IMPROVING READING COMPREHENSION THROUGH ADVENTURE COMIC OF THE EIGHT GRADE STUDENTS' AT SMP NEGERI 8 MAKASSAR

SKRIPSI

By
TASMAN
4509101042

UNIVERSITAS EMPAT LIMA
PERPUSTAKAAN

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERSHIP AND EDUCATIONAL SCIENCE
UNIVERSITY "45" MAKASSAR
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Submitted to The Faculty of Teachership and Education Science in Partial Fulfillment of the Requirements for the Sarjana Degree (S.Pd)

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Arranged and submitted by

T A S M A N
NIM 4509101042

Has been defended in front of Skripsi ExaminationCommite
20th April 2013

Approved by

Supervisor I	Supervisor II
Dra. Hj. Hanyah Haneng, M.Si	Rampeng, S.Pd, M.Pd
NIDN.09 0 1014 601	NIDN.09 1604 7806

Known by

Dean of Faculty Teachersipand Educational Science	Head of English EduactionDepartment
Drs. H. Herman Mustafa, M.Pd	Rampeng, S.Pd, M.Pd
NIDN.09 3112 6306	NIDN. 09 1604 7806

PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "Improving Reading Comprehension Through Adventure Comic at The Eight Grade Students' at SMP Negeri 8 Makasar" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 25 April 2013
Yang membuat pernyataan

T a s m a n

ABSTRAK

Tasman. 2013. *Improving Reading Comprehension Through Adventure Comic at The Eight Grade Students' at SMP Negeri 8 Makassar* . (Dibimbing oleh: Hanyah Haneng dan Rampeng).

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan strategi adventure comic dapat meningkatkan kemampuan siswa dalam memahami isi bacaan atau wacana di dalam komik, dan mengatasi kesulitan yang dihadapi siswa dalam memahami sebuah isi bacaan atau wacana. Permasalahannya yang di angkat adalah dapatkan strategi adventure comic meningkatkan pemahaman membaca siswa SMPN 8 Makassar.

Penelitian ini adalah penelitian eksperimen yang dilakukan pada siswa SMPN 8 Makassar kelas VIII. A yang berjumlah 37 siswa. Jumlah populasi dalam penelitian ini adalah 272 siswa kelas VIII. Sampel penelitian ini adalah 37 siswa.

Hasil penelitian menunjukan bahwa strategi adventure comic yang di ujicobakan SMPN 8 Makassar ternyata cukup berhasil. Hal ini dapat dengan meningkatnya kemampuan bahasa Inggris siswa khususnya dilihat dalam meningkatnya kemampuan memahami isi bacaan siswa yang semula masih rendah menjadi lebih baik.

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Finally, the writer hopes that this skripsi could be useful later and realize that this skripsi is still far from perfection, the writer welcome any suggestion and criticism because there is no one perfect in the world, perfection only to Allah SWT. For the mention above, may Allah SWT bless them, and always be with us Amin.....

Makassar, 25 January 2013

The Writer

LIST OF CONTENT

	Page
PAGE OF TITLE	i
PAGE OF APPROVAL	ii
PAGE OF DECLARATION	iii
ABSTRACK	vi
AKNOWLEDGEMENT	v
LIST OF CONTENT	vii
LIST OF TABLES	ix
CHAPTER I : INTRODUCTION	1
A. Background	1
B. Problem statement	6
C. Objective of the research	6
D. Significance of the research	6
E. Scope of the research	6
CHAPTER II : REVIEW OF RELATED LITERATURE	7
A. Some Pertinent Ideas	7
1. Definition of reading	7
2. Type of reading	8
3. Kinds of reading	9
4. Comprehension	11
5. Definition of reading comprehension	11
B. Effecting reading comprehension	13
C. Level of Reading Comprehension	14
D. Comic Books	15
E. Problem in Reading English Comic	17
F. Hypothesis	18
G. Conceptual Framework	18
CHAPTER III : RESEARCH METHOD	20

A. Research Methond and Design 20
B. Variable of the Research..... 21
C. Population and Sample 21
D. Instrument of the Research 21
E. Procedure of Collecting Data 22
F. Technique of data analysis 22
CHAPTER IV : FINDING AND DISCUSSION 25
A. Findings 25
B. Discussion 33
CHAPTER V : CONCLUSSION AND SUGGESTION 35
A. Conclusion 35
B. Suggestion 36
BIBLIOGRAPHY 38
APPENDIXES 40
BIOGRAPHY .....

LIST OF TABLES

Page

Table 4.1 : The students Score and Classification in Pre- test 26

Table 4.2 : The Students Score and Classification in Post- test 27

Table 4.3 : The Rate Precentage Of The Students in Pre-Test 28

Table 4.4 : The Rate Precentage Of The Students in Post-Test 29

Table 4.5 : The Students Means Score in Pre-Test and Post-Test 30

Table 4.6 : The t-Test Value Reading Comprehention Before and After Treatment 32

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LIST OF APPENDIXES

	Page
Apendixs 1: Instrumen Research of Pre-Test	40
Apendixs 2: Instrumen Research of Post-Test	42
Apendixs 3: Comic Learning Material	44
Apendixs 4: The Result of Students' Pre-Test and Post-Test	48
Apendixs 5: The Students' Standart deviation in Pre-Test and Post-Test	49
Apendixs 6: Score Students' of Pre-Test	50
Apendixs 7: Documentation Research	58
Apendixs 8: Table t-Distribution	61
Apendixs 9: Letters	62

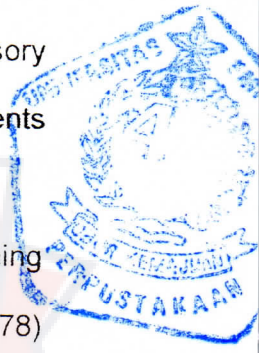
CHAPTER I

INTRODUCTION

This chapter deals with background, explanation about the problem statements, objective of the research, significant of the research, and scope of the research.

A. Background

In today's world, English mastery is vital skill that will help the students achiever their full potential in later life. From that context, the Indonesian government has decided English as one of the compulsory subjects that should be taught as a foreign language for the students of elementary school up to university.



However, Indonesian students face some difficulties in learning English is caused by language interference. As Haycraft (1978) stated that there are various skills in mastering language: receipting skill which includes listening (understanding the spoken language), reading (understanding the written language), and productive skills which includes speaking and writing. The reading skill became very important in the education field. Students need to be exercised and be trained in order to have a good reading skill.

Because reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are

Because of that reading is one of the basic communication skills. But it has a very complex process. It can be said that reading is a process in which reader finds information given by the written form.

However reading is an important skill of English. It is a source to get information given and the students can increase their vocabulary. No one can get much information without reading. Reading is the easiest way to get information.

It is very important for every student because of the reading, we can get much source of information because information is very important for improving the skill of students. By reading students will obtain various information that have not previously obtained. Therefore, reading is a window of the world, anyone who opens the window to see and know everything that happened. Both events happened in the past, present and even future.

Reading comprehension understands a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of a text in the reader's mind.

Thinker and Mc Cullough (1975 : 23) stated that reading as a form of communication such as television, radio, and motion pictures have their value along with certain information. It has distinct advantages over than the other means of communication as follow :

1. The thought of the printed materials provides the clear and most varied records of human experience and attainment available.
2. In searching for clear understanding and sounds conclusion. A reader can pause, reflect and study as often as reader wish. Reader can weight and deliberate at will.
3. Simply by running to other books we may obtain the variety of information and find out what the judgment of experts on difficult problems are.
4. Reading tends to be more efficient method of securing information than other means of communication at least two respects :
   a. Even on average and certainly one who is better than average, can pause printed material three to four times as fast as a person can talk intelligibly.
   b. Most creative minds in human history are there for any reader who is willing to go in searching of them.

So it is wise decision that reading has distinct advantages over than the other means of communication, since reading is the easiest and fastest way to access science and technology. By reading students will get or gain new experience exploring beyond space and time facts, knowledge, information, dreams and desires can be revealed.

The purpose of reading in many languages is to inform ourselves about something the students are interested in, or to challenge certain

our methods. In the other words, to extent our experience of the word in which they live. A person must read well if he wants to broad his experience, and solve challenge problems.

At junior high school, English is taught as one of the compulsory subjects and even up to the university. The students are expected to be able to get skill in reading, speaking, listening, writing, so that they can communicate with the other people from different countries.

The nature of reading is not merely reading the text though line. A reader has to bring into the text to comprehend what is read. Cooper (1986 : 4) stated that to comprehend the written word a reader must be able to:

1. Understand what an author has structure of organized the ideas and information presented in the text.
2. Relate the ideas and information from the text to ideas information stored in his or her mind.

The technique of teaching English is to develop especially to improve th reading. Because the technique or teaching influences the students' success, so the teacher of English should select the suitable method or technique to teach the students.

The lack of interest of the students to read English may be due to the methods and techniques that are not suitable for the students needs or students interest. It can be the serious problems for the

students. As the result the students have low motivation in reading english. They are not enthusiastic in reading English.

Realizing such problems, the teacher can attract the students attention to read English through English comic.

Willian P. Godfrey (1953-227), defines that the teacher as humorist and the comic spirit in the class room. In fact, the seriousness of the medium varies widely. The teacher can motivate students to be came book lovers because comic book are an excellent resource for learning English. These books teach not only vocabulary, they also teach conversation, everyday language in use, and current colloquial words.

Comic book can help and motivate the students with weak English. The comic books help the students to develop good reading skill. Students with limited English at the same time. The simplicity of comic books would help to build their confidence in their English and graphic novels can be as word as some regular books.

Base on the background above, the writer tries to make research by the topic "The students' Interest in English Reading English Adventure Comic a case study at the eight grade students at SMP Negeri 8 Makassar in academic year 2012/2013.

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B. Problem Statement

After looking at the explanation above the writer formulates problem statements as follow : "How is the students' improving in reading English through adventure comic?"

C. Objective of the Research

The objectives of this research are to explain the students' improving in reading English comic.

D. Significance of the Research

The results of this research are expected to be useful and helpful information for the teacher in general, in order to improve the quality of English teaching also the students being interest in reading English material or literature.

E. Scope of the Research

The scope of the research is restricted to the improving of the students in reading English adventure comic entitle " Donald duck comic" The interest of comic book is looked by the story.

CHAPTER II

REVIEW OF RELATE LITERATURE

A. Some Pertinent Ideas

1. Definition of Reading

Smith and Robinson (1980 : 8) define that reading comprehension means understanding, evaluating, utilizing of information and ideas gained through and interaction between the author and the reader.

Mansur (2000 : 23) define reading as active cognitive process of interaction with print and monitoring comprehension of establish meaning, the readers from a preliminary expectation about the material, the select, the fewest, most productive cues necessary to confirm or reject this expectation. This is a sampling process in which the reader takes adventure of this knowledge of vocabulary, syntax, and discourse.

Cooper (1986 : 12) states that reading is a developmental task: reading change from what primarily considered word recognition, through development of sight and meaning vocabulary and several methods of word attack, through different type of comprehension, to nature acts involving most of the higher mental process.

Harmer (1991 : 190) states that reading is an exercise dominated by the eyes and brain. The eyes receive massages and the brain than has to work out the significance of those messages.

Reading is an interactive between what a reader already knows about given topic or subject and what the writer writes.

From the quotes above can be concluded that reading is an activity to extract information which the readers want to derive from the point whether it is on a piece of paper on in many other media. Reading is an activity characterized by the translation of the symbols, letter, who word the sentences that have meaning into individual.

2. Type of Reading

Allin (1980 : 37) indicated the types of reading are important categories as follows :

a. Skimming

The eyes run quickly, over the text to discover what is about the main idea and the gist. This skimming occurs when the reader looks quickly at the contents page of a book, or at the chapter headings, subheadings, etc. this sometimes called previewing. When the reader goes through a particular passage such as a new newspaper article merely to get the gist.

b. Scanning

The reader is to look out for a particular item he believes in the text. The scanning can be done to find name, date, static, or facts in writing. The eyes start quickly at the lines of writing.

c. Intensive reading

It is also called study reading, this involves close study of the text. As the amount of comprehension should be high, the speed of reading is correspondingly slower.

Based on the quotes above, the researcher concludes that there are three types of reading skill. Those are essential for the students to read story or passage easily.

3. Kinds of reading

There are three kinds of reading that, the writer will explain kinds of reading. They are reading aloud, silent reading, and speed reading.

Allin (1980 : 42) states that there are three kinds of reading namely :

a. Reading Aloud

Reading aloud is very important devices cannot in achievement the goal because aid and developing our habit to practice. In reading aloud the students will get experience in producing sound that be practiced as many times as possible to practice. Reading aloud is separate and distinct from the

objectives of pronunciation and auditory memory focused upon in choral practice, dialogue memorization and pattern practice. By reading aloud the students can improve their mistakes in pronunciation, intonation and through reading they can increase their vocabulary.

b. Silent reading

Silent reading tents to reinforce the reader to find out the meaning of the words. This kind of reading skill to criticize what is written to discuss something written means to draw inference and conclusion as well as to express a new idea on the basis of what is read. By silent reading is second kind of reading. Among the important ones, that will be discussed here is comprehension that secret of successful silent lesson, to maintain the pupils interests at all time, constant variation in techniques goes to way to achieving this. During silent reading is sample material for the teacher to vary their approach from lesson to lesson.

Silent reading is a skill to criticize what is written. To discusses something written means to draw inference and conclusion as well as to express a new idea on the basis of what is read.

c. Speed reading

This kind of reading to improve speed and comprehension in reading. This skill of speed reading must run side with the main purpose of reading that is comprehension. The skill of speed reading must run side by side with the main purpose of reading.

There are many kinds of speed reading which depend on the difficulty of the material being read as well as the students own ability sand knowledge background. The rate of speed reading a story will be different from reading scientific material.

4. Comprehension

Comprehension as it is currently viewed as a process by which reader construct by interacting with the text (Anderson and pearson, 1984 : 255 – 291). The understanding a reader achieves during reading comes from the accumulated experience of the reader, experiences that are triggered as the reader decodes the author, words, sentences, paragraph, and ideas. Niles (1980 : 60) defines comprehension as a process of integrating new sentences with antecedent information in extra essential structure. Form the definition above, the researcher can conclude that comprehension is understood of the content and the idea of that passage. Knowing what the author wants to tell their readers.

5. Definition of reading comprehension.

Those are some definition of reading comprehension which has been proposed by some experts. Alexander (1988 : 37) defines reading comprehension as 'interaction between thought and language.

Smith and Robinson (1980 : 59) define that reading comprehension means the understanding utilizing of information and gained through an interaction between reader and author and reader in which the written language becomes the medium. Adam and Bertram (1980 : 83-84) points out reading comprehension is an interactive process between the text and the reader prior knowledge.

Cunningham (2000 : 45) states that lack of comprehension of a given passage may be accounted for in at least three ways that are:

a. The reader does not have appropriate schemata;
b. The clues provided by the author are not sufficient to suggest the appropriate schemata;
c. The reader fined a consistent interpretation is not intended by the author.

According to Smith and Robinson (1980 : 124-125) reading comprehension depend on many factors :

a. The reader's ability to attend the printed idea ;
b. The reader's background knowledge to which new information must be added;

c. The quality to lucidity writing itself;

d. The reader's purpose of goal in reading material.

Based on the information above the researcher conclusion of reading comprehension is understand of the text idea where in reading there are some interaction between teacher and students in classroom activity.

B. Factors Affecting Reading Comprehension

In reading comprehension there are many factors influences to compared reading test. Smith (1980 : 66) devided the factors into five categories namely :

1. Background experience. It refers in previous experiences that the readers have already known before and it relates to the reading materials that they read.
2. Language ability. If refer to the reader's ability in mastering some elements of language. For example : vocabulary, transition, words, grammar, etc.
3. Thinking ability. It refer to the reader's ability to analyze the reading material that they read by considering some comprehension aids to support their achievements in comprehension.
4. Affection. It refers to some psychological factors that can affect the reader's comprehension. The factors are interest, motivation, attitudes, beliefs and feeling.

5. Reading purpose. It refers to the reader's purpose way they read the material. It is usually done by making some question before reading process. The question will be stepping stone to get comprehension.

C. Level of Reading Comprehension

According to Muhammad Rasyid (1997 : 64) there are three levels of comprehension namely :

1. The first level, literal comprehension is the most obvious.

   Comprehension at this level involves surface meaning. At this level, teacher can ask the students to find information and ideas that are explicitly stated in the text. In addition, it is also appropriate to test vocabulary. Being able to read for literal meanings ideas is influence by one's mastery of word meaning.

2. The second level or stand interactive or inferential comprehension.

   At this level students go beyond what is said and read or deeper meaning in the reading comprehension. They must be able to read critically and analyze carefully what they have read in the paragraph. Students head to able to see relationship among ideas and paragraph.

3. Finally, the third level of comprehension is critical reading or applied reading where by ideas and information is evaluated.

   Mohammad (1999: 73) critical evaluation occurs only after our students have understood the ideas about information that the

writer has presents. At this level, students can be tasted on the following skills:

a. The ability to differentiate between facts and opinions.

b. The ability to recognize persuasive statements

c. The ability to judge the accuracy of the information given in the text.

Although comprehension takes places at several levels, mastery at any one level is not a prerequisite to comprehension at another level. Furthermore, the reading skills for each level or standard cut across ages, they are relevant to young readers in primary school, secondary school students right up to students at tertiary level. Teacher also need to keep in mind that there levels are not distinct. Dividing comprehension into literal. Inferential, and critical stand is only intended as a guided for teacher when preparing reading assessments.

From the quotes above that there are three levels in reading comprehension that the teacher should know of those levels before teaching reading for his/her students.

D. Comic books

A comic book is defines as a booklet of words and pictures integrated into a flexible and powerful printed format (witek 1989 : 3) according to the definition of comics at the DC's web page, variously referred to comics, comic strips and comic books, the comics format

as we know it today is a unique art form and literary medium that originated in the U.S. in the late 180s.... At its simplest, a comic is a series of words and pictures that is presented in a sequential manner to form a narrative.

Comic book uses everyday language in dialogue balloons to communicate a point quickly and directly (1944 : 221) by using a series or sequence of pictures, a cast of characters that the audience can relate to, and lost of dialogue and text within the picture, the creators of comic books draw their readers to their creation (1971 : 21). Writers and illustrators tend to use stereotypes of basic characters and clichés to express their meaning (Gerberg 1983 : 38).

Even thought the comic book picture emphasizes the words and dialogue of the characters, it's the relationship between the words and the pictures that says so much more (McCloud 1993:47;faust 1971:195) writer will use idioms, puns and slang to related to the everyday individual Comic Book are a form of narrative fiction and so they have a plot, characters, setting, dialogue, and symbolism.

1. Description of Comic Books

Comic Books are basically 32 page periodicals about 7 " X 10" in size. Each of the 32 pages are divided into approximately 2 X4 or 3 X3, in a 32 page book, the number of panels can add up to anywhere from 90 to 200 (Pellowski 1995 : 44, Feury), "Each story is made up of a certain number of panels, and each panels holds

one illustration" (Busiek). The size of the panel reflect the conception of time. Small panels illustrate time as going by quickly and large panels makes time look like it is taking a longer amount of time (Buisek).

The splash page is the first full page panel that also has the title of the story and credits the author, artist, penciller, and inker. Traditional, this was the first panel is also gerally used to set up the scene (Buisek;Pollowski 1995:41). The rest of the comic book can consist of one of one long story, several shorter short stories, or one long story broken into pars. The format must reflect the story.

E. Problem in Reading English Comic

Language is the main problem that students face in reading English comic, if they do not understand the text and enjoy reading it. Therefore, the text should not be too difficult either linguistically on conceptual level. It is then the teacher's responsibility experiencing the comic book concerned. One way to do this is to pre each the vocabulary and culture items, so that when the students read the comic concerned, they can understand and appreciated it.

According to Pearson (1980) in the reading process we usually faced some differentiates, namely:

1. Habit of Regression

One habit to avoid in reading is that of " Going back your track". Almost everyone reads in this way, the readers sometimes and return the passage this habit is allowed.

2. Word by word reading

The reader who reads word by word may provide himself a handicap or read black to understand meaning rapidly.

3. Poor concentration

Concentration is extremely important in affective reading. The reader cannot submerge himself completely in reading process if he is poor or less concentration in reading consequently.

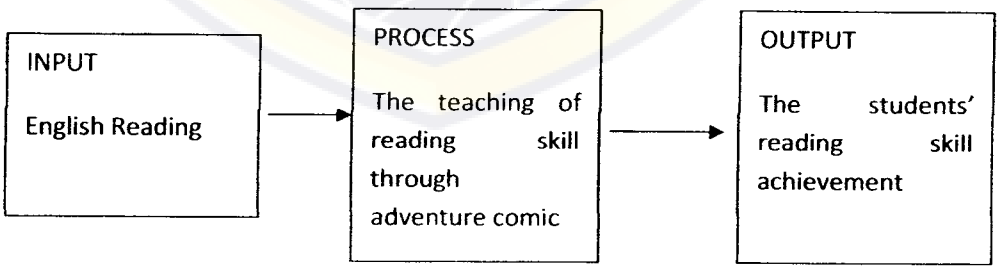
F. Hypothesis

Related to the previous explanation, the writer formulated the hypothesis as follows :

- Students' reading comprehension of the second year of SMP Negeri 8 Makassar can improve by applying adventure comic.

G. Conceptual Framework

The conceptual framework of this research is illustrated as follow :



The main components above are described as follows :

1. Input refers to material that is applied
2. Process refers to teaching reading skill through adventure comic.
3. Output refers to the achievement of the students in reading comic.

CHAPTER III

RESEARCH METHOD

This chapter deals with research method and design, variables of the research, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Method and Design

In this research, the writer employed a pre-experimental method with one group pre-test and post-test design. This design involved one group, which was pre-test (O_1), then exposed to treatment (X), and post-test (O_2).

The formula is presented as follow :

Pre – test	Treatment	Post-test
O_1	X	O_2

Where :

O_1 : Pre – test

X : treatment

O_2 : post-test

(Gay, 2006 : 225)

B. Variable of the Research.

The variable of this research were reading comprehension ability as the dependent variable and adventure comic strategy as the independent variable.

C. Population and Sample

1. Population

The population of this research was students the eight class at SMP Negeri 8 Makassar 2012/2013 academic year. The totals of population are 272 students which consist of eight classes.

2. Sample

The sampling technique in this research was purposive sampling. The purposive sampling mean that the writer choose directly which one of the sample class to make the research. The writer took one class of eight classes at SMP Negeri 8 Makassar, namely class VIIIA. The total samples were 37 students.

D. Instruments of the Research

The instrument of the research was a set of reading comprehension test. The consists of reading passage. Reading passage consists of several multiple choice questions. Comprehension was measured by asking students to choose one out of several alternative answers.

E. Procedure of Collecting Data

In collecting data, the writer follows the steps below :

1. First, the writer gave pre-test to know the students reading comprehension before giving the treatment, by using adventure comic strategy.
2. Second, the writer gave the treatment for third meeting to the students by using adventure comic strategy.
3. The third, the writer was gave the post-test. In the post-test the writer was distrusted the reading comprehension test. In the test the students are ask to answer multiple choice questions. This test is aim to see the students comprehension of students after having the treatment.

F. Technique of Data Analysis

The collecting data through the test used inferential static percentage score was also used to know the students ability. The steps undertaken in quantitative analysis employing the following formula :

1. Scoring the students correct answer of pre-test and post-test

$$\text{Score} = \frac{\text{Students correct answer}}{\text{Total number if item}} \text{ X } 100$$

(Sudjana : 2008 : 144)

2. Classifying the score of the students answer into the following scale:

   a. 9.6 to 10 is classified as excellent.

   b. 7.6 to 9.5 is classified as good.

   c. 6.6 to 7.5 is classified as fairly good.

   d. 5.6 to 6.5 is classified as fair.

   e. 3.6 to 5.55 is classified as poor.

   f. 0 to 3.5 is classified as very poor.

3. Classifying the score of the students answer :

Classification	Score	Indicator
Excellent	9.6-10	Makes few (if any) able errors of reading
Good	7.6-9.5	The way to read rather the same with native speaker.
Fairly good	6.6-7.5	Understand most of what is read understand of what is read but at lowers than normal understand of what is read.
Fair	5.6-6.5	Little understand of what is read
Poor	3.6-5.55	Has great difficulty following what is read, understand with frequent repetition
Very poor	0 – 3.5	Cannot be read event in simple reading.

(Rusdi, 2005 : 286)

4. Findings the improvement of the students, the writer compares of pre-test and post-test by using the following way :

The formula of mean score :

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

Where : X = Mean score

$\sum x$ = The sum of all the score

N = The number of sample

(Gay, 2006 : 298)

5. Finding out the significant between the pre-test and post- test by calculating the value of the post-test. The following formula is employed :

The formula of Post- test

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where :

t = test of significance

D = deviation

$\sum D$ = standard deviation

N = number of students

I = constant number

(Gay, 2006 : 331)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts. There are the presentations of the result that was found in field and discussion that explain and interprets the finding in the second section.

Include the explanation of problem faced by students in using adventure comic strategy to change the students' reading comprehension as a result observation.

A. Findings

In this section, the writer described the result of data analysis besed on the problem statement in the pre – test and post- test in the research place for caculating in the data analysis, how many students can improve with adventure comic method.

The result of data analysis was found that teaching reading through adventure comic strategy improves the reading comprehension of the student was thought adventure comic strategy could be seen in the following table about the students' improvement in reading comprehension throught adventure comic in the learning process.

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OBOR KEMAJUAN
PERPUSTAKAAN

Table 1 : The students Score and Classification in Pre- test

No	Initial of the students	Pre – test	Classification
1.	A. Muh. Fajri Ramadhan Firdaus	8	Good
2.	A. Rifky Aditya Wijaya	8	Good
3.	A. Muh. Fadhuirahman	8	Good
4.	Adriani Phadi	6	As fair
5.	Alif Haripratama Alimin	10	Excellent
6.	Amanul Ihsan	8	Good
7.	Andi Nur Vira Dela Yandini. A.M	10	Excellent
8.	Andika Bagus Setiawan	8	Good
9.	Angel Gracia	6	As fair
10.	Annisa Nurjannah P	8	Good
11.	Audi Ainun Hamid	8	Good
12.	Ayu Indriyanti Rizky S. Dawing	8	Good
13.	Ayu Sri Rahayu	8	Good
14.	Deby Nur Aziza Hasanuddin	8	Good
15.	Dewayu Rara Barapadang	8	Good
16.	Diah Ayu Lestari Rajam	8	Good
17.	Dzalsabyla Firdauziah Azzahrah	8	Good
18.	Indah Lestari Almunawarah	6	As fair
19.	Indah Pratiwi Bachtiar	8	Good
20.	Indriyani Mustafa	8	Good
21.	Juantomo	10	Excellent
22.	Jul Shintya	8	Good
23.	Kharida Dahinadhira	8	Good
24.	Liliani Priestiawanty. S	6	As fair
25.	Muhammad Firdaus	8	Good
26.	Nasthasia Arum Kusumaningtyas	8	Good
27.	Nur Ainun Basry	4	As poor
28.	Nur Amalia	10	Excellent
29.	Nur Fadliansyah Abu Bakar	8	Good
30.	Nurul Rahmasari	6	As fair
31.	Riska Oktaviani Tambing	8	Good
32.	Sheika Ayeshia Maksud	10	Excellent
33.	Sofiyah Laila. A	8	Good
34.	Supratiwi Gustiani GR Ananda	10	Excellent
35.	Theopilius	10	Excellent
36.	Yehezkie Yunus B	6	As fair
37.	Yolanda Advensia L	8	Good
Total		294	
Mean Score		7,94	

Table 1 above showed that based on the pre- test, 7 students were classified as axcellent, 23 students were classified as good, none of the students were classified as fairly good, 6 students were classified as fair, 1 student was classified as poor and none of the students were classified as very poor. The total classification of the students based on the pre-test of experiment class were 294 and their mean score were 7,94. It showed that students' reading comprehension low before applying adventure comic strategy.

Table 2 : The students score and classification in post-test

No.	Initial of the students	Post – test	Classification
1.	A. Muh. Fajri Ramadhan Firdaus	9	Good
2.	A. Rifky Aditya Wijaya	9	Good
3.	A. Muh. Fadhuirahman	10	Excellent
4.	Adriani Phadi	9	Good
5.	Alif Haripratama Alimin	10	Excellent
6.	Amanul Ihsan	9	Good
7.	Andi Nur Vira Dela Yandini. A.M	10	Excellent
8.	Andika Bagus Setiawan	10	Excellent
9.	Angel Gracia	9	Good
10.	Annisa Nurjannah P	8	Good
11.	Audi Ainun Hamid	9	Good
12.	Ayu Indriyanti Rizky S. Dawing	9	Good
13.	Ayu Sri Rahayu	9	Good
14.	Deby Nur Aziza Hasanuddin	9	Good
15.	Dewayu Rara Barapadang	9	Good
17.	Diah Ayu Lestari Rajam	8	Good
18.	Dzalsabyla Firdauziah Azzahrah	9	Good
19.	Indah Lestari Almunawarah	8	Good
20	Indah Pratiwi Bachtiar	9	Good
21.	Indriyani Mustafa	8	Good
22.	Juantomo	10	Excellent
23.	Jul Shintya	9	Good
24.	Kharida Dahinadhira	10	Excellent
25.	Liliani Priestiawanty. S	9	Good
26.	Muhammad Firdaus	9	Good
28.	Nur Ainun Basry	10	Excellent

To be continue

continuation

29.	Nur Amalia	10	Excellent
30.	Nur Fadliansyah Abu Bakar	9	Good
31.	Nurul Rahmasari	8	Good
32.	Riska Oktaviani Tambing	9	Good
33.	Sheika Ayeshia Maksud	9	Good
34.	Supratiwi Gustiani GR Ananda	9	Good
35.	Theopilius	9	Good
36..	Yehezkie Yunus B	10	Excellent
37.	Yolanda Advensia L	9	Good
Total		329	
Mean Score		8,89	

The table 2 above showed that based on the post- test 9 students were classified as excellent, 28 students were classified as good, and none of the students were classified as fairly good, as fair, poor, and very poor. The classification of the students based on the post- test of experiment class were 329 and their mean score were 8,89. It showed that students' reading comprehension straight after apply adventure comic strategy, and this strategy affective to improve the students' reading comprehension at SMPN 8 Makassar.

Table 3 : The Rate Percentage of the Students' in Pre – Test.

No	Classification	Pre- Test	
		XI	%
1.	Excellent	7	18,91 %
2.	Good	22	59,45 %
3.	Fair good	-	-
4.	Fair	7	18,91 %
5.	Poor	1	2,70 %
6.	Very poor	-	-
Total		37	100 %

Based on table above, before the students were treated by adventure comic strategy,7(18,91 %) students were excellent, 22(59,45 %)

students were classified as good, 7(18,91 %) students were classified as fair, and 1 (2,70 %) was student got poor. Based the rate percentage of the students' in pre-test above this was describe most of the students at SMPN 8 Makassar low comprehension in reading paragraph before applied adventure comic strategy.

Table 4 : The Rate Percentage of the Students' in Post – Test

No	Classification	Post- Test	
		X2	%
1.	Excellent	9	23,68 %
2.	Good	28	75,67 %
3.	Fair good	-	-
4.	Fair	-	-
5.	Poor	-	-
6.	Very poor	-	-
	Total	37	100 %

Based on the data above, after applied adventure comic strategy, there 9(23,68 %) students got excellent, 29 (76,31 %) students were classified as good, and none of the students were classified fairly good, as fair, poor, and very poor. With the rate percentage above the writer concluded this strategy effective to improve readings' comprehension for students at SMPN 8 Makassar.

The writer concluded that the students' rate percentages in post – test were higher than in pre-test. It proved after applying adventure comic strategy in reading comprehension the students' percentage improves. It means that applied the adventure comic strategy in teaching and learning reading comprehension was effective.

Table 5 : The Students' Means Score in Pre-Test and Post-Test.

Pretest (XI)	Post test (X2)	Improvement
7,94	8,89	11,96 %

Based on the table above, it indicates that the students' improvement of the second year student who the writer taught through adventure comic strategy was success and give positive effect to the students' reading comprehension because the result of the mean score of the students' pre-test and post-test. The students improvement of reading comprehension by using adventure comic strategy was 11,96 %.

To know the mean score analysis for reading test, the writer used formula are as follows :

1. Pre – Test

X1 = 294

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{294}{37}$$

$$\overline{X} = 7{,}94$$

2. Post – Test

X2 = 329

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{329}{37}$$

$\overline{X}$ = 8,89

To know the students improvement score analysis for reading test, the writer used formula are as follows :

$$\% = \frac{x2-x1}{x1} \times 100$$

$$\% = \frac{8,89-7,94}{7,94} \times 100$$

% = 11,96 %

To know the significant between t-test and t-table for analysis for reading test the writer used formula are as follow :

$$t = \frac{D}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

X1 = 294

X2 =329

$\sum D$ =43

$\sum D^2$ =119

$$D = \frac{\sum D}{N} = \frac{43}{37} = 1,2$$

$$t = \frac{\frac{43}{37}}{\frac{\sqrt{\frac{37(119) - (43)^2}{37(37-1)}}}{\sqrt{37}}}$$

$$t = \frac{1{,}162}{\frac{\sqrt{\frac{4403 - 1849}{37(36)}}}{\sqrt{37}}}$$

$$t = \frac{1{,}162}{\frac{\sqrt{\frac{2554}{1332}}}{6.083}}$$

$$t = \frac{1{,}162}{\frac{\sqrt{1.917}}{6{,}083}}$$

$$t = \frac{1{,}162}{\frac{1{,}385}{6{,}083}}$$

$$t = \frac{1{,}162}{0{,}228}$$

$$t = 5{,}105$$

Table 4.6 : The T-test Value Reading Comprehension Before and After Treatment.

t- test	t-table	Comprehension	Different
5,105	2,4	t-test > t-Table	Siginifikan

The result of t-table value in reading test indicated that the t-test value of reading were greater that t-table value (2,4) with alpha value (0,01).

Based on the result above, finally the writer concluded that the application of adventure comic strategy in teaching and learning process at SMPN 8 Makasar was effective to improve the students' English comprehension in reading.

The student result on reading comprehension improvement through adventure comic strategy in the pretest and posttest was shown in the following table.

B. Discussion

In this part, the writer discussed the result of the data analysis of the pre-test and post-test in accordance with the scope of thos research. The discussion is intended to know the students' reading comprehension through adventure comic strategy at SMPN 8 Makassar in Academic 2012/2013.

The description of the data collected through the objective test as explained above shows that students' reading comprehension in reading test increase significantly. It also supported by the frequency and the percentage of the result of the students' pre-test and post-test. This implies that adventure comic strategy in one of the some effective ways in increasing the students' reading comprehension ability toward reading test, to comprehend reading test prior knowledge is much needed because the student cannot discuss about the topic when they do not have prior knowledge.

Based on the reason above the writer sure that adventure comic strategy is one effective strategy to comprehend reading test. One factor that influence reading comprehension is background knowledge or what already know about the topic. When the student do not understand what they read automatically cannot speak, it is usually because the student have limited background knowledge about the topic, in the other word, student understand most easily when the topic relates to the background knowledge and experience.

CHAPTER V

CONCLUSSIONN AND SUGGESTION

A. Conclusion

After conducting the writer about application of adventure comic strategy at SMPN 8 Makassar, and based on research finding and previous chapter, the research puts the following conclusion.

Adventure comic strategy is one of the effective teaching methods in improving the students' English competence, especially in teaching reading compentence. It was proved by the research that have been done at SMPN 8 Makassar, the research finding show that there were the significance improvement that could be gained in teaching learning process by applying adventure comic strategy in reading comprehension.

Based on the writer observation when this research had been done at SMPN 8 Makassar, the writer also concludes that the application of adventure comic strategy in teaching and learning process at SMPN 8 Makassar could change perception that learning English is difficult and boring. Then after they join the class where the adventure comic was applied the students also were more active to follow the class for learning English reading.

B. Suggestion

In this term, the writer is going to put forward some suggestions for English teacher and the students themselves.

1. For the English teachers
   a. It is suggested that teacher apply adventure comic strategy as one of the alternative teaching technique in teaching and learning process.
   b. It is suggested that teacher apply adventure comic strategy as one alternative to solve problem of the students in reading process.
   c. If order to make the class more active, the teacher should do adventure comic strategy because it can arouse the students' motivation to read English, and Then teacher should pay more attention to guide their students in learning English reading.
2. For the students
   a. Reading is window of knowledge so that the student should be encouraged reading, cause more you reading more clever you are.
   b. The student should train in English reading, so the influence of mother tongue will be decreasing.

c. The teacher are expected to increase the intensity of using adventure comic strategy in teaching reading comprehension.

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APPENDIX

Appendix 1 INSTRUMEN PENELITIA PRE-TEST

Nama :
Nim :
Kelas :

Petunjuk Pengisian

a. Bacalah soal ini dengan saksama sebelum anda menjawabnya dan Jawaban dengn jawaban yang benar!

1. What is title the comic ?
   a. Doremon
   b. Sincan
   c. Donald duck
   d. Tommy and jerry
2. Who says" it may look like a peaceful day in duckburg, but just wait a minute or two ?
   a. Jones
   b. Duck
   c. Spectator
   d. Referee
3. What are they doing in this comic ?
   a. They are trying to ride a car
   b. They are doing competition by a car
   c. They are doing sport with a car
   d. They are riding a car
4. Who says "gentlemen, start your engines! Three, two, one..... go ?
   a. Referee
   b. Guide
   c. Audience
   d. Donald duck
5. How many cars is doing competition for page five in the comic picture ?
   a. nine
   b. Ten
   c. Elevent
   d. Twelve
6. How many flags for page five in the comic picture?
   a. One
   b. Two
   c. Four
   d. Five

7. Who repairs his car for page one In the comic picture?
   a. Donald duck
   b. Jones
   c. Sincan
   d. Doremon
8. What is colour jones's car ?
   a. Red
   b. Blue
   c. Green
   d. Yellow
9. What is colour Donald duck's car?
   a. Blue
   b. Red
   c. Green
   d. Yellow
10. Who says" I' ve go to do something..... for page four?
   a. Jones
   b. Donald duck
   c. Audience
   d. Guide

Appendix 2 INSTRUMEN PENELITIA POST-TEST

Nama :
Nim :
Kelas :

Petunjuk Pengisian

a. Bacalah soal ini dengan saksama sebelum anda menjawabnya dan Jawaban dengn jawaban yang benar!

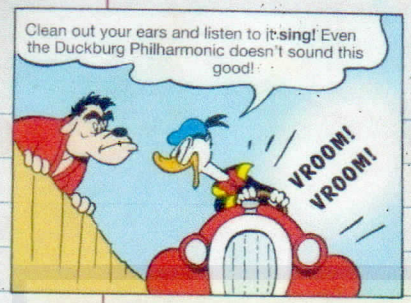
1. What is title the comic ?
   a. Doremon
   b. Sincan
   c. Donald duck
   d. Tommy and jerry
2. Who says" it may look like a peaceful day in duckburg, but just wait a minute or two ?
   a. Jones
   b. Duck
   c. Spectator
   d. Referee
3. What are they doing in this comic ?
   a. They are trying to ride a car
   b. They are doing competition by a car
   c. They are doing sport with a car
   d. They are riding a car
4. Who says "gentlemen, start your engines! Three, two, one..... go ?
   a. Referee
   b. Guide
   c. Audience
   d. Donald duck
5. How many cars is doing competition for page five in the comic picture ?
   a. nine
   b. Ten
   c. Elevent
   d. Twelve
6. How many flags for page five in the comic picture?
   a. One
   b. Two
   c. Four
   d. Five

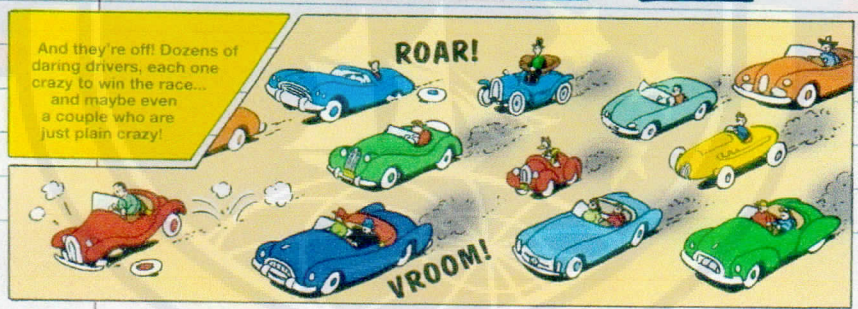
7. Who repairs his car for page one In the comic picture?
   a. Donald duck
   b. Jones
   c. Sincan
   d. Doremon
8. What is colour jones's car ?
   a. Red
   b. Blue
   c. Green
   d. Yellow
9. What is colour Donald duck's car?
   a. Blue
   b. Red
   c. Green
   d. Yellow
10. Who says" I' ve go to do something..... for page four?
   a. Jones
   b. Donald duck
   c. Audience
   d. Guide

UNIVERSITAS BOSOWA

Appendix 3 COMIC LEARNING MATERIAL

English Version





English Version

English Version

Appendix 4 The result of students' Pre – test and Post – test

Nama	Pre – test (x1)	Post – test (x2	D (difference) (X2-X1)	D^2
A. Muh. FajriRamadhan Firdaus	8	9	1	1
A. Rifky Aditya Wijaya	8	9	1	1
A. Muh. Fadhuirahman	8	10	2	4
Adriani Phadi	6	9	3	9
Alif Haripratama Alimin	10	10	0	0
Amanul Ihsan	8	9	1	1
Andi Nur Vira Dela Yandini. A.M	*10*	*10*	0	0
Andika Bagus Setiawan	8	10	2	4
Angel Gracia	6	9	3	9
Annisa Nurjannah P	8	8	0	0
Audi Ainun Hamid	8	9	1	1
Ayu Indriyanti Rizky S. Dawing	8	9	1	1
Ayu Sri Rahayu	8	9	1	1
Deby Nur Aziza Hasanuddin	8	9	1	1
Dewayu Rara Barapadang	8	9	1	1
Diah Ayu Lestari Rajam	8	8	0	0
Dzalsabyla Firdauziah Azzahrah	8	9	1	1
Indah Lestari Almunawarah	6	8	2	4
Indah Pratiwi Bachtiar	8	9	1	1
Indriyani Mustafa	8	8	0	0
Juantomo	10	10	0	0
Jul Shintya	8	9	1	1
Kharida Dahinadhira	8	10	2	4
Liliani Priestiawanty. S	6	9	3	9
Muhammad Firdaus	8	9	1	1
Nasthasia Arum Kusumaningtyas	8	9	1	1
Nur Ainun Basry	4	10	6	36
Nur Amalia	10	10	0	0
Nur Fadliansyah Abu Bakar	8	9	1	1
Nurul Rahmasari	6	8	2	4
Riska Oktaviani Tambing	8	9	1	1
Sheika Ayeshia Maksud	10	9	-1	1
Sofiyah Laila. A	8	9	1	1
Supratiwi Gustiani GR Ananda	10	9	-1	1
Theopilius	10	9	-1	1
Yehezkie Yunus B	6	10	4	16
Yolanda Advensia L	8	9	1	1

Appendix 5 The students' standard deviation in pre – test and post – test

a. Standard Deviation of Students' Pre-test

$$SD = \sqrt{\frac{\sqrt{SS}}{N}}$$

$$SS = \sum X^2 - \frac{(\sum X)2}{N}$$

$$= 2404 - \frac{86436}{37}$$

$$= 227,13$$

$$SD = \sqrt{\frac{227,13}{37}}$$

$$= \sqrt{84,11}$$

$$= 9,17$$

b. Standard Deviation of Students' Post – test.

$$SD = \sqrt{\frac{\sqrt{SS}}{N}}$$

$$SS = \sum X^2 - \frac{(\sum X)2}{N}$$

$$= 3083 - \frac{108241}{37}$$

$$= 2842,10$$

$$SD = \sqrt{\frac{2842,10}{37}}$$

$$= \sqrt{76,81}$$

$$= 8,76$$

Appendix 6 Score Students of Pre- Test

6

Nama : Nurul Rahmasari
Nim :
Kelas : VIII. A

Petunjuk Pengisian

a. Bacalah soal ini dengan saksama sebelum anda menjawabnya dan Jawaban dengn jawaban yang benar!

1. What is title the comic ?
   a. Doremon
   b. Sincan
   c. Donald duck ✓
   d. Tommy and jerry
2. Who says" it may look like a peaceful day in duckburg, but just wait a minute or two ?
   a. Jones
   b. Duck
   c. Spectator ✗
   d. Referee
3. What are they doing in this comic ?
   a. They are trying to ride a car
   b. They are doing competition by a car ✓
   c. They are doing sport with a car
   d. They are riding a car
4. Who says "gentlemen, start your engines! Three, two, one..... go ?
   a. Referee ✗
   b. Guide
   c. Audience
   d. Donald duck
5. How many cars is doing competition for page five in the comic picture ?
   a. nine
   b. Ten
   c. Elevent
   d. Twelve ✓
6. How many flags for page five in the comic picture?
   a. One
   b. Two
   c. Four ✓
   d. Five

7. Who repairs his car for page one In the comic picture?
   a. Donald duck ✗
   b. Jones
   c. Sincan
   d. Doremon
8. What is colour jones's car ?
   a. Red
   b. Blue
   c. Green ✓
   d. Yellow
9. What is colour Donald duck's car?
   a. Blue
   b. Red ✓
   c. Green
   d. Yellow
10. Who says" I' ve go to do something..... for page four?
   a. Jones ✗
   b. Donald duck
   c. Audience
   d. Guide

UNIVERSITAS BOSOWA

4

Score Students of Pre- Test

Nama : Nur aimu basri
Nim : 21385
Kelas : VIII A

Petunjuk Pengisian

a. Bacalah soal ini dengan saksama sebelum anda menjawabnya dan Jawaban dengn jawaban yang benar!

1. What is title the comic ?
   a. Doremon
   b. Sincan
   c. Donald duck ✓
   d. Tommy and jerry
2. Who says" it may look like a peaceful day in duckburg, but just wait a minute or two ?
   a. Jones
   b. Duck
   c. Spectator ✗
   d. Referee
3. What are they doing in this comic ?
   a. They are trying to ride a car ✗
   b. They are doing competition by a car
   c. They are doing sport with a car
   d. They are riding a car
4. Who says "gentlemen, start your engines! Three, two, one..... go ?
   a. Referee ✗
   b. Guide
   c. Audience
   d. Donald duck
5. How many cars is doing competition for page five in the comic picture ?
   a. nine
   b. Ten
   c. Elevent
   d. Twelve ✓
6. How many flags for page five in the comic picture?
   a. One
   b. Two
   c. Four ✓
   d. Five

7. Who repairs his car for page one In the comic picture?
   a. Donald duck
   b. Jones
   c. Sincan
   d. Doremon
8. What is colour jones's car ?
   a. Red
   b. Blue
   c. Green
   d. Yellow
9. What is colour Donald duck's car?
   a. Blue
   b. Red
   c. Green
   d. Yellow
10. Who says" I' ve go to do something..... for page four?
   a. Jones
   b. Donald duck
   c. Audience
   d. Guide

UNIVERSITAS BOSOWA

7. Who repairs his car for page one In the comic picture?
   a. Donald duck
   b. Jones
   c. Sincan
   d. Doremon
8. What is colour jones's car ?
   a. Red
   b. Blue
   c. Green
   d. Yellow
9. What is colour Donald duck's car?
   a. Blue
   b. Red
   c. Green
   d. Yellow
10. Who says" I' ve go to do something..... for page four?
   a. Jones
   b. Donald duck
   c. Audience
   d. Guide

UNIVERSITAS BOSOWA

Score Students of Post- Test

Nama : Nur aimun Basri
Nim : 211305
Kelas : VIII A

Petunjuk Pengisian

a. Bacalah soal ini dengan saksama sebelum anda menjawabnya dan Jawaban dengn jawaban yang benar!

1. What is title the comic ?
   a. Doremon
   b. Sincan
   c. Donald duck ✓
   d. Tommy and jerry
2. Who says" it may look like a peaceful day in duckburg, but just wait a minute or two ?
   a. Jones ✓
   b. Duck
   c. Spectator
   d. Referee
3. What are they doing in this comic ?
   a. They are trying to ride a car
   b. They are doing competition by a car ✓
   c. They are doing sport with a car
   d. They are riding a car
4. Who says "gentlemen, start your engines! Three, two, one..... go ?
   a. Referee
   b. Guide ✓
   c. Audience
   d. Donald duck
5. How many cars is doing competition for page five in the comic picture ?
   a. nine
   b. Ten
   c. Elevent
   d. Twelve ✓
6. How many flags for page five in the comic picture?
   a. One
   b. Two
   c. Four ✓
   d. Five

7. Who repairs his car for page one In the comic picture?
   a. Donald duck
   b. Jones
   c. Sincan
   d. Doremon
8. What is colour jones's car ?
   a. Red
   b. Blue
   c. Green
   d. Yellow
9. What is colour Donald duck's car?
   a. Blue
   b. Red
   c. Green
   d. Yellow
10. Who says" I' ve go to do something..... for page four?
   a. Jones
   b. Donald duck
   c. Audience
   d. Guide

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Appendix 7 : Pictures

The students' were answering the pre- test comic

The students' were discussing about comic

The students' were answering the some Pre – test

The students' was answering the some post – test.

A teacher was explaining about the comic and how method answers the comic questions.

The students had answered the post- test comic questions

TABEL II
NILAI-NILAI DALAM DISTRIBUSI t

	α untuk uji dua fihak (two tail test)					
	0,50	0,20	0,10	0,05	0,02	0,01
	α untuk uji satu fihak (one tail test)					
dk	0,25	0,10	0,005	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,743	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

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45
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