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10 Arifin, *op. cit.*, p.266
moderately difficult, medium difficult, moderately easy and very easy. The table below showed the classification including the percentage.\textsuperscript{11}

**Table 3. D-4 Table of Item Difficulty**

<table>
<thead>
<tr>
<th>Difficulty Level</th>
<th>0%-30%</th>
<th>31%-50%</th>
<th>51%-70%</th>
<th>71%-80%</th>
<th>81%-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very difficult</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Very easy</td>
</tr>
<tr>
<td>Moderately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>difficult</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium difficult</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>easy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table above showed that the more percentage of the item difficulty, the easier test items should be. When the test takers could answer the question, it means that the test items should be very easy. On the other hand, if there were only a few test takers could answer the question, it showed that the test items were difficult.

**E. Technique of Collecting Data**

In the data collection technique, the writer used the test in order to gather the data. Since a students’ competence needed to be measured to find out how far their understanding about a lesson or knowledge and to achieve the objective of the students, this steps is indeed important. The data were collected by giving the students a reading test.

1. **Pre-Test**

Both controlled and experimental class took a pre-test before the treatment in the classroom. The purpose of conducted the pre-test is to get some information regarding the initial ability of students about narrative text and theirs comprehending about the test. The test consisted of 25 questions of multiple choices in a form narrative text.

\textsuperscript{11} Ibid., p.270.
2. **Treatment**

After that, each of the classes was given treatments in four meetings. The experimental class was given a treatment through comic strips in comprehending the reading narrative text and the controlled class was given treatment in usual way the teacher taught them.

3. **Post-Test**

Meanwhile, the writer conducted a post-test after gave the treatment to the students. The aim of post-test is to see the different result between the experiment class which was having the treatment using comic strips and control class which was not having any treatment. It was also to determine whether a student has extent an improvement from their initial ability after they have a period of training and practice. The post-test also consisted of 25 questions of multiple choices of narrative text.

F. **Technique of Analyzing Data**

After the score of experiment class and the controlled class had been gathered, the writer will compare those data using SPSS version 20 program. The writer will analyze the data using T-test formulation. However, before analyzing the data using T-test formulation, the writer would conduct preliminary data analysis such as normality and homogeneity test.

1. **Test of normality**

Test of normality was conducted in order to know whether the score distribution from experimental class and controlled class were normal or not. The test of normality was using Kolmogorov-Smirnov and Shapiro-Wilk table. The result of it can be stated as normally distributed if the sig. The score in the table is above 0.05.

2. **Test of Homogeneity**

Test of homogeneity was conducted to know whether the data from experiment and control class had the same or different variant. It may be quite similar to the normality test but it was different. The test of homogeneity was
using Levene’s table. In order to have homogeneity distribution data, the result of Levene’s table should be above 0.05.

3. Hypothesis Test

After getting the result from SPSS and finding out if the data distribution was normal and homogenous, the writer conducted T-Test to analyze the pre-test and post-test of both classes. The T-test was designed in order to compare the means of both classes. It could be concluded that the t-test helped the writer to find out the difference between experimental class which was taught by using comic strips as a media and controlled class which was taught without using comic strips. In addition, besides using SPSS to get the data, there is also a manual formula for measuring the t-test, here is the formula:\(^\text{12}\)

a. Determining the mean score of the experimental group

\[
M_x = \frac{\Sigma x}{N}
\]

Description:

\(M_x\) : Mean score of the experimental group
\(\Sigma x\) : The total score of the students in the experimental group
\(N\) : The total students in the experimental group

b. Determining the mean score of controlled group

\[
M_y = \frac{\Sigma y}{N}
\]

Description:

\(M_y\) : Mean score of the controlled group
\(\Sigma y\) : The total score of the students in the controlled group
\(N\) : The total students in the controlled group

c. Determining the standard deviation in experimental group

---

\[ x = \sum_x 2 - \frac{(\Sigma x)^2}{N} \]

**d. Determining the standard deviation in controlled group**

\[ y = \sum_y 2 - \frac{(\Sigma y)^2}{N} \]

**e. Determining the t-test**

To calculate the t-test, the data from the mean score and standard deviation from both experimental and controlled group are needed. Therefore, after calculating the mean score and standard deviation, the t-test is calculated by using the formula below:

\[ t = \frac{M_x + M_y}{\sqrt{(\Sigma x^2 + \Sigma y^2) \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}} \]

**Description:**

- \( M_x \) : Mean score of the experimental group.
- \( M_y \) : Mean score of the controlled group.
- \( \Sigma x^2 \) : The total score obtained by the students in the experiment group.
- \( \Sigma y^2 \) : The total score obtained by the students in the controlled group.
- \( N_x \) : The total students existed in the experimental group.
- \( N_y \) : The total students existed in the controlled group.

**f. Determining Table**

The significance level of t-table is 5% and 1% with the degree of freedom (df). The formula is described as follows:

\[ df = (N_x - N_y) - 2 \]

**Description:**

- \( df \) : degree of freedom
\[ N_x \]: Total students of the experimental group

\[ N_y \]: Total students of controlled group

G. Statistical Hypotheses

1. Null Hypothesis (H_0)

   The hypothesis defines as a null hypothesis if teaching using comic strips did not give a significant effect in improving students’ reading comprehension on narrative text at the second grade students of SMPN 2 Tangerang Selatan.

2. Alternative Hypothesis (H_a)

   The hypothesis defines as the alternative hypothesis if the teaching using comic strips showed a significant effect in improving the students’ reading comprehension on narrative text at the second grade students of SMPN 2 Tangerang Selatan. Moreover, the criteria of the hypothesis can be seen as follows:

   a. If t-test (t_0) > t-table (t_t) in the significant degree of 0.05, H_0 (null hypothesis) was rejected. It means that the rates of the means score of the experimental class are higher than the controlled class. Teaching using comic strips gave the effect on the students’ reading comprehension on narrative text.

   b. If t-test (t_0) < t-table (t_t) in the significant degree of 0.05, H_0 (null hypothesis) was accepted. It means that the rates of the mean score of the experimental class were same as or lower than the controlled class.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Data Description

This chapter presents the result of the test given to the sample, the students’ of SMPN 2 Tangerang Selatan. The result was used to get empirical evidence about the effect of using comic strips in teaching reading comprehension of narrative text at second grade of SMPN 2 Tangerang Selatan in 2017/2018 academic year. The result of the research is prompted as the data description based on the result of the test. The result of the data analysis obtained through a reading test.

1. The Data of Experimental Class

The experiment class was VIII-3 students of SMPN 2 Tangerang Selatan which consisted of 30 students’ taught by using comic strips as a media of teaching narrative text. The data were collected from students’ pre-test score that conducted before the writer implemented the teaching method and students’ post-test score which was conducted after the writer implemented the teaching method. The data is presented in table 4.1

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>PRE-TEST</th>
<th>POST-TEST</th>
<th>GAINED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS</td>
<td>52</td>
<td>71</td>
<td>19</td>
</tr>
<tr>
<td>AN</td>
<td>53</td>
<td>73</td>
<td>20</td>
</tr>
<tr>
<td>AZ</td>
<td>51</td>
<td>72</td>
<td>21</td>
</tr>
<tr>
<td>AR</td>
<td>70</td>
<td>92</td>
<td>22</td>
</tr>
<tr>
<td>BA</td>
<td>56</td>
<td>74</td>
<td>18</td>
</tr>
<tr>
<td>DD</td>
<td>55</td>
<td>72</td>
<td>17</td>
</tr>
<tr>
<td>DDA</td>
<td>46</td>
<td>65</td>
<td>19</td>
</tr>
<tr>
<td>DBI</td>
<td>38</td>
<td>42</td>
<td>4</td>
</tr>
<tr>
<td>DR</td>
<td>52</td>
<td>70</td>
<td>18</td>
</tr>
<tr>
<td>FW</td>
<td>56</td>
<td>73</td>
<td>17</td>
</tr>
</tbody>
</table>
According to the data shown, the mean score of pre-test was 51.30, the lowest score of pre-test was 30 and the highest score was 71. Meanwhile, the score was gained after the treatment of reading with comic strips was done. According to the result of the post-test, the mean score was 70.40, the lowest score of was 42 and the highest score was 92. The writer also calculates the gained score to decide significant difference between students' writing score before and after the teaching method. It can be seen from the data that the

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>PRE-TEST</th>
<th>POST-TEST</th>
<th>GAINED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MB</td>
<td>70</td>
<td>87</td>
<td>17</td>
</tr>
<tr>
<td>MFA</td>
<td>38</td>
<td>64</td>
<td>26</td>
</tr>
<tr>
<td>MFS</td>
<td>50</td>
<td>73</td>
<td>23</td>
</tr>
<tr>
<td>MI</td>
<td>40</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>MSN</td>
<td>55</td>
<td>64</td>
<td>9</td>
</tr>
<tr>
<td>NAN</td>
<td>50</td>
<td>51</td>
<td>1</td>
</tr>
<tr>
<td>NA</td>
<td>54</td>
<td>75</td>
<td>21</td>
</tr>
<tr>
<td>NF</td>
<td>40</td>
<td>76</td>
<td>36</td>
</tr>
<tr>
<td>NU</td>
<td>56</td>
<td>62</td>
<td>6</td>
</tr>
<tr>
<td>NAP</td>
<td>67</td>
<td>70</td>
<td>3</td>
</tr>
<tr>
<td>NMF</td>
<td>38</td>
<td>71</td>
<td>33</td>
</tr>
<tr>
<td>PDS</td>
<td>56</td>
<td>76</td>
<td>20</td>
</tr>
<tr>
<td>QS</td>
<td>53</td>
<td>74</td>
<td>21</td>
</tr>
<tr>
<td>RS</td>
<td>60</td>
<td>67</td>
<td>7</td>
</tr>
<tr>
<td>RFPS</td>
<td>40</td>
<td>79</td>
<td>39</td>
</tr>
<tr>
<td>SDA</td>
<td>71</td>
<td>85</td>
<td>14</td>
</tr>
<tr>
<td>SVH</td>
<td>57</td>
<td>85</td>
<td>28</td>
</tr>
<tr>
<td>SJ</td>
<td>42</td>
<td>82</td>
<td>40</td>
</tr>
<tr>
<td>SA</td>
<td>30</td>
<td>53</td>
<td>23</td>
</tr>
<tr>
<td>SU</td>
<td>43</td>
<td>54</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1539</td>
<td>2112</td>
<td>573</td>
</tr>
<tr>
<td>MEAN</td>
<td>51.30</td>
<td>70.40</td>
<td>19.1</td>
</tr>
</tbody>
</table>
minimum gained score is 1 and the maximum gained score is 40. Otherwise, the sum of gained score is 573 and the mean of gained score is 19.1.

Based on the data description from the pre-test to the post-test, it can be concluded that there was significant difference before and after teaching reading comprehension using comic strips applied to reading skill of narrative text.

2. The Data of Control Class

The control class was VIII-2 students of SMPN 2 Tangerang Selatan which consisted of 30 students who did not teach by using comic strips as a media in teaching narrative text. The data were gathered from students’ pre-test and post-test score. The data is presented in table 4.2.

Table 4.2 Students’ Pre-test and Post-test Score of Control Class

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>PRE-TEST</th>
<th>POST-TEST</th>
<th>GAINED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>56</td>
<td>70</td>
<td>14</td>
</tr>
<tr>
<td>AN</td>
<td>36</td>
<td>71</td>
<td>35</td>
</tr>
<tr>
<td>AF</td>
<td>56</td>
<td>72</td>
<td>16</td>
</tr>
<tr>
<td>AH</td>
<td>50</td>
<td>69</td>
<td>19</td>
</tr>
<tr>
<td>DV</td>
<td>30</td>
<td>68</td>
<td>38</td>
</tr>
<tr>
<td>DA</td>
<td>83</td>
<td>82</td>
<td>-1</td>
</tr>
<tr>
<td>DNA</td>
<td>50</td>
<td>72</td>
<td>22</td>
</tr>
<tr>
<td>DMA</td>
<td>56</td>
<td>83</td>
<td>27</td>
</tr>
<tr>
<td>FA</td>
<td>60</td>
<td>73</td>
<td>13</td>
</tr>
<tr>
<td>FAM</td>
<td>80</td>
<td>79</td>
<td>-1</td>
</tr>
<tr>
<td>FR</td>
<td>36</td>
<td>67</td>
<td>31</td>
</tr>
<tr>
<td>FD</td>
<td>53</td>
<td>74</td>
<td>21</td>
</tr>
<tr>
<td>ISD</td>
<td>40</td>
<td>66</td>
<td>26</td>
</tr>
<tr>
<td>IT</td>
<td>66</td>
<td>76</td>
<td>10</td>
</tr>
<tr>
<td>JB</td>
<td>76</td>
<td>80</td>
<td>4</td>
</tr>
<tr>
<td>JS</td>
<td>43</td>
<td>65</td>
<td>22</td>
</tr>
<tr>
<td>KA</td>
<td>63</td>
<td>64</td>
<td>1</td>
</tr>
<tr>
<td>LR</td>
<td>30</td>
<td>53</td>
<td>23</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>PRE-TEST</td>
<td>POST-TEST</td>
<td>GAINED SCORE</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>-----------</td>
<td>--------------</td>
</tr>
<tr>
<td>MR</td>
<td>53</td>
<td>73</td>
<td>20</td>
</tr>
<tr>
<td>MRF</td>
<td>66</td>
<td>63</td>
<td>-3</td>
</tr>
<tr>
<td>MWV</td>
<td>46</td>
<td>54</td>
<td>8</td>
</tr>
<tr>
<td>NDO</td>
<td>43</td>
<td>60</td>
<td>17</td>
</tr>
<tr>
<td>NS</td>
<td>80</td>
<td>70</td>
<td>-10</td>
</tr>
<tr>
<td>REA</td>
<td>40</td>
<td>62</td>
<td>22</td>
</tr>
<tr>
<td>RKN</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>SCM</td>
<td>60</td>
<td>62</td>
<td>2</td>
</tr>
<tr>
<td>SA</td>
<td>66</td>
<td>81</td>
<td>15</td>
</tr>
<tr>
<td>SAN</td>
<td>56</td>
<td>57</td>
<td>1</td>
</tr>
<tr>
<td>SGN</td>
<td>66</td>
<td>54</td>
<td>-12</td>
</tr>
<tr>
<td>TCR</td>
<td>43</td>
<td>55</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1643</td>
<td>2045</td>
<td>402</td>
</tr>
<tr>
<td>MEAN</td>
<td>54.76</td>
<td>68.17</td>
<td>13.4</td>
</tr>
</tbody>
</table>

According to the data shown, the mean score of pre-test was 54.76, the lowest score of pre-test was 30 and the highest score was 83. Meanwhile, the mean score of post-test was 68.17, the lowest score of post-test was 53 and the highest score was 83. The students in control class also gained their score, it can be seen that the minimum gained score was -12 and the maximum gained score was 38. Then, the sum of gained score is 402. The mean score of gained score is 13.4.

Based on the data in table 4.1 and 4.2, it can be seen that the score of experimental class which was taught by using comic strips is higher than the control class which learns to comprehend reading narrative text without using comic strips. In sum up of the data, the progress of both classes can be seen in chart 4.1.
The Difference between Students’ Score in Experimental and Control Class

B. Analysis of the Data

1. The Normality Test

The Normality test was conducted before calculating the t-test. The purpose of normality test is to know whether the data from two classes has been normally distributed or not. The writer used Kolmogorov-Smirnov and Shapiro-Wilk to do the normality test. In analyzing the data, the writer was used SPSS. The result of the normality test can be seen as follows.

a. Normality Test of Pre-test

<table>
<thead>
<tr>
<th>Class</th>
<th>Kolmogorov-Smirnov&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Control</td>
<td>.092</td>
<td>30</td>
</tr>
<tr>
<td>Experimental</td>
<td>.125</td>
<td>30</td>
</tr>
</tbody>
</table>

Table 4. 3 Tests of Normality (PRE-TEST)
a. Lilliefors Significance Correction

Based on the data in table 4.3, the test showed the significance of the experimental class was 0.193 and the control class was 0.493. If the data is higher in a significance $\alpha = 0.05$ the data was normally distributed. It can be concluded that the data is normally distributed because both classes’ significances are above 0.05.

b. Normality Test of Post-test

<table>
<thead>
<tr>
<th>Class</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Control</td>
<td>.084</td>
<td>30</td>
</tr>
<tr>
<td>Experimental</td>
<td>.152</td>
<td>30</td>
</tr>
</tbody>
</table>

a. Lilliefors Significance Correction

Based on the data above, the test showed the significance of the experimental class was 0.403 and the control class was 0.404. If the data is higher in a significance $\alpha = 0.05$ the data was normally distributed. It can be concluded that the data is normally distributed because both classes’ significances are above 0.05.

2. The Homogeneity Test

After testing the normality test for the next step the writer did the homogeneity test in order to test the similarity of the sample in both classes. The writer used Levene statistic test to calculate the homogeneity test. Here are the results of the calculation:

a. Homogeneity Test of Pre-test

<table>
<thead>
<tr>
<th>Class</th>
<th>Statistic</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. The Hypothesis Test

After testing the normality and homogeneity test, the writer conducted a test of hypothesis to check whether there was a significant difference in the result of pre-test and post-test after treatments were implemented. Software SPSS 20 was chosen and used to test the hypothesis of this research. Then, using the formulation of the experimental and control class’ mean scores, data were input and calculated. Next, the significance value or alpha (α) was 5% or 0.05. Meanwhile, the calculation was testing the hypothesis by using t-test.

**Table 4.7 T-Test Result of Post-Test**

<table>
<thead>
<tr>
<th>Group Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>class</strong></td>
</tr>
<tr>
<td>Control</td>
</tr>
<tr>
<td>Experimental</td>
</tr>
</tbody>
</table>
Levene’s Test for Equality of Variances

<table>
<thead>
<tr>
<th></th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
</tr>
<tr>
<td>score</td>
<td></td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>2.884</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>1.937</td>
</tr>
</tbody>
</table>

Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.700</td>
<td>2.943</td>
<td>7.381</td>
<td>2.914</td>
<td></td>
</tr>
<tr>
<td>5.700</td>
<td>2.943</td>
<td>7.388</td>
<td>2.921</td>
<td></td>
</tr>
</tbody>
</table>

Thus, based on the calculation above, the degree of freedom (df) is 58 (60–2=58) and the critical value of the df by using the degree of significance of 5% is 1.67 (t_table) and the t_\text{observe} is 1.937. It means that the post-test score of experimental class is higher than the score of controlled class. The result of the comparison between t_\text{observe} and t_\text{table} were 1.937 > 1.67= t_\text{observe} > t_\text{table}.

In conclusion, from the hypothesis, we have that on the df = 58 and in the degree of significance 5% the value of degree of significance is 1.67 (gained based on df = 58 and /α = 0.05). By comparing the value t_\text{observe} is higher than t_\text{table} that is 1.937 > 1.68, so the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It could be proved that there were significant differences between the results of using comic strips in teaching reading.
comprehension of narrative text at second-grade students of SMPN 2 Tangerang Selatan.

C. Interpretation

This writer is about using comic strips in teaching reading comprehension of narrative text in SMPN 2 Tangerang Selatan. There were two classes that involved in this research which experimental and controlled class. The teaching-learning activities were held in five meetings in each class. Both classes did pre-test in the first meeting. Then, the second meeting in experimental class discussed the definition of narrative text. It included the purpose, the generic structure, the characteristics, the examples and the exercise of narrative text. This meeting implemented as the same way in controlled class. The third and the fourth meetings discussed narrative text by using comic strips media. Meanwhile, in the third and fourth meetings in controlled class, the writer used the traditional way to teaching the narrative text. The last meeting was post-test that held in both experimental and controlled class.

Before the writer did the pre and post test in experimental and controlled class. The writer examined the instrument of test in another class. The grade of the class was same as experimental and controlled class which was the second grade. After examined the instrument of the test, the writer tested the validity and reliability of the test. In the instrument of pre-test, the correlation $XY$ got 0.61; it means that the test items were valid. Based on the table of validity in the previous chapter, the instrument of pre-test was high in the classification. Meanwhile, the reliability of the pre-test got 0.81; it means that the test items were reliable. It also classified as very high based on the table of reliability. It can be concluded that the test items was acceptable to be used.

Moreover, in the instrument of post test, the result of the score of correlation $XY$ was 0.63; it was valid and classified as high in the table of validity. Then, the reliability of post-test got 0.83. In other words, the test items were reliable and classified as very high in the table of reliability. The test items were acceptable to use in testing the post-test. The more detailed about the calculation
was attached at appendices 2 and appendices 3 which was the output of ANATES software.

In the description data, the experimental class that consists of 30 students’ has the mean score of pre-test 51.30 before the comic strips media was implemented. After the teaching media which was comic strips has implemented in the class, the mean score of post test was 70.40. Meanwhile, in the data that table 4.2 showed the description of the control class score which has the mean score of pre-test 54.76 and the mean score of post-test was 68.7. If we take a look at the post-test score, both classes have increased their score. Moreover, the experimental class got a higher score than the control class. Based on the statistical analysis, the increasing score of the experimental class was 19.1 points; it came from 51.30 to 70.40. As for the control class, it increased 13.4 points that was come from 54.76 to 68.17. It means that the experimental class had more significantly gained score rather than the control class.

Clearly, from the hypothesis, we have that on the df = 58 and in the degree of significance 5% the value of a degree of significance is 1.67 (gained based on df = 48 and /α = 0.05). By comparing the value t_{observe} is higher than t_{table} that is 1.937 > 1.67, so the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It could be proved that there were significant differences between the results of using comic strips in teaching reading comprehension of narrative text at second grade students of SMPN 2 Tangerang Selatan. Therefore, the data represent that comic strip in teaching reading comprehension of narrative text has a positive effect on the students’ reading skill.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The students might found some difficulties while try to comprehend a reading text, it caused by many factors. Students had limited variation of vocabulary use, had lack comprehension of grammar use, and have not interest in reading. These factors may be able to decrease by applying an interesting media such as comic strips which is not only able to gain students’ attention in reading but also help students understand better the content of a text with the supporting visual media.

Based on the data and interpretation, it can be concluded that by using comic strips in teaching reading comprehension of narrative text at second grade students of SMPN 2 Tangerang Selatan has positive effect. It can be seen from the data with the statistical hypothesis of significance level 5% which is calculated by using SPSS 20 version showed that the mean score of experimental class after being taught by using comic strips in teaching reading comprehension of narrative text was 70.40 and it was higher than the mean score before using comic strips in teaching reading comprehension of narrative text; it was 51.30. The data analysis, moreover, showed that \( t_{\text{observe}} > t_{\text{table}}; 1.937 > 1.67 \). It means that null hypothesis \( (H_0) \) was rejected and the alternative hypothesis \( (H_a) \) was accepted.

Finally, the writer concluded that teaching by using comic strips showed a significant effect in students’ reading comprehension of narrative text at second-grade students’ of SMPN 2 Tangerang Selatan academic year 2017/2018.

B. Suggestion

There are some suggestions that could be suggested related to the result of the study. Hopefully, the suggestions are useful for the teacher and other writers who are interested in conducting reading activities by using creative media such as comic strips. The suggestions as follows:

1. The English teacher should be more creative in choosing methods, approaches, techniques or strategies of learning in order to teach reading comprehension. The teacher could use comic strips in teaching as a good
option to influence students’ motivation in learning English especially reading. In order to use comic strips as media, the teacher should understand the comic strips first before taught the student using this instrument. The teacher should give a clear explanation about the comic strips, in order to give the students the same perspective first. The teacher should know the level of learners in the class and activate their students’ prior knowledge before giving the passage related to the kind of text. It will help both of the students and teacher in teaching learning activities.

2. As for other writers, the result of this study can be used as basic information or reference about the implementation of the media such as comic strips in reading the narrative text for future research in conducting the similar study.
REFERENCES


Appendix 1

The Instrument of Validity and Reliability of Pre-Test

Text 1 for questions 1 to 4

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn’t have enough money to take Snow White.

Snow White didn’t want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, “What is your name?” Snow White said, “My name is Snow White.” Then, Snow White told the dwarfs the whole story. The dwarfs said, “If you want, you may live here with us.” Snow White answered, “Oh, could I? Thank you.” Finally, Snow White and the seven dwarfs lived happily ever after.

1. Why snow white ran away to the woods?
   A. Her parents passed away
   B. Her uncle was angry with her
   C. Snow white was happy to run away
   D. Her uncle and aunt would go to America

2. When did Snow White run away to the woods?
   A. In the morning
   B. In the afternoon
   C. In the evening
   D. In the full moon

3. Where did Snow White live after she ran away to the woods?
   A. She lived in the cave
B. She lived in the dwarfs’ cottage
C. She lived in the lion nest
D. She lived everywhere in the woods

4. “Then she saw a little cottage” (Paragraph 1). The underline word has synonym…
   A. A big tree                C. A big city
   B. A small house            D. A small city

This text is for questions number 5 to 7

Goldilocks and the Three Bears

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry.

‘This porridge is too hot! This porridge is too cold! This porridge is just right!’ Goldilocks ate all the porridge. Goldilocks was very tired. She went upstairs. ‘This bed is too hard! This bed is too soft! This bed is just right!’

Soon, the bears came home.

‘Someone’s been eating my porridge!’ said Daddy Bear.

‘Someone’s been eating my porridge!’ said Mummy Bear.

‘Someone’s been eating my porridge - and it’s all gone!’ said Baby Bear.

‘Someone’s been sleeping in my bed!’ said Daddy Bear.

‘Someone’s been sleeping in my bed!’ said Mummy Bear.

‘Someone’s been sleeping in my bed - and she’s still there!’ said Baby Bear.

Goldilocks woke up and saw the three bears. ‘Help!’ She ran downstairs and into the forest. She never came back again.

5. How did Goldilocks look like?
   A. She had brown hair and pointed nose
   B. She had slant-eyed and pointed nose
   C. She had curly golden hair
   D. She had golden hair
6. What did Goldilocks found after she went inside the house?
   A. She found three books
   B. She found a key and some foods
   C. She found three bowls of porridge and three beds
   D. She found three beds and three clothes

7. What is the moral value of the story?
   A. Be a polite person
   B. Don’t go to Bear’s house
   C. Be a greedy person
   D. Don’t be hungry

**The text is for number 8 to 10**

A mouse was having a very bad time. She could find no food at all. She looked here and there, but there was no food, and she grew very thin.

At last the mouse found a basket, full of corn. There was a small hole in the basket, and she crept in. She could just get through the hole. Then she began to eat the corn. Being very hungry, she ate a great deal, and went on eating and eating. She had grown very fat before she felt that she had had enough. When the mouse tried to climb out of the basket, she could not. She was too fat to pass through the hole. “How shall I climb out?” said the mouse. “Oh how shall I climb out?” Just then a rat came along, and he heard the mouse. “Mouse,” said the rat, “If you want to climb out of the basket, you must wait till you have grown as thin as you were when you went in.”

8. Why could the mouse not climb the basket?
   A. She still needed more food
   B. She was too fat to pass the hole
   C. She was too thin to climb out the basket
   D. A rat prevented her to go out from the basket

9. What did the rat advise? He advises her to….
   A. Try to climb out again
   B. Wait for his help
   C. Wait till her body grew thin as she passed the hole
   D. Wait till somebody found her, then helped her
10. What can we learn from the story above?
   A. Don’t be stingy
   B. Don’t be lazy
   C. Don’t be greedy
   D. Don’t be arrogant

This text is for number 11 to 15

The Princess and the Dragon

Once upon a time there was a king and queen who lived in a golden castle with their beautiful daughter. One night an ugly ogre captured the beautiful princess and locked her up in his tall, dark tower.

‘Help me!’
‘Roar!’

The king and queen were very sad. They promised to give a bag of gold to the knight that rescued the princess. ‘Please save our princess!’

‘We’ll save the princess!’ All the knights in the land wanted to rescue the princess. They rode to the tower as fast as they could.

‘Help me!’
‘Roar!’

The king and queen were very sad. They promised to give a bag of gold to the knight that rescued the princess. ‘Please save our princess!’

‘We’ll save the princess!’ All the knights in the land wanted to rescue the princess. They rode to the tower as fast as they could.

‘Help me!’
‘Roar!’

The ugly ogre roared with anger when he saw the knights. His roar was so scary that they rode away as fast as they could. One day a friendly dragon was flying over the ogre’s tower when he heard the princess cry for help. ‘Help me!’

The dragon flew down to the tower, took a big fiery breath and blew the ogre far away over the mountains and into the ocean.

‘Come with me, princess. Don’t be scared!’
‘Thank you for saving me.’

‘My pleasure, princess.’ The dragon rescued the princess from the tower and gently put her on his strong back. They flew high in the sky. They flew over the tower and the castle, over the mountains and caves, and out towards the deep blue ocean.

‘Whee! I can fly!’
The dragon and the princess flew to the castle. The king and queen were so happy to see the princess they gave the dragon the bag of gold. They all lived happily ever after.

‘Thank you for saving our princess!’
‘My pleasure!’

11. What did the king and queen ask to the knights?
   A. They asked the knights to burn the ogre
   B. The knight asked to marry the princess
   C. They asked the knights to save their daughter
   D. The knight went to the dragon tower

12. What helped the princess free?
   A. The knights did
   B. The dragon did
   C. The king and the queen did
   D. the ogre himself

13. How did the dragon rescue the princess?
   A. He burned the ogre’s tower
   B. He blow a fire and made the ogre run into the ocean
   C. He waited until the ogre fall asleep
   D. He killed the ogre

14. What did the king and queen give to the dragon in return their daughter?
   A. A pocket of gold
   B. A bag of diamond
   C. A pocket of silver
   D. A bag of money

15. At the end of the story, how was the royal family feel?
   A. Angry
   B. Sad
   C. Happy
   D. Disappointed

This text for number 16 to 19

The Lazy Bear

It’s spring in the forest. The snow has gone, leaves are growing and the animals are waking up. Bruno the bear is still asleep. He doesn’t know that it’s spring.

‘Listen! Bruno is snoring!’
Now it’s summer. It’s warm and the animals are having lots of fun. But where’s Bruno?
Bruno is still asleep. He doesn’t know that it’s summer. Now it’s autumn. The leaves are turning red, yellow and orange. The animals are getting ready for winter. But where’s Bruno? Bruno is still asleep. He doesn’t know that it’s autumn. Now it’s winter. You can’t see the animals. They’re all asleep in their warm homes. But where’s Bruno?
‘What a nice, long sleep. Snow! It’s winter! I’m all alone.’
It’s spring again. The animals are very happy. They’re having a party. But where’s Bruno?
‘Bruno!’ Bruno is awake at last. Now he knows that it’s spring.

16. What is the purpose of the text above?
   A. To tell us how to write a story
   B. To inform what happened in the past
   C. To retell about bear’s sleeping habit
   D. To amuse readers with an actual or vicarious experience

17. How many seasons do the bear spend to sleep?
   A. Five (Spring, Summer, Autumn, Winter, Spring)
   B. Four (Spring, Summer, Autumn, Winter)
   C. Three (Spring, Summer, Autumn)
   D. Two (Winter and Spring)

18. What did the animals do when the winter come?
   A. They were falling asleep in their warm house
   B. They were having a party
   C. They worked for their family
   D. They gathered in Bruno’s house

19. How the spring is?
   A. It comes when the leaves growing and the animal wake up from their long sleep
   B. It comes when the leaves turn to red, yellow or orange
   C. It comes when the sun shines so brightly
The Great Race

A long time ago in China lived the Jade Emperor. It was his birthday. He wanted to measure time to know how old he was. All the animals arrived. The Emperor decided to have a race to give a name to each year of the Chinese Zodiac. The rat and the cat couldn’t swim very well. ‘Can you take us across the river?’

‘Yes, jump on quick!’ They swam across the river. Then the rat pushed the cat into the water and jumped onto land.

‘Well done, rat! The first year will be the Year of the Rat and the second will be the Year of the Ox.

‘Look! Here’s the tiger. He’s very tired. The third year will be the Year of the Tiger.

‘The rabbit can’t swim but he’s very clever. The fourth year will be the Year of the Rabbit.

‘Why are you late, dragon? You can fly!’

‘I had to make some rain for thirsty people to drink.’

‘Well done! The fifth year is the Year of the Dragon.

‘What’s this? I can hear a horse. No, it’s a snake. So the snake has the sixth year.’

‘Well done! It is good to see you working together! The goat is eighth, the monkey is ninth and the rooster is tenth.’

‘Sorry I’m late. The water is clean and I needed a bath.’

‘The eleventh is the Year of the Dog.

‘You are the last.’

‘Yes, I had to eat and sleep on the way.’

‘The last is the Year of the Pig.’ And that is how the Emperor chose the animals for the Chinese Zodiac.

20. What did the emperor do to know how old he is?

A. He saw the calendar
B. He counted the year
C. He held a race between the animal
D. He asked the fortune teller

21. How many animal that joined the race?
   A. Thirteen
   B. Fourteen
   C. Twelve
   D. Eleven

22. What did the rat do to get the first place?
   A. He worked together with goat and monkey
   B. He swam across the river and the cat helped him to get to the land
   C. He made some rain for the villager
   D. He cleaned himself

23. Who was the twelve in the competition?
   A. Tiger
   B. Pig
   C. Dragon
   D. Rabbit

24. After he held the race, what did the emperor get?
   A. He got a prize from the animals
   B. He knew each year of the Chinese Zodiac
   C. He became older
   D. The animals let the emperor to lived in the forest

25. “The rabbit can’t swim but he’s very clever” The underlined word is synonymous with….
   A. Diligent
   B. Honest
   C. Kind Hearted
   D. Smart

This text is for question number 26-30

Romeo and Juliet

Many years ago in Verona, Italy, there were two families.

‘We are the Capulets.’

‘We are the Montagues.’

These families are always fighting. The Montagues have a son, Romeo. The Capulets have a daughter, Juliet. One night the Capulets have a party and
Romeo goes. He meets Juliet and they fall in love. Juliet’s cousin, Tybalt, sees Romeo and is very angry.

‘He’s a Montague! Get him!’

‘Oh Romeo, why are you a Montague?’

Romeo and Juliet talk and decide to get married. They know that their families will be very angry so they go to Friar Lawrence and are married in secret. The next day, Tybalt sees Romeo. He is still angry with Romeo and wants to fight him. Romeo doesn’t want to fight but his best friend, Mercutio, does.

‘If you won’t fight him, I will!’

Mercutio fights Tybalt. Tybalt kills Mercutio! Romeo is so upset he fights Tybalt and kills him too! The Prince of Verona is very angry and sends Romeo away. Juliet goes to Friar Lawrence for help. ‘Here is a special drink. You will sleep for two days. Your family will think you are dead but you will wake up. Then you and Romeo can be free together.’ Friar Lawrence sends Romeo a letter to tell him the plan. But Romeo doesn’t get the message. He hears that Juliet is dead! Romeo is so upset he buys some poison and goes to see Juliet.

‘Now I will stay with you forever.’ Too late, Juliet wakes up! She sees what happened.

‘Oh no! You didn’t leave any poison for me but here is your knife.’ Romeo and Juliet are both dead. Friar Lawrence tells the Capulets and Montagues what happened. They are so sad they agree not to fight any more.

26. What did the name of family who always fight?
   A. Montagues and Lawrence
   B. Capulets and Montagues
   C. Capulets and Lawrence
   D. Montagues, Lawrence and Capulets

27. When did the first time Juliet and Romeo meet?
   A. At the Lawrence’s wedding
   B. In the forest
   C. At the Montagues party
   D. At the Capulet’s party
28. What did happen to Juliet at the end of the story?
   A. She married to another man
   B. She came back to her family
   C. She killed herself because Romeo is dead
   D. She drink the poison to die

29. Romeo is so **upset** he buys some poison and goes to see Juliet. The underlined word has similar meaning with…
   A. Disappointed
   B. Happy
   C. Mad
   D. Fear

30. How is the ending of the story?
   A. Both the family are happy
   B. Romeo and Juliet lived happily
   C. It has a happy ending
   D. It has a sad ending

**This text is for question number 31 to 35**

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And thought they were such close neighbors, the lion look down upon the rabbit and use to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back.

One day she went to the lion and said, “Good day, respected elder brother. Image it, I met an animal over there who looked exactly like you, and he said to me, ‘Is there anyone in the world who dares stand up to me? If there is, let me come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!’”

“Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can’t even light on anymore!” added the rabbit. “Oho,” the lion said. “Didn’t you mention me to him?” “Yes, indeed, “the rabbit replied. “But it would have been better if I hadn’t. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn’t take you for his attendant!”
The lion flew into a rage and roared, “Where is he? Where is he?” Soon the rabbit took the lion a hill and, not going to near herself, pointed to a well from a distance, and said, “He is down there, in the well.” The lion hastened to the well and glared angrily into it. Yes there was his rival who even glared back at him angrily. Actually, his rival was his own reflection. The lion roared, and his enemy roared back. The lion become so furious that his hair stood on end. So did his enemy on the well. The lion show his teeth and lashed out with paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

31. Why did the rabbit wanted to get her own back? Because….
   A. The lion looked down to her
   B. The lion respected her
   C. The lion was furious to her
   D. The lion was proud of her

32. The lion was proud of his….
   A. Hair
   B. Strength
   C. Teeth
   D. Paws

33. What is the Lion’s rival on the well?
   A. A stronger animal
   B. The reflection of the lion himself
   C. A crocodile
   D. His neighbor

34. Why the lion finally fit of anger? Because…
   A. His rival imitated him
   B. His rival roared loudly to him
   C. His rival scared his face
   D. His rival was rude to him

35. What can we learn from the story?
   A. We must help each other
   B. An enemy can be a good friend
   C. Don’t be so arrogant
   D. A friend in need is a friend indeed

GOOD LUCK
Appendix 2

The Instrument of Validity and Reliability of Post-Test

This text is for question number 1 to 5

The Clever Monkey

Once upon a time, there was a clever monkey. He lived on a beautiful island, in an apple tree. One day, a crocodile swam to the island. ‘I’m hungry,’ he said. So the monkey threw a red apple to the crocodile. The crocodile munched and munched. The next day, the crocodile came back. ‘Please, may I have two apples?’ he asked. He ate one and gave one to his wife.

The crocodile went to see the monkey every day, to listen to his tales and eat his apples. He wanted to be clever, just like the monkey. The crocodile’s wife had an idea. ‘Why don’t you eat his heart? Then you’ll be clever, just like him!’ The next day, he said to the monkey, ‘Come to my house! We’ll have lunch together, to thank you for the apples.’ But when he arrived, the crocodile snapped and said, ‘Monkey! I want to eat your heart, so I can be as clever as you!’

The clever monkey thought quickly and said, ‘But... I haven’t got my heart here. It’s on the island, in the apple tree.’ They all went back to the island. ‘Wait here, and I will get my heart,’ said the monkey. The monkey quickly climbed the tree and sat at the top. ‘Oh, Crocodile. You are greedy. Of course you can’t have my heart. And now, you can’t have my apples!’ And the clever monkey laughed and laughed!

1. Why did the crocodile back to the monkey’s island?
   A. He asked for apples
   B. He wanted to lived there
   C. The monkey was his friend
   D. He wanted to talk with the monkey

2. What did the crocodile’s wife plan?
   A. She wanted to have the apple tree
   B. She invited the monkey’s to their house and eat monkey’s heart
   C. She invited the monkey’s to have dinner and eat monkey’s brain
D. She wanted to be monkey’s friend too

3. What did the crocodile want?
   A. He wanted to be clever like monkey
   B. He wanted to have the apples tree
   C. He wanted to know the monkey’s secret
   D. He wanted to live in monkey’s island

4. How was the story end?
   A. The crocodile cannot eat the apples anymore
   B. The crocodile was died
   C. The crocodile and the monkey’s lived in the island together
   D. The crocodile never come back to the island

5. What can we learn from the story above?
   A. Be honest person
   B. Be kind person
   C. Don’t be greedy
   D. All the choices is true

This text is for question number 6 to 10

Jack and the Beanstalk

Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow. One morning, Jack’s mother told Jack to take their cow to market and sell her. On the way, Jack met a man. He gave Jack some magic beans for the cow. Jack took the beans and went back home. When Jack’s mother saw the beans she was very angry. She threw the beans out of the window.

The next morning, Jack looked out of the window. There was a giant beanstalk. He went outside and started to climb the beanstalk. He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside. Jack heard a voice. ‘Fee, fi, fo, fum!’ Jack ran into a cupboard.

An enormous giant came into the room and sat down. On the table there was a hen and a golden harp. ‘Lay!’ said the giant. The hen laid an egg. It was made of gold. ‘Sing!’ said the giant. The harp began to sing. Soon the giant was asleep. Jack jumped out of the cupboard. He took the hen and the harp. Suddenly, the harp sang, ‘Help, master!’ The giant woke up and shouted, ‘Fee, fi, fo, fum!’ Jack ran
and started climbing down the beanstalk. The giant came down after him. Jack shouted, ‘Mother! Help!’ Jack’s mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again. With the golden eggs and the magic harp, Jack and his mother lived happily ever after.

6. Why did jack go to the market and sell the cow?
   A. He and her mother didn’t like the cow
   B. The cow was very lazy
   C. They need money to survived their live
   D. Because they have many cow

7. Why did jack’s mother angry?
   A. Because jack exchanged the cow with beans
   B. Because jack sold the cow
   C. Because they were poor
   D. Because she was starving

8. What did jack find in the next morning?
   A. His cow was back
   B. A giant beanstalk and the big castle in the end of it
   C. His mother was disappear
   D. A man who give him the beans

9. What did happen in the castle?
   A. Jack was fight with the giant
   B. The giant was afraid of jack
   C. Jack saw a giant who has magic hen and magic harp
   D. A wizard giant who spell “abracadabra”

10. What happened to the giant after jack’s mother cut down the beanstalk?
    A. He lived with jack and his mother
    B. He killed jack and his mother
    C. He crashed to the ground and no one ever saw him again
    D. He fell down and died
The text is for question number 11 to 15

**Little Red Riding Hood**

Little Red Riding Hood lived in a wood with her mother. One day Little Red Riding Hood went to visit her granny. She had a nice cake in her basket. On her way Little Red Riding Hood met a wolf. ‘Hello!’ said the wolf. ‘Where are you going?’ ‘I’m going to see my grandmother. She lives in a house behind those trees.’ The wolf ran to Granny’s house and ate Granny up. He wore Granny’s clothes and got into Granny’s bed. A little later, Little Red Riding Hood reached the house. She looked at the wolf.

‘Granny, what big ears you have!’

‘All the better to hear you with!’ said the wolf.

‘Granny, what a big nose you have!’

‘All the better to smell you with!’ said the wolf.

‘Granny, what big teeth you have!’

‘All the better to eat you with!’ shouted the wolf.

A woodcutter was in the wood. He heard a loud scream and ran to the house. The woodcutter hit the wolf over the head. The wolf opened his mouth wide and shouted and Granny jumped out. The wolf ran away and Little Red Riding Hood never saw the wolf again.

11. What is the story about?
   A. A kind wolf who wants to help little riding hood  
   B. A little riding hood meet kind wolf  
   C. A bad wolf who wants to eat little riding hood granny  
   D. Granny asked wolf to take little riding hood

12. Why did little riding hood do not realize the wolf who in disguise as her granny?
   A. Because she was blind  
   B. Because the wolf wore granny’s clothes  
   C. Because the wolf was kind  
   D. Because the wolf wore little riding hood’s clothes
13. Who did save little riding hood and her granny from the wolf?
   A. The stranger                  C. The grandfather
   B. The woodcutter               D. The little riding hood’s mother

14. What did happen to the wolf?
   A. He run away and never comeback
   B. He become the woodcutter pet
   C. He killed by the woodcutter
   D. He lived with little riding hood, granny and woodcutter

15. What is the moral value of the story?
   A. Don’t be greedy                  C. Don’t believe in stranger
   B. Don’t use riding hood            D. Don’t go to Granny’s house

The text is for number 16 to 20

The Ugly Duckling

Mummy Duck lived on a farm. In her nest, she had five little eggs and one
big egg. One day, the five little eggs started to crack. Tap, tap, tap! Five pretty,
yellow baby ducklings came out. Then the big egg started to crack. Bang, bang,
bang! One big, ugly duckling came out. ‘That’s strange,’ thought Mummy Duck.
Nobody wanted to play with him. ‘Go away,’ said his brothers and sisters.
‘You’re ugly!’ The ugly duckling was sad. So he went to find some new friends.
‘Go away!’ said the pig.
‘Go away!’ said the sheep.
‘Go away!’ said the cow.
‘Go away!’ said the horse.

No one wanted to be his friend. It started to get cold. It started to snow!
The ugly duckling found an empty barn and lived there. He was cold, sad and
alone. Then spring came. The ugly duckling left the barn and went back to the
pond. He was very thirsty and put his beak into the water. He saw a beautiful,
white bird! ‘Wow!’ he said. ‘Who’s that?’

‘It’s you,’ said another beautiful, white bird.
‘Me? But I’m an ugly duckling.’
‘Not any more. You’re a beautiful swan, like me. Do you want to be my friend?’
‘Yes,’ he smiled. All the other animals watched as the two swans flew away, friends forever.

16. How many eggs in the mummy duck’s nest?
   A. Five little eggs          C. Five big eggs and one little egg
   B. Seven little eggs        D. Five little eggs and one big egg

17. Why did animals in the farm avoid the big egg after its crack?
   A. Because he was big       C. Because he was ugly
   B. Because he was arrogant  D. Because he was short

18. What did the ugly duckling see in the water?
   A. A beautiful white bird   C. A yellow duck
   B. An ugly duckling         D. A fish

19. What happened to the ugly duckling at the end of the story?
   A. He lived in the empty barn near the pond
   B. He became a beautiful swan
   C. He look for another friend
   D. He comeback to his brothers and sisters

20. What can we learn from the story above?
   A. Don’t be anyone friends
   B. Don’t make friends with ugly duck
   C. Don’t judge someone based on their look
   D. Don’t be a liar

This text is for number 21 to 25

The Magic Paintbrush

Rose loved drawing. She was very poor and didn’t have pens or pencils. She drew pictures in the sand with sticks. One day, an old woman saw Rose and said, ‘Hello! Here’s a paintbrush and some paper for you.’

‘Thank you!’ smiled Rose. She was so happy. ‘Hmmm, what can I paint?’ she thought. She looked around and saw a duck on the pond. ‘I know! I’ll paint a duck!’
So she did. Suddenly, the duck flew off the paper and onto the pond. ‘Wow!’ she said. ‘A magic paintbrush!’ Rose was a very kind girl and she painted pictures for everyone in her village. She painted a cow for the farmer, pencils for the teacher and toys for all the children. The king heard about the magic paintbrush and sent a soldier to find Rose. ‘Come with me,’ said the soldier. ‘The king wants you to paint some money for him.’

‘But he’s already rich,’ said Rose. ‘I only paint to help poor people.’

But the nasty soldier took Rose to the king. ‘Paint me a tree with lots of money on it,’ he shouted. Rose was brave and said, ‘No!’ So the king sent her to prison. But Rose painted a key for the door and a horse to help her escape. The king chased after her. So she painted a big hole, and splat! The king fell in. Today, Rose only uses her magic paintbrush to help people who really, really need help.

21. What did the old woman give to Rose?
A. Pens and pencils  C. A paintbrush and some paper
B. Sticks and paper  D. A magic paper and pencils

22. What Rose did using the magic paintbrush?
A. She made herself rich  C. She showing off her drawing skill
B. She helped everyone by draw a picture  D. She broke the magic paintbrush

23. What kind of person Rose is?
A. She is a liar  C. She is an arrogant girl
B. She is a kind and brave girl  D. She is a coward girl

24. Why did Rose refuse to help the king?
A. Because the king was poor  C. Because the king was grumpy
B. Because the king was very kind  D. Because the king was greedy for money

25. What can we learn from the text?
A. It is good to be kind and help each other  B. It is not good to be envious to others
C. It is good to keep your promise
D. It is good to be honest person

The text is for question number 26 to 27

The Lion and the Mouse

A lion was asleep in the sun one day. A little mouse came out to play. The little mouse ran up the lion’s neck and slid down his back. The lion caught him with a great big smack!
‘I’m going to eat you!’ the lion roared, his mouth open wide.
‘No, no, please don’t!’ the little mouse cried. ‘Be kind to me and one day I’ll help you.’
‘I’m a lion! You’re a mouse! What can you do?’ The lion laughed, very hard, and the mouse ran away. But the mouse was out walking the very next day. He heard a big roar, and squeaked when he saw the king of the jungle tied to a tree. But the mouse had a plan to set him free. The mouse worked quickly and chewed through the rope. The lion said, ‘Oh little mouse, I had no hope. You were right, little mouse – thank you, I’m free. You’re the best friend there ever could be!’

26. The story mainly tells us about…..
   A. A lion who eat a mouse which already help him
   B. A friendship between lion and mouse
   C. A naughty mouse
   D. The evil lion king

27. What did the mouse do when he hear the lion’s big roar?
   A. The mouse let the lion hang on the tree
   B. The mouse laughed after he see the lion on a trap
   C. The mouse did not care about the lion
   D. The mouse chewed the rope of lion’s trap

This text for number 28 to 30

Ali and the Magic Carpet

One very hot day Ali finds a carpet in his uncle’s shop. ‘What’s this?’
Suddenly the carpet jumps! It moves and flies off into the air.
‘Hey! What’s happening?’ A loud booming voice comes from the carpet.
‘Welcome, O master. I am a magic carpet.’ First they fly high up into the sky and then they land in a jungle. It is hot and wet and it’s raining. ‘It’s raining! Yuck!’ Then they fly to the desert. It is very, very hot and dry. ‘It is very, very hot today!’ After that they fly to the South Pole. There is lots of ice and snow. It’s freezing. ‘Brrrr!’

‘Where are we now? I can’t see!’

‘In the mountains. Can you see me?’

‘It’s very foggy.’ Then they fly to a forest. It’s very windy there. ‘Oh, it’s windy in the forest!’

Then they fly to an island in the sea. There is thunder and lightning. ‘Aaagh! Let’s go home!’ ‘What a storm!’ Finally they fly back home. The carpet lands in the shop and Ali gets off. ‘Wow! What an adventure!’

28. Where did Ali find the magic carpet?
   A. In the desert   C. In his uncle’s house
   B. In his house   D. In his uncle’s shop

29. How many places that Ali visit with the carpet? What are they?
   A. Six, they were jungle, desert, south pole, mountains, forest and an island
   B. Seven, they were jungle, desert, south pole, mountains, forest, an island and uncle’s shop
   C. Three, they were jungle, desert, south pole
   D. Eight, they were shop, jungle, desert, south pole, mountains, forest, an island and uncle’s shop

30. How did the South Pole look like?
   A. It is wet and raining
   B. It is windy and foggy
   C. It is very hot and dry
   D. It is freezing with lots of ice and snow
All the animals in the jungle had a king. The birds were jealous. They wanted a king too.

‘Let me be king. Look at my wonderful colours!’ said the beautiful parakeet. ‘No, no,’ said the myna. ‘I can speak and talk to the other animals. I should be king.’ ‘And I have a fantastic beak!’ said Toucan. ‘I want to be the bird king.’ ‘I know,’ said the macaw. ‘Why don’t we have a competition? The bird who can fly the highest will be the bird king.’

Everyone thought this was an excellent idea, especially the eagle. ‘Make me king now,’ he said. ‘I am the strongest, and I can fly the highest.’ ‘Ah,’ said a little voice. ‘But you might not win!’ ‘Ha ha!’ laughed the eagle. ‘You can’t beat me, little sparrow!’ ‘We’ll see,’ said the sparrow. The race began, and all the birds flew high into the sky. They flew higher and higher, and the eagle flew the highest. ‘Ha! I told you!’ squawked the eagle. ‘I, I am the king!’ But the sparrow was hiding under the eagle’s wing. Suddenly, he flew higher than the eagle’s head. The sparrow was the highest bird of all! He won the competition! And the sparrow was the new bird king.

31. What is the story about?
   A. A group of birds who seek for their king
   B. A king in the jungle
   C. A bird race to decide who is the highest in fly
   D. A happy live of birds

32. What did the toucan say to be the bird king?
   A. He has a beautiful colors
   B. He has a fantastic beak
   C. He can speak and talk to other animals
   D. He is the strongest

33. “Let me be king. Look at my wonderful colors!”.... the underlined word is synonymous with...
   A. Magnificent
   C. Wild
B. Awful  
D. Dull

34. Who was the bird king?
   A. A sparrow
   B. An eagle
   C. A macaw
   D. A toucan

35. What did the sparrow strategy to win the race?
   A. He tried as fast as he can
   B. He followed the wind
   C. He hide under the eagle’s wings
   D. He is the strongest, so he win the race

GOOD LUCK
Appendix 3

Pre-Test Validity and Reliability ANATES

SKOR DATA DIBOBOT

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**Nama berkas**: D:\SKRIPSI\VALID AND RELIABLE OCA 1.ANA

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| Jml Jwb Benar | 4 | 3 | 2 | 4 | 2 | 4 | 5 |

DAYA PEMBEDA

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Butir Soal= 35
Nama berkas: D:\SKRIPSI\VALID AND RELIABLE OCA 1.ANA

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Butir Soal= 35
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**KUALITAS PENGECOH**

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Butir Soal= 35  
Nama berkas: D:\SKRIPSI\VALID AND RELIABLE OCA 1.ANA

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Keterangan:

** : Kunci Jawaban
++ : Sangat Baik
+ : Baik
- : Kurang Baik
-- : Buruk
---: Sangat Buruk

REKAP ANALISIS BUTIR

=====================

Rata2= 22.16
Simpang Baku= 4.37
KorelasiXY= 0.61
Reliabilitas Tes = 0.81

Butir Soal = 35

Jumlah Subyek = 25

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Appendix 4

Post-Test Validity and Reliability ANATES

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** : Kunci Jawaban
++ : Sangat Baik
+ : Baik
- : Kurang Baik
-- : Buruk
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REKAP ANALISIS BUTIR
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Appendix 5

Experimental class – Treatment 1

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMP Negeri 2 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Alokasi Waktu : 2 x 40 menit

Standar Kompetensi : 11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan bertema yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.

A. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
1. Siswa dapat mengidentifikasi karakteristik dan bagian-bagian naratif teks
2. Siswa mengemukakan pendapat mengenai interpretasi masing-masing dalam teks naratif
3. Siswa dapat menganalisis isi cerita dari naratif teks

B. Materi Pembelajaran
1. Definition of narrative text
   Fictional text that tells about the past event which is told chronologically
2. Purpose.
   To entertain, to gain and hold a readers' interest.
3. Generic Structure of a Narrative Text
a. Orientation: It is about the opening paragraph where the characters of the story are introduced.
b. Complication: Where the problems in the story developed.
c. Resolution: Where the problems in the story is solved.

4. Example of narrative text

C. Metode Pembelajaran:
Three-phase technique

D. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Tahapan</th>
<th>Langkah-langkah</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>Apersepsi</td>
<td>- Mengondisikan siswa dan suasana belajar siswa</td>
<td>5 menit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mengajak siswa berdoa sebelum memulai pelajaran</td>
<td></td>
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<td></td>
<td></td>
<td>- Absensi kehadiran</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Menyampaikan tujuan pembelajaran</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Menyampaikan garis besar cakupan materi dan kegiatan yang akan digunakan.</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td>Observing</td>
<td>- Guru menjelaskan materi naratif seperti definisi, tujuan dan karakteristik</td>
<td>35 menit</td>
</tr>
<tr>
<td></td>
<td>and asking</td>
<td>- Guru memperkenalkan contoh naratif teks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>question</td>
<td>- Guru menjelaskan tentang contoh tersebut dan dikaitkan dengan materi yang sudah diberikan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Guru memperkenalkan contoh naratif teks dalam bentuk komik</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Guru meminta siswa untuk mengamati judul cerita dari media bergambar atau</td>
<td></td>
</tr>
</tbody>
</table>
komik.
- Guru meminta siswa untuk menganalisis tiap teks dan ilustrasi panel dalam cerita bergambar atau komik.
- Guru menanyakan prediski siswa tentang isi dari cerita bergambar atau komik tersebut
- Siswa diberi kesempatan untuk bertanya mengenai terjemahan atau makna ungkapan-ungkapan menanya dan memberi pendapat
- Guru memberikan kesempatan kepada siswa lain untuk menjawab pertanyaan
- Guru mengklarifikasi tentang benar atau tidaknya jawaban dari siswa.

| Collecting information | - Siswa menjelaskan prediksi mereka mengenai isi cerita didepan guru dan siswa lainnya  
- Siswa mendiskusikan prediski yang sesuai dengan isi cerita yang sebenarnya  
- Siswa memperoleh feedback dari guru dan teman lainnya tentang fungsi social dan unsur kebahasaan yang disampaikan | 20 menit |

| Communicating | - Siswa mendiskusikan makna dari isi cerita bersama guru dan siswa lainnya  
- Siswa mengemukakan pendapat mengenai isi cerita lewat prediksi dan | 15 menit |
analisis teks dan gambar dari cerita bergambar atau komik tersebut
- Siswa menceritakan kembali secara lisan dari isi komik dengan menggunakan kalimat sendiri

| Penutup | - Guru bersama-sama peserta didik melakukan refleksi mengenai kegiatan pembelajaran yang telah dilakukan
- Guru memberitahukan kegiatan belajar yang akan dikerjakan pada pertemuan berikutnya |

E. Media/alat, bahan, dan sumber belajar

1) Media/alat
- Papan tulis, spidol
- Komik [google.images](https://images.google.com) dan [pinterest](https://www.pinterest.com)

F. Penilaian Pembelajaran

<table>
<thead>
<tr>
<th>Indicator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrument</th>
<th>Instrument/Soal</th>
</tr>
</thead>
</table>
| Siswa dapat mengidentifikasi karakteristik, bagian-bagian dan genre dari naratif teks | Tes lisan | Pertanyaan dari guru sebelum menerangkan tentang naratif teks | - Apakah sudah ada yang tahu tentang narrative teks sebelumnya?  
- Salah satu contoh cerita narrative teks itu seperti kisah |
<table>
<thead>
<tr>
<th>Siswa dapat menganalisis cerita dari judul dan ilustrasi gambar yang terdapat dalam komik</th>
<th>Tes lisan</th>
<th>Pertanyaan dari guru sebelum siswa membaca komik</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Jika dilihat dari judul dan gambarnya saja, siapakah tokoh dalam cerita ini?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Mencerminkan tentang apakah komik tersebut?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Siswa dapat mendiskusikan isi cerita dengan mengungkapkan prediksi cerita dan alasannya</th>
<th>Tes lisan</th>
<th>Pertanyaan dari guru setelah siswa membaca komik tersebut</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Berikan prediksi tentang cerita ini</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Apakah prediksi kalian benar setelah membacanya?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Coba ceritakan kembali.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Pelajaran apa yang dapat diambil dari cerita ini?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Siswa dapat mengaplikasikan pemahaman yang mereka miliki sebelumnya dengan contoh komik yang diberikan</th>
<th>Tes</th>
<th>5 soal pilihan ganda</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In the deep forest, there lived a cocoon that was hanging on the tree. He could not go anywhere because he hung there. One day, cocoon met the ant. The ant was walking on the tree and seeing him. “What do you do there? Can you walk like me? I know you could not do that!” the ant yelled. “Never mind, someday I will accompany you to walk there”, the cocoon smiled. And then several days later, the rain fell heavily. It made the forest was flood because the rain did not stop for two days. The ant lost his home and drowned. No one could help him because it was still flood. And then a butterfly came and helped him. He thanked her and said that he never saw her before. Then she said that she was the cocoon who the ant yelled. The ant regretted and apologized to her.

Find out!

1. Orientation

2. Complication:

3. Resolution:

Moral Value:
Multiple Choices

This picture for question number 1 to 3

1. You’re always crabby! (Panel 2)
   The underlined word has the same meaning with….
   A. Sweet
   B. Irritable
   C. Kind
   D. Confuse

2. What kind of program that the dog considered as the perfect one?
   A. A comedy TV shows
   B. National Geographic Channel
   C. Television Drama Series
   D. A documentary films

3. How did the dog feel about the TV program?
   A. Excited
   B. Satisfied
   C. Disappointed
   D. Pleased

BENNY and BOONE.com
The picture above for question number 4 and 5

4. What did Papa Bear ask to buzz?
   A. To teach Benny how to swim
   B. To rescue Benny
   C. Teach Benny how to perform well
   D. To be a swimming coach for Papa Bear

5. What can we learn from the comic above?
   A. Don’t lie  
   B. Don’t be arrogant  
   C. Don’t be greedy  
   D. Don’t be shy
Experimental class – Treatment 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Negeri 2 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Alokasi Waktu : 2 x 40 menit

Standar Kompetensi : 11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan bertema yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.

A. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
1. Siswa dapat mengetahui language features of narrative text.
2. Siswa dapat mengetahui penggunaan struktur kalimat dalam teks naratif.
3. Siswa dapat mengemukakan pendapat mengenai interpretasi cerita dalam teks naratif yang berupa komik.
4. Siswa dapat menganalisis isi cerita dalam teks naratif dan menghubungkannya ke kehidupan nyata atau sehari-hari.

B. Materi Pembelajaran
1. Definition of narrative text
   Fictional text that tells about the past event which is told chronologically
2. Purpose.
   To entertain, to gain and hold a readers' interest.
3. Language features of narrative text
a. Using adverb of time such as *Once upon a time, one day, etc.*
b. Using time conjunction such as *when, then, suddenly, etc.*
c. Using specific character. The character of the story is specific, not general. For example: Cinderella, Snow White, Alibaba, etc.
d. Using action verbs such as killed, dug, walked, etc.
e. Simple past Tense

(+) S + V2 + O + Adverb of time
I went to Jakarta yesterday

(-) S + Did not + V1 + O + Adverb of time
I did not go to Jakarta yesterday

(?) did + s + V1 + O + Adverb of time?
did you go to Jakarta yesterday?

4. Example of narrative text

C. Metode Pembelajaran:
Three-phase technique

D. Kegiatan Pembelajaran

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<td>Inti</td>
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<td>- Siswa diberikan contoh kalimat</td>
<td>20 menit</td>
</tr>
<tr>
<td></td>
<td>and asking question</td>
<td>- Guru menanyakakan kepada siswa hal yang berkaitan dengan contoh</td>
<td></td>
</tr>
</tbody>
</table>
kalimat tersebut
- Siswa saling berdiskusi mengenai kalimat tersebut
- Siswa menyimak *language features* yang dijelaskan oleh guru

| Collecting information | Siswa diminta untuk membentuk sebuah kelompok dan berkumpul dengan kelompoknya masing-masing. Setiap kelompok siswa diberikan sebuah komik yang berbeda dengan susunan paragraph yang acak (yang sudah dipotong-potong). Setiap kelompok siswa diminta untuk menyusun teks naratif tersebut sehingga menjadi susunan paragraph yang normal. | 30 menit |

| Communicating | Siswa diminta untuk mempersentasikan teks yang sudah disusun didepan kelas dan menunjukan *language features* yang terkandung didalam teks tersebut | 20 menit |

Penutup
- Guru bersama-sama peserta didik melakukan refleksi mengenai kegiatan pembelajaran yang telah dilakukan
- Guru memberitahukan kegiatan belajar yang akan dikerjakan pada pertemuan berikutnya

5 menit

E. Media/alat, bahan, dan sumber belajar
1) Media/alat
   - Papan tulis
   - Spidol
   - Komik *google.images* dan *pinterest*

F. Penilaian Pembelajaran

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<tbody>
<tr>
<td>Siswa dapat mengidentifikasi language features of narrative text</td>
<td>Pengamatan</td>
<td>Teks tulis</td>
<td>- Let’s arrange the comic!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Find the language features in the comic.</td>
</tr>
</tbody>
</table>

G. Instrument

NAME : 
CLASS :

*Snow White and the Seven Dwarfs*

Let’s find the language features!

a) Adverb of time :

b) Time conjunction :

c) Characters:

d) Action verbs:
Snow White and the Seven Dwarfs

Oh, aren't I a dastardly villain? What a mistake it was to search for that apple! I ought to have eaten it myself to avoid this embarrassment! Ha, ha! I'll have to pay the price now. I'd better hurry and find Snow White before she returns from the forest...
Snow White
and the Seven Dwarfs

Tangerang Selatan, 9 Agustus 2018
Guru Mata Pelajaran B. Inggris

Rossa Junia Utami
NIM. 1113014000042
1. Experimental class – Treatment 3
2. RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
3. Sekolah: SMP Negeri 2 Tangerang Selatan
4. Mata Pelajaran: Bahasa Inggris
5. Kelas/Semester: VIII/1
6. Alokasi Waktu: 2 x 40 menit
7. Standar Kompetensi: 11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar
8. Kompetensi Dasar: 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan bertema yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.

A. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
1. Siswa dapat menjelaskan makna yang terkandung dalam teks naratif kepada guru dan siswa lainnya.
2. Siswa dapat mengemukakan pendapat mengenai interpretasi cerita dalam teks naratif berbentuk komik.
3. Siswa dapat menganalisis isi cerita dari komik naratif.
4. Siswa dapat menghubungkan isi cerita dengan kehidupan nyata atau sehari-hari.
5. Siswa dapat memprediski isi cerita dalam komik naratif dengan alasan-alasan yang ditemukan selama diskusi.

B. Materi Pembelajaran
1. Definition of narrative text
   Fictional text that tells about the past event which is told chronologically
2. Purpose.
To entertain, to gain and hold a reader's interest.

3. Generic Structure of a Narrative Text
a. Orientation: It is about the opening paragraph where the characters of the story are introduced.

b. Complication: Where the problems in the story developed.

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C. Metode Pembelajaran:
Three-phase technique

D. Kegiatan Pembelajaran

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<td>Apresepsi</td>
<td>- Mengondisikan siswa dan suasana belajar siswa&lt;br&gt;- Mengajak siswa berdoa sebelum memulai pelajaran&lt;br&gt;- Absensi kehadiran&lt;br&gt;- Menyampaikan tujuan pembelajaran&lt;br&gt;- Menyampaikan garis besar cakupan materi dan kegiatan yang akan digunakan.</td>
<td>5 menit</td>
</tr>
<tr>
<td>Inti</td>
<td>Observing and asking question</td>
<td>- Guru menjelaskan secara singkat materi tentang naratif teks yang sudah dipelajari sebelumnya.&lt;br&gt;- Guru memberikan siswa contoh komik naratif&lt;br&gt;- Guru meminta siswa untuk mengamati judul cerita dari media bergambar atau komik.&lt;br&gt;- Guru meminta siswa untuk menganalisis tiap teks dan ilustrasi</td>
<td>35 menit</td>
</tr>
</tbody>
</table>
| Collecting information | - Siswa menjelaskan prediski mereka mengenai isi cerita didepan guru dan siswa lainnya  
- Siswa mendiskusikan prediski yang sesuai dengan isi cerita yang sebenarnya  
- Siswa memperoleh *feedback* dari guru dan teman lainnya tentang fungsi social dan unsur kebahasaan yang disampaikan | 20 menit |
|------------------------|--------------------------------------------------------------------------------------------------|--------|
| Communicating          | - Siswa mendiskusikan makna dari isi cerita bersama guru dan siswa lainnya  
- Siswa mengemukakan pendapat mengenai isi cerita lewat prediksi dan analisis teks dan gambar dari cerita bergambar atau komik tersebut | 15 menit |
**Penutup**

- Guru bersama-sama peserta didik melakukan refleksi mengenai kegiatan pembelajaran yang telah dilakukan
- Guru memberitahukan kegiatan belajar yang akan dikerjakan pada pertemuan berikutnya

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<th>Teknik Penilaian</th>
<th>Bentuk Instrument</th>
<th>Instrument/Soal</th>
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</thead>
<tbody>
<tr>
<td>Siswa dapat menganalisis caerita dari judul dan gambar yang terdapat dalam komik</td>
<td>Tes lisan</td>
<td>Pertanyaan dari guru sebelum menerangkan tentang naratif teks</td>
<td>- Bila dilihat dari gambar-gambarnya, siapa saja tokoh dalam komik ini?</td>
</tr>
<tr>
<td>Siswa dapat mendiskusikan isi</td>
<td>Tes lisan</td>
<td>Pertanyaan dari guru setelah</td>
<td>- Menceritakan tentang apakah komik ini?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Berikan prediski tentang cerita ini</td>
</tr>
</tbody>
</table>

**E. Media/alat, bahan, dan sumber belajar**

1) Media/alat
   - Papan tulis
   - Spidol
   - Komik google.images dan pinterest

**F. Penilaian Pembelajaran**
cerita dengan mengungkapkan prediski cerita dan alasannya | siswa membaca komik tersebut | - Apakah prediksi kalian benar setelah membacanya?  
- Coba ceritakan kembali.  
- Pelajaran apa yang dapat diambil dari cerita ini?  

| Siswa dapat menjawab soal dengan pemahaman yang mereka miliki sebelumnya pada contoh komik yang diberikan | Test | Soal pilihan ganda |

G. Instrument

Find the correct answer!

This picture for question number 1 and 2
1. What kind of event were they going to celebrate?
   A. Saint Patrick’s Day   C. Festival of Holi
   B. Thai New Year Songkran   D. Chinese New Year

2. At the end of the story, what will they do first to prepare the celebration?
   A. They would make fireworks   C. They would clean up the village
   B. They would blow dragon air balloon   D. They would buy some flags

This picture is for question number 3 to 6

3. What is the moral value of the story?
   A. Don’t play any game
   B. Don’t believe in stranger
   C. Be sportive and playing fair
   D. Be greedy and grumpy

4. You must have **cheated!** (Panel 6) The underlined word is synonymous with…
A. Clever
B. Trickery
C. Hate
D. Diligent

5. Why did Calvin mad to Hobbes?
   Because…..
   A. Hobbes was playing fair
   B. Hobbes always won the game to play
   C. Hobbes lost the game
   D. Hobbes didn’t know how

6. What did the tiger advise to calm Calvin? The tiger advise him to…..
   A. Took everything easy because it just a game
   B. Took more practice
   C. Followed the tiger’s rules
   D. Be careful in life
Appendix 6

**Controlled class – Meeting 1**

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

Sekolah : SMP Negeri 2 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Alokasi Waktu : 2 x 40 menit

Standar Kompetensi : 11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan bertema yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

A. **Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat:

1. Siswa dapat mengidentifikasi karakteristik dan bagian-bagian naratif teks
2. Siswa mengemukakan pendapat mengenai interpretasi masing-masing dalam teks naratif
3. Siswa dapat menganalisis isi cerita dari naratif teks

B. **Materi Pembelajaran**

1. Definition of narrative text
   
   Fictional text that tells about the past event which is told chronologically

2. Purpose.
   
   To entertain, to gain and hold a readers' interest.

3. Generic Structure of a Narrative Text
b. Orientation  : It is about the opening paragraph where the characters of the story are introduced.

c. Complication  : Where the problems in the story developed.

d. Resolution  : Where the problems in the story is solved.

4. Example of narrative text

C. Metode Pembelajaran:

Three-phase technique

D. Kegiatan Pembelajaran

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| Pendahuluan      | Apresepsi           | - Mengondisikan siswa dan suasana belajar siswa  
|                  |                     | - Mengajak siswa berdoa sebelum memulai pelajaran  
|                  |                     | - Absensi kehadiran  
|                  |                     | - Menyampaikan tujuan pembelajaran  
|                  |                     | - Menyampaikan garis besar cakupan materi dan kegiatan yang akan digunakan.  | 5 menit|
| Inti             | Observing and asking question | - Siswa memperhatikan contoh naratif teks yang diberikan guru  
|                  |                     | - Guru menyampaikan materi naratif seperti definisi, tujuan, karakteristik dan naratif teks.  
|                  |                     | - Guru menampilkan video naratif  
|                  |                     | - Guru bertanya seputar video  | 35 menit|
|                  | Collecting information | - Guru meminta siswa untuk membuat kelompok  
|                  |                     | - Siswa diberikan potongan teks yang dipecah menjadi paragraph  
|                  |                     | - Bersama kelompok yang sudah dibuat  | 20 menit|
sebelumnya, siswa diminta untuk menyusun potongan teks dan menentukan generic strukturnya

| Communicating | - Siswa mempresentasikan hasil diskusi kelompok tadi di depan kelas  
|               | - Guru bertanya kepada siswa lainnya tentang pelajaran yang dapat diambil dari cerita yang telah disampaikan teman mereka  
| Penutup       | - Guru bersama-sama peserta didik melakukan refleksi mengenai kegiatan pembelajaran yang telah dilakukan  
|               | - Guru memberitahukan kegiatan belajar yang akan dikerjakan pada pertemuan berikutnya  

<table>
<thead>
<tr>
<th>Indicator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrument</th>
<th>Instrument/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa dapat mengidentifikasi karakteristik, bagian-bagian dan</td>
<td>Tes lisan dan tertulis</td>
<td>Pertanyaan dari guru sebelum menceritakan tentang naratif</td>
<td>- Apakah sudah ada yang tahu tentang narrative teks sebelumnya?</td>
</tr>
</tbody>
</table>

E. Media/alat, bahan, dan sumber belajar

1) Media/alat
- Papan tulis
- Spidol
- Komik google.images dan pinterest

F. Penilaian Pembelajaran
genre dari naratif teks | teks | Salah satu contoh cerita narrative teks itu seperti kisah cinderela, selain itu apa lagi contohnya? - Guru memberikan tugas: susunlah potongan kalimat ini menjadi naratif teks yang baik!

<table>
<thead>
<tr>
<th><strong>G. Instrument</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Clever Monkey</td>
</tr>
</tbody>
</table>

Once upon a time, there was a clever monkey. He lived on a beautiful island, in an apple tree. One day, a crocodile swam to the island. ‘I’m hungry,’ he said. So the monkey threw a red apple to the crocodile. The crocodile munched and munched. The next day, the crocodile came back. ‘Please, may I have two apples?’ he asked. He ate one and gave one to his wife.

The crocodile went to see the monkey every day, to listen to his tales and eat his apples. He wanted to be clever, just like the monkey. The crocodile’s wife had an idea. ‘Why don’t you eat his heart? Then you’ll be clever, just like him!’ The next day, he said to the monkey, ‘Come to my house! We’ll have lunch together, to thank you for the apples.’ But when he arrived, the crocodile snapped and said, ‘Monkey! I want to eat your heart, so I can be as clever as you!’ The clever monkey thought quickly and said, ‘But... I haven’t got my heart here. It’s on the island, in the apple tree.’

They all went back to the island. ‘Wait here, and I will get my heart,’ said the monkey. The monkey quickly climbed the tree and sat at the top. ‘Oh, Crocodile. You are greedy. Of course you can’t have my heart. And now, you can’t have my apples!’ And the clever monkey laughed and laughed!

<table>
<thead>
<tr>
<th><strong>A. Find out!</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orientation :</td>
</tr>
<tr>
<td>2. Complication:</td>
</tr>
<tr>
<td>3. Resolution:</td>
</tr>
</tbody>
</table>
B. What’s the order?
Read the story and put the sentences in order.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The crocodile told the monkey that he wanted to eat his heart.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The monkey quickly climbed the tree.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The crocodile was hungry.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The crocodile and his wife invited the monkey to lunch.</td>
<td></td>
</tr>
</tbody>
</table>

C. Choose the answer!
What do you think is the moral of the story? Circle the best answer.

- a. Don’t try to help people in case they try to trick you.
- b. You should ask your friend to give you lots of things.
- c. Don’t be jealous of your friends.

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Tangerang Selatan, 9 Agustus 2018
Guru Mata Pelajaran B. Inggris

Rossa Junia Utami
NIM. 1113014000042
Controlled class – Meeting 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Negeri 2 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Alokasi Waktu : 2 x 40 menit

Standar Kompetensi : 11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan bertema yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.

A. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:
1. Siswa dapat menjelaskan makna yang terkandung dalam teks naratif kepada guru dan siswa lainnya.
2. Siswa dapat mengemukakan pendapat mengenai interpretasi cerita dalam teks naratif berbentuk komik.
3. Siswa dapat menganalisis isi cerita dari komik naratif.
4. Siswa dapat menghubungkan isi cerita dengan kehidupan nyata atau sehari-hari.
5. Siswa dapat memprediski isi cerita dalam komik naratif dengan alasan-alasan yang ditemukan selama diskusi.

B. Materi Pembelajaran

1. Definition of narrative text
   Fictional text that tells about the past event which is told chronologically
2. Purpose.
To entertain, to gain and hold a readers’ interest.

3. Generic Structure of a Narrative Text
   b. Orientation: It is about the opening paragraph where the characters of the story are introduced.
   c. Complication: Where the problems in the story developed.
   d. Resolution: Where the problems in the story is solved.

C. Metode Pembelajaran:
   Three-phase technique

D. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Tahapan</th>
<th>Langkah-langkah</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>Apresepsi</td>
<td>- Mengondisikan siswa dan suasana belajar siswa</td>
<td>5 menit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mengajak siswa berdoa sebelum memulai pelajaran</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Absensi kehadiran</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Menyampaikan tujuan pembelajaran</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Menyampaikan garis besar cakupan materi dan kegiatan yang akan digunakan.</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td>Observing and asking question</td>
<td>- Guru menjelaskan secara singkat materi tentang naratif teks yang sudah dipelajari sebelumnya.</td>
<td>35 menit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Guru memberikan siswa contoh teks naratif</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Siswa diminta untuk bertanya tentang apa teks naratif yang kurang mereka pahami</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Guru mendiskusikannya dengan siswa lain dan memberikan arahan yang tepat tentang jawaban tersebut</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 menit</td>
<td>Collecting information - Guru meminta siswa untuk membuat teks naratif pendek dengan tema yang telah ditentukan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 menit</td>
<td>Communicating - Guru meminta salah satu siswa untuk membacakan karyanya didepan siswa lainnya - Guru bertanya tentang language features, generic structure dan pesan moral yang terdapat pada cerita siswa tersebut</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 menit</td>
<td>Penutup - Guru bersama-sama peserta didik melakukan refleksi mengenai kegiatan pembelajaran yang telah dilakukan</td>
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<td></td>
</tr>
</tbody>
</table>

E. Penilaian Pembelajaran

<table>
<thead>
<tr>
<th>Indicator Pencapaian Kompetensi</th>
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<th>Bentuk Instrument</th>
<th>Instrument/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa dapat membuat teks naratif</td>
<td>Tes lisan</td>
<td>Uraian</td>
<td>- Buatlah teks narrative pendek.</td>
</tr>
</tbody>
</table>

Tangerang Selatan, 9 Agustus 2018
Guru Mata Pelajaran B.Inggris

Rossa Junia Utami
NIM. 1113014000042
Controlled class – Meeting 3
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMP Negeri 2 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Alokasi Waktu : 2 x 40 menit

Standar Kompetensi : 11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan bertema yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.

A. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
1. Siswa dapat mengetahui language features of narrative text.
2. Siswa dapat mengetahui penggunaan struktur kalimat dalam teks naratif.
3. Siswa dapat mengemukakan pendapat mengenai interpretasi cerita dalam teks naratif.
4. Siswa dapat menganalisis isi cerita dalam teks naratif dan menghubungkannya ke kehidupan nyata atau sehari-hari.

B. Materi Pembelajaran
1. Definition of narrative text
   Fictional text that tells about the past event which is told chronologically
2. Purpose.
   To entertain, to gain and hold a readers’ interest.
3. Language features of narrative text
   b. Using adverb of time such as Once upon a time, one day, etc.
c. Using time conjunction such as *when, then, suddenly, etc.*

d. Using specific character. The character of the story is specific, not general.
   For example: Cinderella, Snow White, Alibaba, etc.
   a. Using action verbs such as *killed, dug, walked, etc.*
   b. Simple past Tense

\[
\begin{align*}
(+) & \ S + V2 + O + \text{Adverb of time} \\
& I \ went \ to \ Jakarta \ yesterday
\end{align*}
\]

\[
\begin{align*}
(-) & \ S + \text{Did not} + V1 + O + \text{Adverb of time} \\
& I \ did \ not \ go \ to \ Jakarta \ yesterday
\end{align*}
\]

\[
\begin{align*}
(?) & \ did + s + V1 + O + \text{Adverb of time} ? \\
& did \ you \ go \ to \ Jakarta \ yesterday?
\end{align*}
\]

C. Metode Pembelajaran:
Three-phase technique

D. Kegiatan Pembelajaran

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<td></td>
<td></td>
<td>- Menyampaikan garis besar cakupan materi dan kegiatan yang akan digunakan.</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td>Observing and asking question</td>
<td>- Siswa diberikan contoh kalimat</td>
<td>21 menit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Guru menanyakan kepada siswa hal yang berkaitan dengan contoh kalimat tersebut</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Siswa saling berdiskusi mengenai</td>
<td></td>
</tr>
<tr>
<td>Kalimat Tersebut</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>--------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Siswa menyimak <em>language features</em> yang dijelaskan oleh guru</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collecting Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Siswa diminta untuk mengerjakan <em>worksheet</em> yang telah diberikan guru</td>
</tr>
<tr>
<td>- Siswa mengerjakan dengan berdiskusi dan mengisi structure apa yang tepat untuk melengkapi worksheet tersebut</td>
</tr>
<tr>
<td>30 menit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communicating</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Siswa diminta untuk mempersentasikan worksheet yang sudah didiskusikan dan disusun tadi ke depan kelas</td>
</tr>
<tr>
<td>- Guru mengarahkan dan member tahu jawaban yang sesuai</td>
</tr>
<tr>
<td>20 menit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Penutup</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru bersama-sama peserta didik melakukan refleksi mengenai kegiatan pembelajaran yang telah dilakukan</td>
</tr>
<tr>
<td>- Guru memberitahukan kegiatan belajar yang akan dikerjakan pada pertemuan berikutnya</td>
</tr>
<tr>
<td>5 menit</td>
</tr>
</tbody>
</table>

**E. Media/alat, bahan, dan sumber belajar**

1) Media/alat
   - Papan tulis
   - Spidol
   - Komik google.images dan pinterest

**F. Penilaian Pembelajaran**
The Sneaky Rabbit

One night, when the moon was very bright, Rabbit was resting near a pond. He was very tired and wanted to go to sleep, but he was scared the tiger was going to eat him up. Rabbit tried and ______ (try) to stay awake. He looked up at the sky and ______ (start) to count the stars. Soon Rabbit was fast asleep.

Suddenly, a loud booming voice ______ (wake) him up. It was Tiger! “Aha! Now I’ve got you, little Rabbit! You’ll be perfect in my soup!” Rabbit was very ______ (frighten), but he had an idea. He ______ (look) in the water and ______ (see) the reflection of the moon. It looked like a big lump of cheese. He ______ (move) his mouth, pretending to eat, and said, “Mmm yum yum yum yum. Ah, Tiger, I’m happy to see you. Yum yum yum. Come and share this delicious white cheese with me. Yum yum yum. I’m keeping it fresh for you in the pond.”

Tiger ______ (love) white cheese. He licked his lips. “Mmm yum. I can see the cheese, but how do you get it out of the pond?” he asked. “Easy!” said Rabbit. “I tie this stone around my foot and jump in. Do you want to try?”

Tiger ______ (tie) the stone around his foot and jumped into the pond. Splash! Rabbit ran away, saying, ‘Ha ha! Now you’re the one in the soup!’ And I’ve ______ (hear) that Tiger is still trying to get out of the pond.

A. What’s the order?
Listen the story and put the sentences in order.

Tiger wanted to put Rabbit in his soup.

He told Tiger that the moon was white cheese.
Rabbit was resting near a pond. 

Tiger jumped in the pond and Rabbit ran away.

Suddenly, a loud voice woke him up.

Rabbit told Tiger to tie a stone around his foot and jump in the pond.

Tiger wanted to know how to get the cheese out of the pond.

Rabbit saw the moon in the pond.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rabbit was resting near a pond.</td>
</tr>
<tr>
<td></td>
<td>Tiger jumped in the pond and Rabbit ran away.</td>
</tr>
<tr>
<td></td>
<td>Suddenly, a loud voice woke him up.</td>
</tr>
<tr>
<td></td>
<td>Rabbit told Tiger to tie a stone around his foot and jump in the pond.</td>
</tr>
<tr>
<td></td>
<td>Tiger wanted to know how to get the cheese out of the pond.</td>
</tr>
<tr>
<td></td>
<td>Rabbit saw the moon in the pond.</td>
</tr>
</tbody>
</table>

B. True or False?
Listen to the story. Circle true or false for these sentences.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Rabbit was very tired. (TRUE  FALSE)</td>
</tr>
<tr>
<td>b.</td>
<td>Tiger found Rabbit and woke him up. (TRUE  FALSE)</td>
</tr>
<tr>
<td>c.</td>
<td>Rabbit thought the sun looked like cheese. (TRUE  FALSE)</td>
</tr>
<tr>
<td>d.</td>
<td>Tiger pretended to eat the cheese. (TRUE  FALSE)</td>
</tr>
<tr>
<td>e.</td>
<td>Rabbit told Tiger the cheese was in the pond. (TRUE  FALSE)</td>
</tr>
<tr>
<td>f.</td>
<td>Tiger hated white cheese. (TRUE  FALSE)</td>
</tr>
<tr>
<td>g.</td>
<td>Tiger jumped into the pond with a stick. (TRUE  FALSE)</td>
</tr>
<tr>
<td>h.</td>
<td>Tiger couldn’t get out of the pond. (TRUE  FALSE)</td>
</tr>
</tbody>
</table>
C. Write and draw!
How can tiger get out of the pond? Imagine how he does it.
Draw a picture and write about it!
Appendix 7

Pre-Test Instrument

Text 1 for questions 1 to 4

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn’t have enough money to take Snow White.

Snow White didn’t want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, “What is your name?” Snow White said, “My name is Snow White.” Then, Snow White told the dwarfs the whole story.

The dwarfs said, “If you want, you may live here with us.” Snow White answered, “Oh, could I? Thank you.” Finally, Snow White and the seven dwarfs lived happily ever after.

1. Why snow white ran away to the woods?
   A. Her parents passed away
   B. Her uncle was angry with her
   C. Snow white was happy to run away
   D. Her uncle and aunt would go to America

2. When did Snow White run away to the woods?
   A. In the morning
   B. In the afternoon
   C. In the evening
   D. In the full moon

3. Where did Snow White live after she ran away to the woods?
   A. She lived in the cave
   B. She lived in the dwarfs’ cottage
C. She lived in the lion nest
D. She lived everywhere in the woods

4. “Then she saw a little ____” (Paragraph 1). The underline word has synonym…
   A. A big tree
   B. A small house
   C. A big city
   D. A small city

This text is for questions number 5 to 7

**Goldilocks and the Three Bears**

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry.

‘This porridge is too hot! This porridge is too cold! This porridge is just right!’ Goldilocks ate all the porridge. Goldilocks was very tired. She went upstairs. ‘This bed is too hard! This bed is too soft! This bed is just right!’

Soon, the bears came home.

‘Someone’s been eating my porridge!’ said Daddy Bear.

‘Someone’s been eating my porridge!’ said Mummy Bear.

‘Someone’s been eating my porridge - and it’s all gone!’ said Baby Bear.

‘Someone’s been sleeping in my bed!’ said Daddy Bear.

‘Someone’s been sleeping in my bed!’ said Mummy Bear.

‘Someone’s been sleeping in my bed - and she’s still there!’ said Baby Bear.

Goldilocks woke up and saw the three bears. ‘Help!’ She ran downstairs and into the forest. She never came back again.

5. How did Goldilocks look like?
   A. She had brown hair and pointed nose
   B. She had slant-eyed and pointed nose
   C. She had curly golden hair
   D. She had golden hair

6. What did Goldilocks found after she went inside the house?
   A. She found three books
B. She found a key and some foods
C. She found three bowls of porridge and three beds
D. She found three beds and three clothes

7. What is the moral value of the story?
   A. Be a polite person
   B. Don’t go to Bear’s house
   C. Be a greedy person
   D. Don’t be hungry

The text is for number 8 to 10

A mouse was having a very bad time. She could find no food at all. She looked here and there, but there was no food, and she grew very thin.

At last the mouse found a basket, full of corn. There was a small hole in the basket, and she crept in. She could just get through the hole. Then she began to eat the corn. Being very hungry, she ate a great deal, and went on eating and eating. She had grown very fat before she felt that she had had enough. When the mouse tried to climb out of the basket, she could not. She was too fat to pass through the hole. “How shall I climb out?” said the mouse. “Oh how shall I climb out?” Just then a rat came along, and he heard the mouse. “Mouse,” said the rat, “If you want to climb out of the basket, you must wait till you have grown as thin as you were when you went in.”

8. Why could the mouse not climb the basket?
   A. She still needed more food
   B. She was too fat to pass the hole
   C. She was too thin to climb out the basket
   D. A rat prevented her to go out from the basket

9. What did the rat advice? He advises her to….
   A. Try to climb out again
   B. Wait for his help
   C. Wait till her body grew thin as she passed the hole
   D. Wait till somebody found her, then helped her

10. What can we learn from the story above?
    A. Don’t be stingy
    C. Don’t be greedy
This text is for number 11 to 15

The Princess and the Dragon

Once upon a time there was a king and queen who lived in a golden castle with their beautiful daughter. One night an ugly ogre captured the beautiful princess and locked her up in his tall, dark tower.

'Help me!'

'Roar!'

The king and queen were very sad. They promised to give a bag of gold to the knight that rescued the princess. 'Please save our princess!'

'We’ll save the princess!' All the knights in the land wanted to rescue the princess. They rode to the tower as fast as they could.

'Help me!'

'Roar!'

The ugly ogre roared with anger when he saw the knights. His roar was so scary that they rode away as fast as they could. One day a friendly dragon was flying over the ogre’s tower when he heard the princess cry for help. 'Help me!'

The dragon flew down to the tower, took a big fiery breath and blew the ogre far away over the mountains and into the ocean.

'Come with me, princess. Don’t be scared!'

'Thank you for saving me.'

'My pleasure, princess.' The dragon rescued the princess from the tower and gently put her on his strong back. They flew high in the sky. They flew over the tower and the castle, over the mountains and caves, and out towards the deep blue ocean.

'Whee! I can fly!'

The dragon and the princess flew to the castle. The king and queen were so happy to see the princess they gave the dragon the bag of gold. They all lived happily ever after.

'Thank you for saving our princess!'
‘My pleasure!’

11. What did the king and queen ask to the knights?
   A. They asked the knights to burn the ogre
   B. The knight asked to marry the princess
   C. They asked the knights to save their daughter
   D. The knight went to the dragon tower

12. What helped the princess free?
   A. The knights did
   B. The dragon did
   C. The king and the queen did
   D. the ogre himself

13. How did the dragon rescue the princess?
   A. He burned the ogre’s tower
   B. He blow a fire and made the ogre run into the ocean
   C. He waited until the ogre fall asleep
   D. He killed the ogre

14. What did the king and queen give to the dragon in return their daughter?
   A. A pocket of gold
   B. A bag of diamond
   C. A pocket of silver
   D. A bag of money

15. At the end of the story, how was the royal family feel?
   A. Angry
   B. Sad
   C. Happy
   D. Disappointed

This text for number 16 to 19

The Lazy Bear

It’s spring in the forest. The snow has gone, leaves are growing and the animals are waking up. Bruno the bear is still asleep. He doesn’t know that it’s spring.

‘Listen! Bruno is snoring!’

Now it’s summer. It’s warm and the animals are having lots of fun. But where’s Bruno?
Bruno is still asleep. He doesn’t know that it’s summer. Now it’s autumn. The leaves are turning red, yellow and orange. The animals are getting ready for
winter. But where’s Bruno? Bruno is still asleep. He doesn’t know that it’s autumn. Now it’s winter. You can’t see the animals. They’re all asleep in their warm homes. But where’s Bruno?

‘What a nice, long sleep. Snow! It’s winter! I’m all alone.’

It’s spring again. The animals are very happy. They’re having a party. But where’s Bruno?

‘Bruno!’ Bruno is awake at last. Now he knows that it’s spring.

16. What is the purpose of the text above?
A. To tell us how to write a story
B. To inform what happened in the past
C. To retell about bear’s sleeping habit
D. To amuse readers with an actual or vicarious experience

17. How many seasons do the bear spend to sleep?
A. Five (Spring, Summer, Autumn, Winter, Spring)
B. Four (Spring, Summer, Autumn, Winter)
C. Three (Spring, Summer, Autumn)
D. Two (Winter and Spring)

18. What did the animals do when the winter come?
A. They were falling asleep in their warm house
B. They were having a party
C. They worked for their family
D. They gathered in Bruno’s house

19. How the spring is?
A. It comes when the leaves growing and the animal wake up from their long sleep
B. It comes when the leaves turn to red, yellow or orange
C. It comes when the sun shines so brightly
D. It comes when snow start to fall
The Great Race

A long time ago in China lived the Jade Emperor. It was his birthday. He wanted to measure time to know how old he was. All the animals arrived. The Emperor decided to have a race to give a name to each year of the Chinese Zodiac. The rat and the cat couldn’t swim very well. ‘Can you take us across the river?’

‘Yes, jump on quick!’ They swam across the river. Then the rat pushed the cat into the water and jumped onto land.

‘Well done, rat! The first year will be the Year of the Rat and the second will be the Year of the Ox.

‘Look! Here’s the tiger. He’s very tired. The third year will be the Year of the Tiger.

‘The rabbit can’t swim but he’s very clever. The fourth year will be the Year of the Rabbit.

‘Why are you late, dragon? You can fly!’

‘I had to make some rain for thirsty people to drink.’

‘Well done! The fifth year is the Year of the Dragon.

‘What’s this? I can hear a horse. No, it’s a snake. So the snake has the sixth year.

‘Well done! It is good to see you working together! The goat is eighth, the monkey is ninth and the rooster is tenth.’

‘Sorry I’m late. The water is clean and I needed a bath.’

‘The eleventh is the Year of the Dog.

‘You are the last.’ ‘Yes, I had to eat and sleep on the way.’

‘The last is the Year of the Pig.’ And that is how the Emperor chose the animals for the Chinese Zodiac.

20. What did the emperor do to know how old he is?

A. He saw the calendar

B. He counted the year

C. He held a race between the animal

D. He asked the fortune teller
21. How many animal that joined the race?
   A. Thirteen  C. Twelve
   B. Fourteen  D. Eleven

22. What did the rat do to get the first place?
   A. He worked together with goat and monkey
   B. He swam across the river and the cat helped him to get to the land
   C. He made some rain for the villager
   D. He cleaned himself

23. Who was the twelve in the competition?
   A. Tiger  C. Dragon
   B. Pig  D. Rabbit

24. After he held the race, what did the emperor get?
   A. He got a prize from the animals
   B. He knew each year of the Chinese Zodiac
   C. He became older
   D. The animals let the emperor lived in the forest

25. “The rabbit can’t swim but he’s very clever” The underlined word is synonymous with….
   A. Diligent  C. Kind Hearted
   B. Honest  D. Smart

GOOD LUCK
## ANSWER KEY

(Pre-Test)

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Appendix 8

Post-Test Instrument

This text is for question number 1 to 5

Jack and the Beanstalk

Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow. One morning, Jack’s mother told Jack to take their cow to market and sell her. On the way, Jack met a man. He gave Jack some magic beans for the cow. Jack took the beans and went back home. When Jack’s mother saw the beans she was very angry. She threw the beans out of the window.

The next morning, Jack looked out of the window. There was a giant beanstalk. He went outside and started to climb the beanstalk. He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside. Jack heard a voice. ‘Fee, fi, fo, fum!’ Jack ran into a cupboard.

An enormous giant came into the room and sat down. On the table there was a hen and a golden harp. ‘Lay!’ said the giant. The hen laid an egg. It was made of gold. ‘Sing!’ said the giant. The harp began to sing. Soon the giant was asleep. Jack jumped out of the cupboard. He took the hen and the harp. Suddenly, the harp sang, ‘Help, master!’ The giant woke up and shouted, ‘Fee, fi, fo, fum!’ Jack ran and started climbing down the beanstalk. The giant came down after him. Jack shouted, ‘Mother! Help!’ Jack’s mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again. With the golden eggs and the magic harp, Jack and his mother lived happily ever after.

1. Why did Jack go to the market and sell the cow?
   A. He and her mother didn’t like the cow
   B. The cow was very lazy
   C. They need money to survived their live
   D. Because they have many cow

2. Why did Jack’s mother angry?
A. Because jack exchanged the cow with beans
B. Because jack sold the cow
C. Because they were poor
D. Because she was starving

3. What did jack find in the next morning?
   A. His cow was back
   B. A giant beanstalk and the big castle in the end of it
   C. His mother was disappear
   D. A man who give him the beans

4. What did happen in the castle?
   A. Jack was fight with the giant
   B. The giant was afraid of jack
   C. Jack saw a giant who has magic hen and magic harp
   D. A wizard giant who spell “abracadabra”

5. What happened to the giant after jack’s mother cut down the beanstalk?
   A. He lived with jack and his mother
   B. He killed jack and his mother
   C. He crashed to the ground and no one ever saw him again
   D. He fell down and died

This text is for question number 6 to 10

The Ugly Duckling

Mummy Duck lived on a farm. In her nest, she had five little eggs and one big egg. One day, the five little eggs started to crack. Tap, tap, tap! Five pretty, yellow baby ducklings came out. Then the big egg started to crack. Bang, bang, bang! One big, ugly duckling came out. ‘That’s strange,’ thought Mummy Duck. Nobody wanted to play with him. ‘Go away,’ said his brothers and sisters. ‘You’re ugly!’ The ugly duckling was sad. So he went to find some new friends.

‘Go away!’ said the pig.

‘Go away!’ said the sheep.

‘Go away!’ said the cow.

‘Go away!’ said the horse.
No one wanted to be his friend. It started to get cold. It started to snow! The ugly duckling found an empty barn and lived there. He was cold, sad and alone. Then spring came. The ugly duckling left the barn and went back to the pond. He was very thirsty and put his beak into the water. He saw a beautiful, white bird! ‘Wow!’ he said. ‘Who’s that?’

‘It’s you,’ said another beautiful, white bird.

‘Me? But I’m an ugly duckling.’

‘Not any more. You’re a beautiful swan, like me. Do you want to be my friend?’

‘Yes,’ he smiled. All the other animals watched as the two swans flew away, friends forever.

6. How many eggs in the mummy duck’s nest?
   A. Five little eggs       C. Five big eggs and one little egg
   B. Seven little eggs     D. Five little eggs and one big egg

7. Why did animals in the farm avoid the big egg after its crack?
   A. Because he was big     C. Because he was ugly
   B. Because he was arrogant D. Because he was short

8. What did the ugly duckling see in the water?
   A. A beautiful white bird C. A yellow duck
   B. An ugly duckling       D. A fish

9. What happened to the ugly duckling at the end of the story?
   A. He lived in the empty barn near the pond
   B. He become a beautiful swan
   C. He look for another friend
   D. He comeback to his brothers and sisters

10. What can we learn from the story above?
    A. Don’t be anyone friends
    B. Don’t make friends with ugly duck
    C. Don’t judge someone based on their look
    D. Don’t be a liar
Once upon a time, there was a clever monkey. He lived on a beautiful island, in an apple tree. One day, a crocodile swam to the island. ‘I’m hungry,’ he said. So the monkey threw a red apple to the crocodile. The crocodile munched and munched. The next day, the crocodile came back. ‘Please, may I have two apples?’ he asked. He ate one and gave one to his wife.

The crocodile went to see the monkey every day, to listen to his tales and eat his apples. He wanted to be clever, just like the monkey. The crocodile’s wife had an idea. ‘Why don’t you eat his heart? Then you’ll be clever, just like him!’

The next day, he said to the monkey, ‘Come to my house! We’ll have lunch together, to thank you for the apples.’ But when he arrived, the crocodile snapped and said, ‘Monkey! I want to eat your heart, so I can be as clever as you!’

The clever monkey thought quickly and said, ‘But... I haven’t got my heart here. It’s on the island, in the apple tree.’ They all went back to the island. ‘Wait here, and I will get my heart,’ said the monkey. The monkey quickly climbed the tree and sat at the top. ‘Oh, Crocodile. You are greedy. Of course you can’t have my heart. And now, you can’t have my apples!’ And the clever monkey laughed and laughed!

11. Why did the crocodile back to the monkey’s island?
   A. He asked for apples
   B. He wanted to eat the monkey
   C. He wanted to lived there
   D. He wanted to talk with the monkey

12. What did the crocodile’s wife idea?
   A. She wanted to have the apple tree
   B. She invited the monkey’s to their house and eat monkey’s heart
   C. She invited the monkey’s to have dinner and eat monkey’s brain
   D. She wanted to be monkey’s friend too

13. What did the crocodile want?
   A. He wanted to be clever like monkey
B. He wanted to have the apples tree  
C. He wanted to know the monkey’s secret  
D. He wanted to live in monkey’s island

14. How was the story end?  
A. The crocodile cannot eat the apples anymore  
B. The crocodile was died  
C. The crocodile and the monkey’s lived in the island together  
D. The crocodile never come back to the island

15. What can we learn from the story above?  
A. Be honest person  
B. Be kind person  
C. Don’t be greedy  
D. All the choices is true

The text is for number 16 to 20

The Magic Paintbrush

Rose loved drawing. She was very poor and didn’t have pens or pencils. She drew pictures in the sand with sticks. One day, an old woman saw Rose and said, ‘Hello! Here’s a paintbrush and some paper for you.’ ‘Thank you!’ smiled Rose. She was so happy. ‘Hmmm, what can I paint?’ she thought. She looked around and saw a duck on the pond. ‘I know! I’ll paint a duck!’

So she did. Suddenly, the duck flew off the paper and onto the pond. ‘Wow!’ she said. ‘A magic paintbrush!’ Rose was a very kind girl and she painted pictures for everyone in her village. She painted a cow for the farmer, pencils for the teacher and toys for all the children. The king heard about the magic paintbrush and sent a soldier to find Rose. ‘Come with me,’ said the soldier. ‘The king wants you to paint some money for him.’

‘But he’s already rich,’ said Rose. ‘I only paint to help poor people.’

But the nasty soldier took Rose to the king. ‘Paint me a tree with lots of money on it,’ he shouted. Rose was brave and said, ‘No!’ So the king sent her to prison. But Rose painted a key for the door and a horse to help her escape. The
king chased after her. So she painted a big hole, and splat! The king fell in. Today, Rose only uses her magic paintbrush to help people who really, really need help.

16. What did the old woman give to Rose?
   A. Pens and pencils
   C. Sticks and paper
   D. A paintbrush and some paper
   E. A magic paper and pencils

17. What Rose did using the magic paintbrush?
   A. She made herself rich
   B. She helped everyone by draw a picture
   C. She showing off her drawing skill
   D. She broke the magic paintbrush

18. What kind of person Rose is?
   A. She is a liar
   B. She is a kind-hearted and brave girl
   C. She is an arrogant girl
   D. She is a coward girl

19. Why did Rose refuse to help the king?
   A. Because the king was poor
   B. Because the king was very kind
   C. Because the king was grumpy
   D. Because the king was greedy for money

20. What can we learn from the text?
   A. It is good to be kind and help each other
   B. It is not good to be envious to others
   C. It is good to keep your promise
   D. It is good to be honest person
This text is for number 21 to 22

The Lion and the Mouse

A lion was asleep in the sun one day. A little mouse came out to play. The little mouse ran up the lion’s neck and slid down his back. The lion caught him with a great big smack!

‘I’m going to eat you!’ the lion roared, his mouth open wide.

‘No, no, please don’t!’ the little mouse cried. ‘Be kind to me and one day I’ll help you.’

‘I’m a lion! You’re a mouse! What can you do?’ The lion laughed, very hard, and the mouse ran away. But the mouse was out walking the very next day. He heard a big roar, and squeaked when he saw the king of the jungle tied to a tree. But the mouse had a plan to set him free. The mouse worked quickly and chewed through the rope. The lion said, ‘Oh little mouse, I had no hope. You were right, little mouse – thank you, I’m free. You’re the best friend there ever could be!’

21. The story mainly tells us about…..
   A. A lion who eat a mouse which already help him
   B. A friendship between lion and mouse
   C. A naughty mouse
   D. The evil lion king

22. What did the mouse do when he hear the lion’s big roar?
   A. The mouse let the lion hang on the tree
   B. The mouse laughed after he see the lion on a trap
   C. The mouse did not care about the lion
   D. The mouse chewed the rope of lion’s trap

This text for number 23 to 35

Ali and the Magic Carpet

One very hot day Ali finds a carpet in his uncle’s shop. ‘What’s this?’ Suddenly the carpet jumps! It moves and flies off into the air.

‘Hey! What’s happening?’ A loud booming voice comes from the carpet.

‘Welcome, O master. I am a magic carpet.’ First they fly high up into the sky and then they land in a jungle. It is hot and wet and it’s raining. ‘It’s raining! Yuck!’
Then they fly to the desert. It is very, very hot and dry. ‘It is very, very hot today!’

After that they fly to the South Pole. There is lots of ice and snow. It’s freezing.

‘Brrr!’

‘Where are we now? I can’t see!’

‘In the mountains. Can you see me?’

‘It’s very foggy.’ Then they fly to a forest. It’s very windy there.

‘Oh, it’s windy in the forest!’

Then they fly to an island in the sea. There is thunder and lightning.

‘Aaagh! Let’s go home!’ ‘What a storm!’

Finally they fly back home. The carpet lands in the shop and Ali gets off. ‘Wow! What an adventure!’

23. Where did Ali find the magic carpet?
   A. In the desert   C. In his uncle’s house
   B. In his house   D. In his uncle’s shop

24. How many places that Ali visit with the carpet? What are they?
   A. Six, they were jungle, desert, south pole, mountains, forest and an island
   B. Seven, they were jungle, desert, south pole, mountains, forest, an island and uncle’s shop
   C. Three, they were jungle, desert, south pole
   D. Eight, they were shop, jungle, desert, south pole, mountains, forest, an island and uncle’s shop

25. How did the South Pole look like?
   A. It is wet and raining
   B. It is windy and foggy
   C. It is very hot and dry
   D. It is freezing with lots of ice and snow

GOOD LUCK
# ANSWER KEY

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Appendix 9

Surat Bimbingan skripsi
Dosen Pembimbing 1

KEMENTERIAN AGAMA
UIN JAKARTA
FITK

FORM (FR)

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.1/KM.01.3/2.../2018
Lamp. : 1 bundel proposal skripsi
Hal : Bimbingan Skripsi

Jakarta, 22 Februari 2018

Kepada Yth.

Drs. Nasrun Mahmud, M.Pd.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu’alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing 1 (materi/teknis) penulisan skripsi mahasiswa:

Nama : Rossa Junia Utami
NIM : 1113014000042
Jurusan : Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Judul Skripsi : The Effectiveness of Using Comic Strips on Students’ Reading Comprehension of Narrative Text (A Quasi-Experimental Study at the Second Grade Students of SMPN 2 Tangerang Selatan)


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Waassalamu’alaikum wr.wb.

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.

H.F. Dekan
Pendidikan Bahasa Inggris

[Signature]

[Stamp: UIN Jakarta]
SURAT BIMBINGAN SKRIPSI

Jakarta, 22 Februari 2018

Kepada Yth.

Atik Yuliani, MA, TESOL
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

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Semester : X (Sepuluh)
Judul Skripsi : The Effectiveness of Using Comic Strips on Students’ Reading Comprehension of Narrative Text (A Quasi-Experimental Study at the Second Grade Students of SMPN 2 Tangerang Selatan)


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.

[Signature]

Kepala Pendidikan Bahasa Inggris

[Stamp]
Appendix 10

Surat Izin Permohonan Penelitian

Kepada Yth.
Kepala SMP Negeri 2 Tangerang Selatan di Tempat

Assalamu'alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,
Nama : Rossa Junia Utami
NIM : 1113014000042
Jurusan : Pendidikan Bahasa Inggris
Semester : 10 (Sekolahan)
Judi Skripsi : The Effectiveness of Using Comic Strips in Teaching Reading Comprehension of Narrative Text.

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun Skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolahan/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimudud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.
Wassalamu'alaikum wr.wb.

a/n Dekan

[Signature]

Dr. Aisyah, M.Pd.
NIP. 1950050912009011008

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
Appendix 11

Surat Keterangan Penelitian

PEMERINTAH KOTA TANGERANG SELATAN
DINAS PENDIDIKAN DAN KEBUDAYAAN

SMP NEGERI 2
SEKOLAH STANDAR NASIONAL
Jl. Cirondot Raya No. 2 Ciputat Timur Kota Tangerang Selatan 15419
Telp. 021 – 740 1084, Fax. 021 – 740 2310 Email info@smp2tangsel.com Website: www.smp2tangsel.com

SURAT KETERANGAN
NOMOR: 070/199/SMPN 2/2018

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Kota Tangerang Selatan
dengan ini menerangkan:

Nama: ROSSA JUNIA UTAMI
NIM: 1113014000042
Progam Studi: Pendidikan Bahasa Inggris
Jenjang Pendidikan: S1
Perguruan Tinggi: Universitas Islam Negeri Jakarta

Nama tersebut di atas benar telah melakukan Penelitian awal di SMP Negeri 2
Kota Tangerang Selatan pada tanggal 9 Agustus 2018 s.d. 23 Agustus 2018 guna
penyusunan Skripsi.

Demikian Surat Keterangan ini kami buat, untuk dapat dipergunakan sebagaimana
mestinya.

Pemerintah, 23 Agustus 2018

[Signature]

H. Suryono, S. E. M. Pd.
Dekan