

**TEACHING READING COMPREHENSION NARRATIVE TEXT
THROUGH COMIC BOOK AT SECOND GRADE OF SMPN 8 BANDAR
LAMPUNG**

A Script

By

Ahmad Kurniadi



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2016**

ABSTRACT

TEACHING READING COMPREHENSION NARRATIVE TEXT THROUGH COMIC BOOK

by

Ahmad Kurniadi

The objectives of this research are to find out whether there is improvement in students' reading comprehension of narrative text and which aspects of reading that improved the most. This research is basically quantitative research which used one group pretest-posttest design.

The population of this research was the second grade students of SMPN 8 Bandar Lampung in the academic year 2015/2016. The sample of this research was second grade which consisted of 20 students. This research was conducted from April 11th to Mei 17th 2016.

The result of the research showed that there was improvement in the students' narrative text reading comprehension after being taught using comic. It could be seen from the increase from the result of the pretest and posttest, the gain 23.8, from 55.3 to 79.1. The data were analyzed by using t-test value in which the significance was determined by $p < 0.05$. The aspect of reading that improved the most was getting specific information, because during the treatment the students feel that pictures in comic make them easy to comprehend the text and to get information.

It can be concluded that the implementation of comic book could improve the students' narrative text reading comprehension and specific information as the aspect of reading that improved the most. Briefly, referring to the result above, it can be said that comic as the media can be applied to improve students' comprehension in reading narrative text.

**TEACHING READING COMPREHENSION NARRATIVE
TEXT THROUGH COMIC BOOK AT SECOND GRADE OF
SMPN 8 BANDAR LAMPUNG**

By
Ahmad Kurniadi

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree at EESP**

in
**English Education Study Program
The Language and Arts Education Department of
Teacher Training and Education Faculty**



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2016**

**Research Title : TEACHING READING COMPREHENSION
NARRATIVE TEXT THROUGH COMIC BOOK AT
SECOND GRADE OF SMPN 8 BANDAR LAMPUNG**

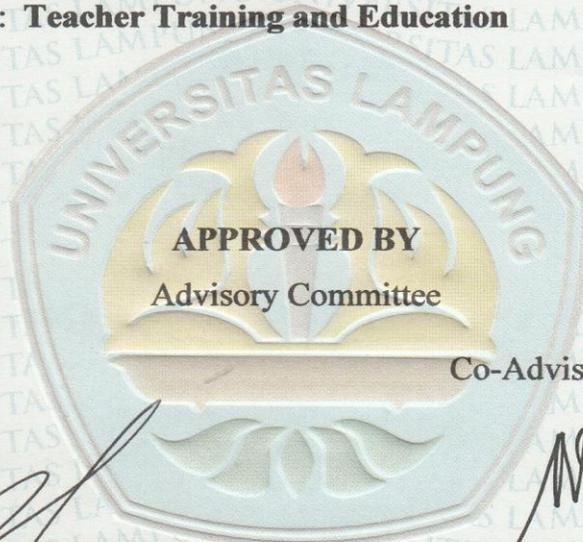
Student's Name : Ahmad Kurniadi

Student's Number : 1213042001

Department : Language and Arts Education

Study Program : English Education

Faculty : Teacher Training and Education



Advisor

Co-Advisor

Prof. Ag. Bambang Setiyadi, M.A., Ph.D.
NIP 19590528 198610 1 001

Dr. Ari Nurweni, M.A.
NIP 19630302 198703 2 001

**The Chairperson of
The Department of Language and Arts Education**

Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

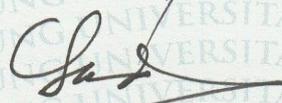
ADMITTED BY

1. Examination Committee

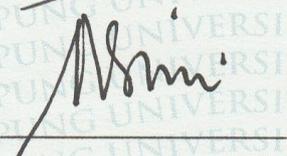
Chairperson : Prof. Ag. Bambang Setiyadi, M.A., Ph.D.



Examiner : Drs. Sudirman, M.Pd.



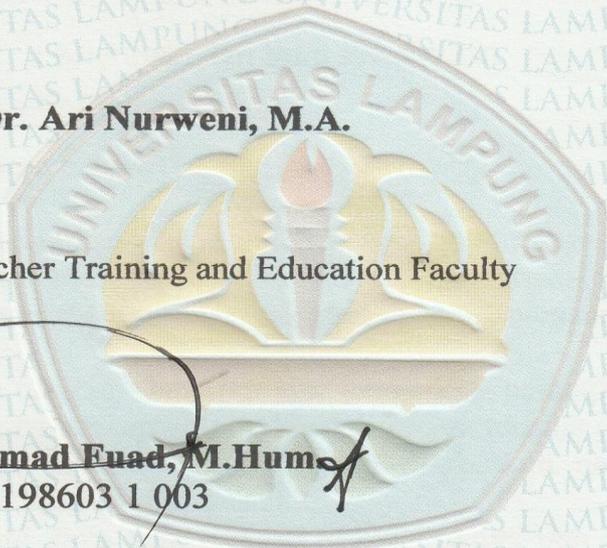
Secretary : Dr. Ari Nurweni, M.A.



The Dean of Teacher Training and Education Faculty



Dr. H. Muhammad Euad, M.Hum
NIP 19590722 198603 1 003



Graduated on : August 11th, 2016

SURAT PERNYATAAN

Sebagai civitas akademik Universitas Lampung saya yang bertanda tangan di bawah ini:

NPM : 1213042001
Nama : Ahmad Kurniadi
Judul Skripsi : Teaching Reading Comprehension Narrative Text through Comic Book at Second Grade of SMPN 8 Bandar Lampung
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa

1. Karya tulis ini bukan saduran/terjemahan, murni gagasan dan pelaksanaan penelitian/implementasi saya sendiri tanpa bantuan dari pihak manapun, kecuali arahan pembimbing akademik dan narasumber di organisasi tempat riset;
2. Dalam karya tulis ini tidak terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali secara tertulis dengan dicantumkan sebagai acuan dalam naskah dengan disebutkan nama pengarang dan dicantumkan dalam daftar pustaka;
3. Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran dalam pernyataan ini, maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma yang berlaku di Universitas Lampung.

Bandar Lampung, Agustus 2016
Yang membuat pernyataan



Ahmad Kurniadi
1213042001

CURRICULUM VITAE

The researcher's name is Ahmad Kurniadi. He was born on November 19, 1993 in Bandar Lampung. He is the second child of Mr. Mulyanto Widodo and Ms. Sumarni.

He joined Al-kautsar Kindergarten in 1998. He continued his study at SDN Al-kautsar and graduated in 2006. After that, he registered at SMPN 8 Bandar Lampung and graduated in 2009. Then, in 2009, he studied at SMAN Al-kautsar and graduated in 2012.

He was accepted in English Education Study Program of Teacher Training and Education Faculty in Lampung University through SNMPTN in 2012. He did PPL and KKN from July to September 2015. He taught the students at SMPN 1 Pugung, Tanggamus.

MOTTO

I never dreamed about success, I worked for it.
(Estee Lauder)

DEDICATION

I offer up my praise and gratitude to Allah SWT for the abundant blessing to me;
then, I proudly dedicate this script to:

My beloved parents: Mulyanto Widodo and Sumarni

My sister and brother: Doni Wiwit Cahyaningrum and Ahmad Kurniawan

Students of English Education Study Program 2012

My Almamater, Lampung University

ACKNOWLEDGEMENT

Praise and thanks go to the Almighty God, Allah SWT for the gracious mercy and tremendous blessing so that the writer is finally able to finish this script entitled “Teaching Reading Narrative Text through Comic Book at Second Grade of SMPN 8 Bandar Lampung”. This script is submitted as compulsory fulfillment of the requirements for S1 degree of English Education.

The writer would like to express his deepest gratitude to all of those who gave his possibility to complete this script. The writer would like to acknowledge his sincere gratefulness to his supervisor committee, Prof. Ag. Bambang Setiyadi, M.A., Ph.D. as his first advisor and Dr. Ari Nurweni, M.A. as his second advisor, who had given his many suggestions, knowledge, and encouragement during the accomplishment of this script. Moreover, on this occasion, the writer would like to dedicate his deep gratitude to his examiner, Drs. Sudirman, M.Pd. who has given his constructive suggestions to complete this script.

His thankfulness is also given to Prof. Ag. Bambang Setiyadi, M.A., Ph.D. as his academic advisor and all English Education Study Program lecturers who have given great contribution in broadening and deepening the writer’s knowledge during his study. The writer would like to acknowledge his respect and gratitude to Dr. Mulyanto Widodo, M.Pd. as the chairperson of Language Art Education Department and to all staff of Language and Arts Department.

His appreciation is also given to Hj. Ratnasari, S.Pd., MM, the headmaster of SMPN 8 Bandar Lampung, Drs. Asep Suhendar, the English teacher, and all staffs who have given his the help and chance to conduct his research. He also appreciates the students of second grade of SMPN 8 Bandar Lampung who participated in the research.

The writer would like to acknowledge his deepest gratitude to his beloved parents, Mulyanto Widodo and Sumarni for the love, pray, and support; may Allah reward them with His blessing. His appreciation is also given to his sister and brother, Doni Wiwit Cahyaningrum and Ahmad Kurniawan. Besides, his thankfulness is also directed to his partner, Yosua Permata Adi who is his best friend. His gratitude is given to all of his friends in English Department 2012, especially for his close friends Yoesis, Alex, Wahyu, Nuri, Dika, Yosua, Giri, Rina, Nikma, Ning, Yona, Sella, Felic, Fatim, and Meita for a pleasure and challenging time to pass each day with.

He realizes that this script has limitation in certain ways; thus, constructive input, comment, critique, and suggestion are expected to compose better paper in the future. Hopefully, this paper would give a positive contribution to the educational development and to those who want to accomplish further research.

Bandar Lampung, August 6th 2016

The writer

Ahmad Kurniadi

CONTENTS

ABSTRACT	i
CURRICULUM VITAE	ii
MOTTO	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
CONTENTS	vii
TABLES	ix
CHART	x
APPENDICES	xi
I INTRODUCTION	
1.1 Background	1
1.2 Research Question	6
1.3 Objectives	6
1.4 Uses	6
1.5 Scope	6
1.6 Definition of Terms	7
II LITERATURE REVIEW	
2.1 Reading Comprehension	8
2.1.1 Aspects of Reading	10
2.1.2 Narrative Text	11
2.2 Teaching Reading	13
2.2.1 Teaching Reading Narrative Text	14
2.2.2 Instructional Media	15
2.2.3 Comic	17
2.2.4 Teaching Reading through Comic	19
2.3 Procedures of Teaching Reading through Comic	20
2.4 The Advantages and Disadvantages of Comic	21
2.4.1 The Advantages of Comic	21
2.4.2 The Disadvantages of Comic	22
2.5 Theoretical Assumption	22
2.6 Hypothesis	23
III. METHODS	
3.1 Research Design	24
3.2 Population and Sample	32
3.3 Research Instrument	25
3.4 Data Collecting Technique	25
3.5 Research Procedures	25
3.6 Validity	28

3.6.1 Validity of Test	28
3.7 Reliability ..	30
3.7.1 Reliability of Test	30
3.8 Data Analysis	32
3.9 Data Treatment.....	33
3.10 Hypotheses Testing	33
IV. RESULT AND DISSCUSSION	
4.1 Result of the research.....	35
4.1.1 Result of the Try-out test.....	35
4.1.2 Result of the Pre-test.....	37
4.1.3 Treatment Implementation	38
4.1.4 Result of the Post-test.....	39
4.1.5 The Improvement of the Students' Reading Score after Being Taught Using Comic Book.....	40
4.1.6 Testing of the Students' Improvement.....	41
4.1.7 The Result of the Most Increased Aspect of Reading Comprehension.....	45
4.1 Discussion of the Findings.....	52
V. CONCLUSION AND SUGGESTION	
5.1 Conclusion	57
5.2 Suggestion.....	58
5.2.1 Suggestion for English Teachers.....	58
5.2.2 Suggestion for Further Researchers	58
REFERENCES	60
APPENDICES	63

List of Tables

Table 4.1 Distribution of the Students' Scores in the Pretest	38
Table 4.2 Distribution of the Students' Scores in the Posttest.....	40
Table 4.3 The Improvement of the Students' Achievement in Reading Narrative Text	40
Table 4.4 Result of Runs Test.....	41
Table 4.5 Result of Normality Test.....	42
Table 4.6 Result of Homogeneity Variance Test.....	43
Table 4.7 The Significant Improvement from Pretest to Posttest.....	43
Table 4.8 The Distribution of the Students' Achievement of Determining Main Idea in the Pretest and the Posttest	45
Table 4.9 The Significant Improvement of Determining Main Idea in the Pretest and the Posttest.....	46
Table 4.10 The Distribution of the Students' Achievement of Finding Specific Information in the Pretest and Posttest	47
Table 4.11 The Significant Improvement of Finding Specific Information in the Pretest and the Posttest.....	47
Table 4.12 The Distribution of the Students' Achievement of Finding Inference in the Pretest and the Posttest.....	48
Table 4.13 The Significant Improvement of Finding Inference in the Pretest and the Posttest.....	48
Table 4.14 The Distribution of the Students' Achievement of Finding Reference in the Pretest and the Posttest.....	49
Table 4.15 The Significant Improvement of Finding Reference in the Pretest and the Posttest	50
Table 4.16 The Distribution of the Students' Achievement of Finding Vocabulary in the Pretest and the Posttest.....	50
Table 4.17 The Significant Improvement of Finding Vocabulary in the Pretest and the Posttest.....	51
Table 4.18 Comparison of Aspects of Reading Comprehension Means	52

CHART

Chart 4.19 Comparison of Aspects of Reading Comprehension Means.....52

I INTRODUCTION

This chapter discusses about several points: introduction that deals with background of the research, research question, objectives, uses, scope, and definition of terms.

1.1 Background

Teaching English is giving knowledge and instruction to develop students' ability in English as foreign language. While in teaching English, the teachers are indirectly showing the skills in the target language. In the field of language teaching, it is stated that teaching English focuses on the mastery of four language skills, namely: listening, speaking, reading, and writing (Depdiknas, 2006). Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills. In relation with the competence above, reading as one of the four major skills needs to be taught. Among those four skills that are learned by the students, reading is one of language skills which have to be acquired by the students.

Reading, as one of language skills, has a very important role. The students should comprehend the reading for certain purpose however it needs a practical and suitable method. The idea is supported by the fact that reading now has a part of

daily life. Reading cannot be separated from daily activities. Students read many kinds written materials such as newspapers, magazines, novels, academic books and so on. Through reading students can get a lot of information, knowledge, enjoyment and even problem solution. Reading can be seen as an interactive process between a reader and a text which leads to automatically or reading fluency (Alyousef, 2005).

Reading is a way to find ideas, information and knowledge from a written source. Reading lets someone get meaning from the interaction of his or her prior knowledge with the presented information in the text that he or she reads. According to Murcia (2001: 154), reading will create a kind of circle where a text, a reader, and a social context can interact from one to another. In conclusion, there are three important things in reading.

Reading in English requires a set of thinking skills that grow out of the spoken and written use of the English language. Teaching reading in standard of English to second-language learners and other limited English proficient students means helping them acquire the literate behaviors, the ways of thinking about text, that are practiced by native speaker of English (Mikulecky, 2008). Consequently, teachers cannot assume that students who are good readers in their native language can simply apply successfully the same skill to reading in English. Making meaning from text is difficult for students because comprehension is complex process that demands much from the readers.

As quoted by Zygouris-Coe (2009), National Reading Panel defined “comprehension as the intentional thinking during which meaning is constructed

between the reader and text". This implies that the reader interacts with the text content, using his or her vocabulary, background knowledge, skills, motivation to read that text, knowledge of text structure, and strategies to construct meaning.

Based on the researcher's experience when conducting teaching process program (PPL/2015) at the second grade of SMPN 1 Pugung, Tanggamus, it can be reported that many students are not able to comprehend the narrative text because they do not get the meaning of the words. Only few students can express what they think orally by their first language, but, they cannot express it in English. If they try to read narrative text, they cannot get the main point of the text because of lacking vocabulary. So, it makes the teaching learning process there do not run well. Furthermore, the researcher also did pre-research to the SMPN 8 Bandar Lampung. The English teacher is Mr. Asep; he said that the students of second grade had problems in reading. While the teacher was giving a reading task, the students tended to do the task without reading the text and they just kept asking the answer of their friends. Since, the students were lack of vocabulary and they had difficulties in comprehending the text. Thus, the researcher tries to implement the new way of teaching in that school in attempt to motivate students in reading.

In another side, reading at the junior high school level requires the students to read some texts. Based on *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, there are five monologs texts that must be learnt by the students. One of them is narrative texts. According to Derewianka (1990: 40), the basic purpose of a narrative text is to entertain or to gain and hold the readers interest in story. In addition, Gerrot and Wignel (1994: 204) state that a narrative text is a text which has social function to

amuse, to entertain and to deal with actual or vicarious experience in different ways. Moreover, Hogin (in Putra, 1999) says that a narrative is a kind of text which tells a story or events in a chronological order or a time order.

In comprehending a text, students must be able to understand getting the main idea, and getting specific information from the narrative text in reading activity; after that, they will be able to find the answer of the question. For that reason, the researcher tries to find out the best media which hopefully can improve students' reading ability. There are so many media that can be used in teaching reading narrative text; therefore, the researcher focuses on teaching reading through comic. Since, comic can be an interesting thing to attract students in learning narrative text because the stories that they convey accompanied by verbal expressions and realistic colorful illustrations can easily be understood by children.

Comic is chosen because comic is authentic materials. The special features found in comic like short narrations and pictorial image make them desirable reading materials. Furthermore, Brocka (1979: 27) states that comic are dynamic combination of visual image and written word of dialogue and supported by (Hillman, 1995: 66) states that most of children and young even adults love comic because of their visual, attractive, humorous, and overall appeal. Children love comic and they can comprehend the reading content in comic better than the reading materials in their textbooks. Since children find it easier to understand reading comics, teachers should make full use of comic as supplementary reading materials in the English Second Language classroom to promote their reading ability.

The research about the use of comic was also conducted by Widioko (2015) who investigated the implementation of comic in teaching writing narrative text at the second year of science class students of SMAN 1 Gadingrejo in the academic year 2014/2015. For the data collection instrument, writing competency test (pretest-posttest) was administered. As the result he found that comic motivated students in writing and it gave students many visual cues for helping them in composing narrative text. Students' ability in writing was also improved from the pretest to posttest.

Furthermore, Megawati (2012) also conducted a research about the use of comic in teaching writing at MAN Bangil, Malang. She found that comic could improve writing skill especially in narrative text. Based on the result of the research, it was found that all aspects of writing – content, organization, language use, vocabulary, and mechanic- improved after being taught by using comic. They were more confident in writing and felt that the implementation of comic was helpful for them in writing a narrative text.

Based on the previous studies above, the researcher was interested to conduct a research about comic as teaching media to be applied in teaching reading narrative text at SMPN 8 Bandar Lampung. The researcher hopes that through comic, students will be interested when they are reading a text, so it will make them more easily to comprehend the text. This medium is expected can help the students in reading books or textbooks, so they can more carefully and comprehend about the text. Considering the statements above, the researcher would like to find out the students' reading comprehension after being taught through comic book and the problems that might appear during the teaching learning process in an

experimental research entitled “Teaching Reading Comprehension of Narrative Text through Comic book”.

1.2 Research Questions

Based on the background problems, the researcher formulated the research questions as followed:

1. Is there any improvement in students’ reading comprehension of narrative text after being taught using comic book?
2. Which aspect of students’ reading comprehension that improved the most after being taught using comic book?

1.3 Objectives

The objectives of this research are:

1. To find out the improvement of students’ reading comprehension narrative text after being taught using comic book.
2. To find out the aspect which that improved the most after being taught using comic book.

1.4 Uses

The uses of this research are:

1. Theoretically, this result was expected can give the beneficial to developing knowledge especially in comic.
2. Practically, it is hoped that this study will be used as information and knowledge to find a creative activity for teachers in order to develop the students’ reading in a joyful way.

1.5 Scope

This research was conducted at SMPN 8 Bandar Lampung of academic year 2015/2016. The population and sample of this research is the second grade

students because this grade is predicted to be more experienced in learning text. There are many media that can help teacher in teaching learning process to reach the goal of it. In this case, the researcher uses comic in teaching reading. Based on *KTSP* of junior high school, the researcher finds that there are many kinds of reading text which have to be learned and mastered by students. However, this research is limited to the investigation of comic in teaching reading narrative text.

1.6 Definition of Terms

In order to specify the topic of the research, the researcher provides some definition of terms related to the research. There are some terms which are related to the research:

- a) Reading is a way to find ideas, information and knowledge from a written source.
- b) Teaching reading means helping them acquire the literate behaviors, the ways of thinking about text, that are practiced by native speaker of English
- c) Comprehension is the intentional thinking during which meaning is constructed between the reader and text.
- d) Comic is dynamic combination of visual image and written word of dialogue.
- e) Comic book is a book or magazine that uses sequences of drawings to tell a story or series of stories, primarily in serialized form, usually fiction.
- f) Narrative text is a text which has social function to amuse, to entertain and to deal with actual or vicarious experience in different ways

II LITERATURE REVIEW

This chapter deals with the following topics: reading comprehension, aspects of reading, narrative text, teaching reading, teaching reading narrative text, instructional media, comic, teaching reading through comic, procedure of teaching narrative text through comic, advantages and disadvantages, theoretical assumption, and hypotheses.

2.1 Reading Comprehension

Reading comprehension is the process of constructing meaning from the text. The goal of all reading instruction is ultimately targeted at helping a reader to comprehend the text. Reading comprehension involves at least two people; the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

As Willingham (2006) defines reading as an active process of getting the information by using prior knowledge, students are encouraged to apply what they know from their own lives to the text, or to consider the theme of the text. In reading, students have to combine what they have already known (schemata) with what they are reading. This process needs such kind of background knowledge in order to have a good understanding about a text.

Meanwhile, reading as one of the language skills to be taught is a process of constructing or developing meaning for printed text (Cooper et al., 1988: 3). This definition implies that the reading process includes an interaction between the reader and writer. The reader tries to understand the ideas presented by the writer in the text. Every reader has their own understanding about a passage. This is because they do not have same idea or same ability in constructing meaning.

Reading is an active process (Mackay in Simajuntak, 1988: 15). The reader forms a preliminary expectation about the material, and then selects the fewest, most productive cues necessary to confirm or reject that expectation. Reading involves an interaction between thought and language. It means that the reader brings to the task a formidable amount of information and ideas.

According to Doyle (2004), comprehension is a progressive skill in attaching meaning beginning at the same level and process to attaching meaning to entire reading selection. All comprehension resolves around the reader's ability in finding and determining main idea and the topic sentence from the text.

Meanwhile, comprehension can be said as a crucial aspect of reading. In fact, it has been emphasized that true reading is reading with understanding. That is, comprehension. As Simajuntak (1988: 44) states that the first point to be made about reading process is about comprehending and meaning is basic element for comprehension. She also adds that comprehending a text is an interactive process between the reader's background knowledge and text itself. It can be said that in comprehending the texts the students have to know their technique in reading. It means to make them easy to identify the specific information in the texts. One

aspect that becomes essential in students' reading is in the reading strategy. The researcher assumed that reading comprehension is students' competence in comprehending the specific information, word and surface meaning in text is described by students' score with an appropriate strategy.

2.1.1 Aspect of Reading

In reading there are five aspects which help the readers to comprehend the English texts, there are:

1. Identifying Main Idea

In line with McWhorter (1986: 36) the sentence with that states this main idea is called topic sentence. She adds that topic sentence tells what the rest paragraph is in some paragraph, the main idea is not explicitly stated in any one of sentence. Instead, it is left to the reader to infer, or reason out. In other words, the main idea is the most important idea that author develops throughout the paragraph.

2. Specific Information

Supporting sentence or specific information develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect and quotation.

3. Reference

According to Latuippe (1986: 20) references are words or phrase used either before or after the reference in reading material. They are used to avoid unnecessary repletion of words or phrases. It means that, such words

are used, they are signals to the reader to find the meaning elsewhere in the texts.

4. Inference

In relation to inferences, Kathleen (1983: 31) states that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draws between his observations or unknowns and what he does not know.

5. Vocabulary

According to Wallace (1987: 30) vocabulary is the stock of words used by the people or person. It means that vocabulary is fundamental for everyone who wants to speak or produce utterances for reading.

2.1.2 Narrative Text

Laurence (2008) said a narrative was a story created in a constructive format (as a work of writing, speech, poetry, prose, pictures, song, motion pictures, video games, theatre and dance) that describes a sequence of fictional or non-fictional events. Narrative text was a sequence of events, which is based on life experience and is person-oriented using dialogue and familiar language.

The purpose of narrative text was to amuse or entertain the readers with actual or imaginary experiences in different ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem. Actually, narrative text can be found any time in our activities. When we eat, talk by phone, study at school, go to cinema or when we read a story book for

instance, we are looking at a narrative text because all of those generally have a beginning, middle, and the ending.

Based on the explanation above, it can be concluded that narratives have beginning, the events, and ending. Narrative is about how we can compose the story, starting with who the actor, what happens or occurs, where the event happens, how the event happens, and how the story is ended by narrator.

Generic Structure of Narrative Text

The structure of narrative text begins with orientation. Orientation means introduction in which the characters, setting and time of the story are established. The next stage is complication. In this stage, the conflicts arise and the main character attempts to solve the problem. next stage is resolution, where the complication of the story is sorted out of problem is solved. The resolution is containing the solution of the complication. The complication usually may be resolved for better or worse. It can be happily or unhappily. The last stage is coda. It is a stage where the writers found a moral or message to be learned from the story (Anderson, 2003: 8).

Furthermore, according to Gerot and Wignell (1994: 204) state that narrative has a series of actions. They are:

1. Orientation: sets the scene and introduces the participants.
2. Evaluation: a stepping back to evaluate the plight.
3. Complication: a crisis arises.
4. Resolution: the crisis is resolved, for better or for worse.

5. Re-orientation: optional.

Based on the explanation above, it can be concluded that narrative texts have a series of stages. Generally, the generic structure of narrative consists of three stages. The first is orientation. The second is complication and the last stage is resolution. So, to make a complete story of narrative text, those stages must be integrated as a whole.

2.2 Teaching Reading

Alyousef (2005: 143) says that in teaching reading, contemporary reading task, unlike the traditional materials, involve three-phase procedures: *pre-*, *while-*, and *post-* reading stages help in activating the relevant schema. For example, teachers can ask students questions that arouse their interest while previewing the text. The aim of while- reading stage (or interactive process) is to develop students' ability in finishing tests by developing their background knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises and comprehension questions.

Suparman (2005: 1) states that there are two major reasons for reading: (1) reading for pleasure, (2) reading for information (in order to find out something or in order to do something with the information that the readers get). The results of those two types of readers will be different. Some people who read for pleasure will enjoy their reading process and can get the information in the text subconsciously. Nevertheless, some people with information as their purpose will seem to be hurry in reading. They cannot enjoy reading but consciously try to get the information in detail.

In order to get the best result of reading, there should be some stimulation to make the readers enjoy reading. When readers read for pleasure, they will get the information subconsciously and they will be easier to get the meaning of the text they are reading. It is known that reading is one way to expand human's knowledge so the attempt to attract people to read is needed. In school field, reading has been the major skill that should be mastered by students. The fact is teaching reading needs that stimulation to make students read for pleasure.

Based on the explanation above, the researcher assumes that in teaching reading, appropriate and possible technique and strategy should be applied based on the purpose of reading in order to get comprehension better. There were many kinds of reading techniques and strategies that can be applied in teaching reading.

In this research, the researcher proposes comic as the media because comic is an image story in which the images have a function for describing the story to make the reader understand the story easily. This media also develops students understanding and stimulating the students to be more interested with the text.

2.2.1 Teaching Reading Narrative Text

Based on English curriculum 2006 that has been applied in junior high school in Indonesia, that is KTSP, the students are expected to comprehend the meaning of the materials from various texts. One of them was narrative text. Why it is important because the students had to have the ability to look at and get the meaning of written text, that is called reading comprehension. Because of that, reading is very important to be taught to the students.

Actually, teaching is the process to make students learn. Brown (1980: 7) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. As we know that one purposes of teaching is to make students learn. Equally, to make students learn, reading narrative text for instance, needs many supporting elements to motivate and interest the students, one of those is media. Rather than leading students to pure memorization or using media which is uninteresting, providing a rich environment by using comic as an alternative way for teaching reading is desired. So, students are expected to be more interest to the lesson and more active in learning process.

2.2.2 Instructional Media

According to Van Els et al. (1984: 46), instructional media are all aids which may be used by teachers and learners to attain certain educational objectives. Instructional media can be used in the teaching of English, because they can activate and stimulate the students' interest in studying English, and make the acquisition of the result of learning maximal. However, it must be remembered that in the use of instructional media, it is important for the teacher to have certain ability and skill to use media effectively and efficiently. Richards (in Kasbolah, 1993: 10) defines the instructional media as the media which are use within the instructional design and are determined by the requirements of the objective content and instructional method. It means that instructional media is flexible and it can be design according to the situation and condition.

Furthermore, Gagne and Briggs (2008: 4) cited on Arsyad Azhar' book states that

media are device which is used to deliver content of the material which includes some of books, recorder, video, film, photograph, pictures, television, computer. In other words, media are components of learning resource or physical vehicle which contain instructional material on the student environment which can stimulate student to learn.

Kinds of Instructional Media

In general, there are three kinds of instructional media. They are audio, visual, and audio visual media. Audio media is media that can be listened, while visual media are media that can be seen. Audio visual media is a combination of audio and visual media. It can be listened and also can be seen. The instructional media that involve the senses of sight and hearing are named as audio visual media (Kasbolah, 1993: 57).

Finocchiaro (1973: 155-185) mentions some examples of the media for each type. The visual media may include blackboard, textbook, real object, picture file, chart, flash card, word card, and number card. The audio aids include record player, tape recorder, and language laboratory. The last, audio visual media cover film, television, and programmed instruction.

Classification of Media

Media will offer different situation in teaching learning process in class. By media, students are hoped to be more interested to the lesson and more active in learning process. Media can be used by both teachers and students. Media also gives more details information to the student on the material and skill that is being

taught. It gives the teachers and students opportunity to do activity together. Then, teacher has to know the appropriate media for the students.

Media can be classified into some categories. Azhar (2011: 33) divides media into two categories:

1. *Traditional Media*: Pictures, poster, photo, chart, graphs, diagrams, information boards, recording disc, cassette tape, cartridge, film, television, video, textbooks, module, puzzle, simulation, board game, manipulative.
2. *The Latest Media Technology*: Teleconference, computer game, compact video disc.

That is all about category of media according to Azhar (2011: 33). It can be concluded there are two categories of media. The first is traditional media, such as realia, print, classic game, etc. and the second is latest media technology. The examples of latest media technology are media based on technology, such as teleconference and media based on microprocessor, such as computer game.

2.2.3 Comic

Comic is medium for conveying story by visualization or illustration images. Equally, comic is image story in which the images have a function for describing the story to make the reader understand the story easily. Comic also can be interpreted as narrative artwork. Furthermore, Brocka (1979: 27) states that comic are dynamic combination of visual image and written word of narrative and dialogue. They have just the cohesive and choreographed imagery we need to teach our students.

Comic typically appears in three or four square-shape cells, called panel. The panels are arranged in row and read from left to right or right to left for Japanese Manga (Rahmawati, 2014: 20-21). There are two categories of comic, namely comic book, and comic strips. Comic book is series of pictures, narrative dialogue which are printed in book. Comic strips is series of pictures, narratives dialogue which are printed periodically in every week or monthly in the newspaper and the internet. It usually consists of 3 until 6 pages.

Apriyani (2013) who conducted a research about the use of English comic book series in teaching reading comprehension at SMPN 32 Palembang found that comic English Comic Book series was effective to improve reading comprehension of the seventh grade students. This was shown by the mean scores of the post-test in the experimental group and control group which were significantly different. The use English Comic Book also helped the students express their ideas and raise their interest in reading English.

The research about the use of comic was also conducted by Widioko (2015) who investigated the implementation of comic in teaching writing narrative text at the second year of science class students of SMAN 1 Gadingrejo in the academic year 2014/2015. For the data collection instrument, writing competency test (pretest-posttest) was administered. As the result he found that comic motivated students in writing and it gave students many visual cues for helping them in composing narrative text. Students' ability in writing was also improved from the pretest to posttest.

Furthermore, Megawati (2012) also conducted a research about the use of comic in teaching writing at MAN Bangil, Malang. She found that comic could improve writing skill especially in narrative text. Based on the result of the research, it was found that all aspects of writing – content, organization, language use, vocabulary, and mechanic- improved after being taught by using comic. They were more confident in writing and felt that the implementation of comic was helpful for them in writing a narrative text.

2.2.4 Teaching Reading through Comic

The writer thinks that comic is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process would be facilitated since learners would be better to make prediction when encountering words and expressions in a passage with which they are unfamiliar. As written in Arroyani (2011), Omaggio suggests “reading is indeed hypothesis-testing process in which the learner selects cues and makes predictions about the ongoing discourse on the basis of these selections”.

So, comic can be regarded as a potential material in teaching and learning process to motivate students’ interest. Among visuals genre, comic is more communicative, popular, accessible and readable. In short, comic as media in teaching and learning process will be more effective. Teacher has always used pictures or graphics, whether drawn, taken from books, newspaper and magazines, or photographs to facilitating learning. Pictures can be in the form of flashcards

(smallish cards which we can hold up for our students to see), large wall pictures (big enough for everyone to see details), cue cards (small cards which students use in pair or group work), photograph, and illustration (typically in a text book).

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

2.3 Procedures of Teaching Reading through Comic

I. Pre-Activity

1. The students are given stimulation by the teacher asking them about the materials e.g. *“Do you ever hear about legend?”*, *“Do you know about the story about Snow White?”*, *“Have you ever read the story in a comic book?”*.The questions are aimed to activate their background knowledge about narrative text in the comic book.
2. The students are listened to the explanation about the purpose of learning reading with comic book.
3. The teacher is intended to introduce comic book as the media that is applied in the treatments.

4. Students are given a short introduction about the narrative text that will be learned.

II. While-Activity

1. Teacher asks students about the story in comic whether some of them have already known this story or not
2. Teacher asks students to discuss a comic (peer) that has been given.
3. Students are guided to comprehend the text in comic book.
4. Students are allowed to ask about the difficult words in the comic.
5. Students tell orally the story

III. Post-Activity

1. Teacher evaluates the activity and gives feedback to the students
2. Students are asked to review the story that has been read
3. Teacher summarizes the activity.

2.4 The Advantages and Disadvantages of Comic

The advantages and the disadvantages using comic are:

2.4.1 The Advantages of Comic

There are some advantages of using comic in teaching reading narrative text. Comic gives students the clue of chronological events. It can help the students to generate ideas easily based on the visualizations contain in the comic. The use of comic is actually meant to stimulate and to help the students in imagining and enabling of students' comprehending about the text and the element of story (plot, character, theme, etc.) through visual and dialogue in the sequential events. Students' confusing in reading would be avoided. The treatments give students

different nuances of teaching learning process, so it makes students easy in following the teaching learning process.

2.4.2 The Disadvantages of Comic

Besides the advantages, comic as a teaching media also has disadvantages or limitations. The disadvantages of using comic is because comic is not easy to find, especially the story about legend in Indonesia. So, the teacher should tries to find out the material or comic that is appropriate in teaching learning process; if we want use it in teaching learning process, we must prepare it well.

2.5 Theoretical Assumption

There are many ways in teaching reading and teacher should have the ability to choose the appropriate one to be implemented in teaching learning process for obtaining the goal. Comic used in teaching reading because it has images which function to describe the story in order to make the reader understand the story easily. It is also such supplementary cues that provide a conceptual for organizing input; moreover, it facilitates students to be better in making prediction when encountering words and expression in a passage which they are unfamiliar. Comic – among visual genres – is more communicative, popular, and readable.

From the explanation above, the researcher assumes that using comic in teaching reading narrative text give positive effect in increasing students' reading ability in aspects of reading namely main idea, vocabulary, inference, reference, and specific information. Besides, it can be assumed that students can build their imaginations. It also motivates students and makes them want to pay attention and

take a part in expressing their idea actively. Liu (2004) who states that many reading comprehension studies consider the extent to which visuals, that is, any graphic display that portrays all or some of the accompanying text's content, help readers to comprehend factual information.

This kind of medium will increase students' interest in reading and cause them to be easier in comprehend a text. Furthermore, comic will make sure that students already have an idea about a story when they observe the image in it. If students have been stimulated by an image, they have a guide and direction in reading.

Gunawan (2012) states that comics enable students to get many information and develop their imagination. Base on that finding, the researcher assumed that the reading aspect which increased the most was specific information because comics provided many information for the students through pictures and dialogue. Moreover, Manno (2014) states that the comic format conveys large amount of information in a short time. It could be seen that comic can help students in comprehend the story because of it carries information.

2.6 Hypotheses

The researcher proposes the following hypotheses:

1. There is an improvement of the students' narrative text reading comprehension after being taught by using comic book.
2. Specific information is the aspect of reading which improved the most.

III RESEARCH METHODS

This chapter discusses the research design, population and sample, research instrument, data collecting techniques, research procedures, validity and reliability, data analysis, data treatment, and hypotheses testing.

3.1 Research Design

The research was quantitative research. The aim of this research was to find out the students' comprehension ability in reading narrative text after being taught by using comic book. The design of this research was the one-group pretest-posttest design. It means that in this research there were two tests which were pretest and posttest. Pretest was given before the treatment and after the treatment, posttest was conducted. The research design was presented as follows:

T1 X T2

T1 : Pretest

T2 : Posttest

X : Treatment (teaching reading narrative text using comic)

(Setiyadi, 2006: 143)

3.2 Population and Sample

The population in this research was the second grade students of SMPN 8 Bandar Lampung. A class was taken as the sample of this research and the class consisted

of 20-30 students. In determining the experimental group, the researcher asked the teacher to choose one of thirteen classes. The sample of this research was second grade in second semester in 2015/2016 academic year.

3.3 Research Instrument

In collecting the data, the researcher employs the instrument as follow:

Reading Test

The researcher conducted the reading test for the pretest and posttest to experimental group. The purpose of the test was to gain the data. The data was students' reading scores before and after treatment.

3.4 Data Collecting Techniques

The purpose of the research was to gain the data of students' reading comprehension ability score before the treatment (pretest) and after treatment (posttest) of the experimental group. The students' performance was organized as multiple choice answers concerning on five aspects of reading: identifying main idea, vocabulary, inference, reference, and specific information.

3.5 Research Procedures

The researcher had to prepare the steps or procedures in collecting data. The research procedures were as follows:

a) Selecting the material

Selecting materials was the first way that the researcher should do. Selecting of the writing materials was determined by the levels of the students. Therefore, the researcher used the syllabus of the second year of junior high school students

based on school curriculum of KTSP which was the curriculum used by the school. The material should cover the goal of teaching narrative text as the target of the achievement.

b) Determining the instrument of the research

The instrument in this research was reading test. The researcher conducted reading test for pretest and posttest which covers five aspects of reading namely main idea, specific information, reference, inference, and vocabulary. The purpose of these tests was for gathering data that were the students' reading score before and after treatment.

c) Making the group

The researcher needed a group consisting of 20-30 students to conduct this research. It was taken from one of seven classes in second grade students which was chosen by teacher of SMPN 8 Bandar Lampung. Therefore, the researcher would replace the teacher's teaching time in the school and focus to teach one class.

d) Conducting Try Out

The researcher conducted the try out in order to make sure the reliability of the reading test. The result of try out was analyzed by Item Man.

e) Conducting Pre-test

The pretest was given for the experimental group before the treatment (teaching reading narrative text using comic). The test was reading test in the forms of multiple choices and the topic of the test was narrative text. Pretest was

administered to students before the treatment in attempt to measure students' initial narrative text reading ability and to make sure whether the students in experimental group had same initial ability in reading or not.

f) Giving treatment

The research conducted the treatment which was teaching reading narrative text using comic book. Students were asked to comprehend the narrative text by comic book which had been prepared by the researcher. Students were taught based on the five aspects of reading namely main idea, vocabulary, inference, reference, and specific information.

g) Conducting Post-test

Posttest was administered after treatment. It was to find out the progress of students' narrative text reading comprehension ability after being taught using comic. Furthermore, it was to observe whether there was an improvement of students' narrative text reading comprehension ability or not. Posttest was related to the material that has been discussed in the class during treatment so the students would not be confused.

h) Analyzing, interpreting, and concluding the data

After collecting the data which were students' answers, the researcher scored the pretest and posttest of the experimental group. Then, those would be put into a table of the test result. Moreover, researcher calculated the mean of pretest and posttest score of experimental class. The last was drawing the conclusion from the result of the pretest and posttest which uses *Repeated measure T-Test of SPSS (Statistical package for social science)* version 16.0 for windows.

3.6 Validity

3.6.1 Validity of Test

A test can be considered valid if the test measure the object to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). According to Hatch and Farhady (1982: 281), there were two basic types of validity: content validity and construct validity. Extend validity of the pretest and posttest in this research is related to the content and the construct validity of the test.

Content validity was concerned with whether the test was sufficiently representative and comprehensive for the test. In the content validity, the material which was given must be suitable with the curriculum (Setiyadi, 2006: 23). Content validity was the extend to which a test measures a representative sample of the subject meter content; moreover, the focus of content validity was adequacy of the sample and simply on the appearance of the test. It was correlated the test with the educational goal stated on 2006 English curriculum and the syllabus for the second year of junior high school students. It means in pretest and posttest, the material was suitable with their level in second grade of junior high school. Therefore, since the test was conducted to get the data of the students' reading ability, the content validity of the test was conducted by improving or developing the test based on the concept that has been clarified before organizing the test instrument.

Construct Validity was needed for the test instrument which has some indicators in measuring one aspect or construct (Setiyadi, 2006: 25). If the test instrument

has some aspects and every aspect was measured by some indicators, the indicators must have positive association to one another. Reading had five aspects; therefore, if the test had already measured the five aspects, the test has been covered the aspects of construct validity. In measuring construct validity of the instrument (test), try out may be done in determining the reliability of each indicator.

This research focuses on reading ability, which were measured by the pretest and posttest which contain certain aspects based on the indicators. It was examined by referring the aspects that were measured with the theories of the aspects namely identifying main idea, specific information, vocabulary, reference, and inference.

Table of Specification of Test Items for Reading Comprehension in Try Out

No	Reading Aspects	Item of Number	Precentage
1	Determining main idea	2, 10, 14, 16, 18, 30, 31	20%
2	Inference	1, 9, 13, 19, 23, 24, 25, 28	23%
3	Reference	6, 15, 22, 33	11%
4	Vocabulary	7, 21, 32	9%
5	Specific information	3, 4, 5, 8, 11, 12, 17, 20, 26, 27, 29, 34, 35	37%
Total		35	100%

3.7 Reliability

3.7.1 Reliability of Test

Reliability refers to the extent to which the test was consistent in its score gives us as indication of how accurate the test score were. To measure the coefficient reliability between the first half and the second half items the writer used the Pearson Product Moment formula as follows:

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

r_k ; the reliability of the whole class

r_{xy} : the reliability of half class

The criteria of reliability as follows :

0.90-1.00 = high

0.50-0.89 = moderate

0.0-0.49 = low

(Arikunto, 2006 : 180)

Level of Difficulties

Level of difficulties (LD) was the most important aspect in reading comprehension. To see the level of difficulties, the writer use as the following formula :

$$LD = \frac{R}{N}$$

Notes:

LD = level of difficulties

R = the number of students who answer correctly

N = the total of the students that following the test

The criteria were :

<0.30 = too difficult

0.30-0.59 = average

Discriminating Power

Discriminating power was the ability of the item to discriminate between the students who have high ability and those who have low ability.

In dicriminsting power the research use the formula as following

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Notes :

DP : discriminating power

U : the number of upper group who answer correctly

L : the number of lower group who answer correctly

N : the total number of the students in upper and lower group.

The criteria were :

DP = 0.00-0.19 = poor

DP=0.20-0.39 = satisfactory

DP= 0.40-0.69 = Good

DP =0.70-1.00= excellent

DP = negative/ minus = all was poor.

In conclusion, the instrument that was used in this research was multiple choice reading test in the pretest and post test. The total items of the questions were 30. And each item consist of a, b, c, and d, as the option.

3.8 Data Analysis

In analyzing the data of the students' mean scores in the pretest and posttest, the researcher computes them by using the formula as follows:

$$M = \frac{X}{N}$$

Notes:

M = Mean (the average score)

X = Students score

N = Total number of students

(Arikunto, 1999:68)

Then the mean of pre-test was compared to the mean of post-test to see whether comic as the media has positive impact toward students' reading ability. In order to find out whether the students get an improvement, the researcher uses the following formula.

$$I = M2 - M1$$

Notes:

I = the improvement of students' reading achievement.

M2 = the average score of post-test

M1 = the average score of pre-test

3.9 Data Treatment

After the researcher conducted pretest and posttest, he put the score form students' answer sheets into raw score table, then into distribution frequency. In order to find out the improvement of students' narrative text reading ability after being taught using comic book, the researcher used statistical calculation to analyze the data using the statistical computation i.e., Repeated measure T-Test of SPSS version 16.0.

According to Setiyadi (2006:169-170), using repeated measure T-Test for hypothesis testing has 3 basic assumptions, namely:

1. The data was interval or ratio
2. The data was taken from random sample in population (not absolute)
3. The data was distributed normally

3.10 Hypotheses Testing

The hypotheses testing were used to prove whether the hypotheses proposed in this research were accepted or not.

1. The hypothesis was analyzed by using repeated measure T-test of Statistical Package for Social Sciences (SPSS) windows version 16.0. The researcher uses the level of significance 0,05 in which the hypothesis was approved if $\alpha < 0,05$. It means that the probability of error in the hypothesis only 5%. The hypothesis testing stated as follow:

Ho : There was no improvement of students' narrative text reading ability before and after pretest and posttest through the treatment using comic.

The criteria H_0 was accepted if alpha level was higher than 0.05 ($\alpha > 0.05$).

H_1 : There was improvement of students' narrative text reading comprehension ability before and after pretest and posttest through the treatment using comic. The criteria H_1 was accepted if alpha level was lower than 0.05 ($\alpha < 0.05$).

2. H_0 : Specific information is not the reading aspect that improve the most after the students are taught through comic book. The criteria H_0 was accepted if alpha level was higher than 0.05 ($\alpha > 0.05$).

H_1 : Specific information is the reading aspect that improved the most after the students are taught through comic book. The criteria H_1 was accepted if alpha level was lower than 0.05 ($\alpha < 0.05$).

V CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to try to implement comic as the media in teaching reading and for further researchers who want to investigate the research about this strategy.

5.1 Conclusions

Referring to the discussion of the research findings on the previous chapter, the researcher comes to these following conclusions. Based on the research, it was concluded that:

1. The implementation of comic book could improve the students' narrative text reading comprehension.
2. Comic book helps the students to comprehend the text easily because this media provided opportunities for the students to imagine the story when they were reading a text in comic.
3. The aspect of reading that improved the most was specific information, because picture in comic book enable the students to find out the specific information easily.

5.2 Suggestions

Referring to the conclusions above, the researcher would like to recommend some suggestions as follows:

5.2.1 Suggestions for English Teachers

1. Teachers should provide the comic book for the all students, it means that every student get the comic one by one, that is to make the process of learning run well.
2. Teachers should prepare the material with the colorful comic book to make them more interested in learning English, especially in reading narrative text; also, the color can make the students able to differentiate the object in the comic.

5.2.2 Suggestions for Further Researchers

1. It can be said that there are a few studies of comic as the media and its implementation in reading monologue text. Therefore, the further research could be about the investigation of this media in teaching reading on the other monologue text.
2. Comic as the media can provide a specific purpose about a topic or subject and it seems practical in speaking field. Further research might use this strategy in investigation of speaking skill.

In brief, those are the conclusions of the research findings and suggestions for English teachers who want to try to implement comic book as the media in teaching reading and for further researchers who want to investigate the research about this media.

REFERENCES

- Aeni, N. 2013. *Pengaruh Penggunaan Media Komik Terhadap Hasil Belajar Siswa pada Pokok Bahasan Hidrologi*. Gorontalo: Universitas Negeri Gorontalo.
- Alyousef, H.S. 2005. *Teaching Reading Comprehension to ESL/EFL Learners. The Reading Matrix Vol.5, No.2, September 2005*. Updated on 5 January 2007. <http://acrobat/rider.co.id>.
- Anderson, K. and Anderson, M. 2003. *Ext types in English 2*. Malaysia: The modern art production group.
- Apriyani, W. 2013. *The Use of English Comic Book Series In Teaching Reading Comprehension*. Palembang: available online on ejournal.unsri.ac.id.
- Arikunto, S. 1999. *Dasar-dasar Evaluasi Pendidikan*. Bandung: Bina Aksara.
- Arroyani, F. 2011. *The Effectiveness of Teaching Using Comic Strips to Facilitate Students' Reading Comprehension Skill on Narrative Text*. Semarang: Walisongo State.
- Arsyad, A. 2011. *Media Pembelajaran*. Jakarta: Rajawali Pers.
- Brocka, B. 1979. *Comic books: in case you haven't notice, they have changed*. *Media and Methods*, 15 (9), 30-32.
- Brown, R. and Yule, W. 2003. *Teaching of Reading Comprehension*. London: Longman.
- Copper S. C. 1988. *Planning Leasons for a Reading Class*. Singapore: SEAMO Regional Language Centre.
- Depdiknas. 2006. *Kurikulum Tingkat Satuann Pendidikan*. Jakarta: Depdiknas.
- Derewianka, B. 1990. *How to Teach English as a Second Language*. London. Longman.
- Doyle, B. S. 2004. *Main Idea and Topic Sentence*. London: Ward Lock Educational.

- Finocchiaro, M. 1973. *Teaching English as a Foreign Language*. New York: Oxford University Press.
- Gerot, L. and Wignell, P. 1994. *Making Sense of Functional Grammar*. Sidney, Antipodean Educational Enterprise.
- Gunawan, G. 2012. *The Implementation of Teaching Reading by Using Comic to The Second Year Students at SMPN 11 Surakarta*. Available online on eprints.ums.ac.id. Accessed on May 19, 2016.
- Hatch, Evelyn and Farhady, H. 1982. *Research Design and Statistics for Applied Linguistic*. London: New Burry House, Inc. Rowley.
- Hilman, J. 1995. *Discovering Children's Literature*. Engelwood Cliffs, NJ: Prentice Hall.
- Huebener, T. 1965. *How to Teach Foreign Language Effectively*. United States: New York University.
- Kasbolah, K. 1998. *Penelitian Tindakan Kelas*. Malang: Depdiknas
- Kathleen, G. 1983. *Reading Skills for Collage Students*. Engelwood Clippis, New Jersey: Prentice Hall. Inc.
- Kawulich, Barbara B. 2005. *Participant Observation as a Data Collention Method*. Available online at <http://www.qualitative-research.net/index.php/fqs/article/view/466/996> Accessed on February 20, 2016 at 11.07 a.m.
- Latulippe, D. 1986. *Comprehensive Reading Methods*. New York: Bell and Howel Company.
- Laurance, R. 2008. *How to be a more Successful Reading*. Boston: Boston and Heinle Publisher.
- Liu, J. 2004. *Effect of Comic Strips on L2 Learners' Reading Comprehension*. United States: University of Arizona.
- Manno, M. 2014. *Comics in the Classroom activity*. Engelwood Clippis, New Jersey: Prentice Hall. Inc.
- Megawati, F. 2012. *Comic Strips: A Study on the Teaching of Writing Narrative Texts to Indonesian EFL Students*. Universitas Negeri Malang.
- Mc Whorter. 1986. *Guide to Collage Reading*. Toronto: Little, Brown and Company.

- Mikulecky, Beatrice S. 2008. *Teaching Reading in a Second Language*. Available online at <http://www.longmanhoneusa.com> Accessed on January, 10th 2016.
- Murcia, C. 2001. *Comprehensive High School Reading Methods*. New York: Bell and Howel Company.
- Putra, D. 1999. *A Cooperative Study Between Picture Series and Bain Storming in Teaching Narrative Essay to SMU 1 Payakumbuh Students*. Padang: IKIP.
- Rahmawati, E. 2014. *Improving Students' Writing Skill through Textless Comics (a CAR of the Eight Grade Students of SMP Qaryah Thayyibah Salatiga in the Academic Year of 2013/2014)*. STAIN Salatiga.
- Setiyadi, Ag, B. 2006. *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kualitatif dan Kuantitatif*. Yogyakarta: Graha Ilmu.
- Simajuntak, E. G. 1988. *Developing Reading Skill for ESL Students*. Jakarta: Departemen Pendidikan dan Kebudayaan.
- Suparman, U. 2005. *Understanding and Developing Reading Comprehension*. Bandar Lampung: Lampung University.
- Van Els, T, et al. 1984. *Applied Linguistics and the Learnong and Teaching of Foreign Languages*. New York: Chapman and Hall. Inc.
- Widioko, T. 2015. *Textless Comic to Improve Narrative Text Writing Ability*. Universitas Lampung.
- Willingham, J. 2006. *Building Reading Comprehension Habits in Grades*. From: <http://web001.greece.k12.ny.us/academic.Htm>. retrived on August, 22/2012.
- Wallace, J. M. 1987. *Teaching Vocabulary*. London: Briddles Ltd.
- Zygouris-Coe, Vicky. 2009. *Teaching Reading Comprehensive Skills*. https://www.naesp.org/resources/2/Middle_Matters/2009/MM2009v17n4a