

**THE CORRELATION BETWEEN READING ENGLISH COMIC
AND STUDENTS' WRITING ABILITY AT
SMAN 4 MAKASSAR**

SKRIPSI

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FACULTY OF EDUCATION AND LITERATURE
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Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana
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BOSOWA

By

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ABILITY AT SMAN 4 MAKASSAR**

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PERNYATAAN

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Makassar, September 2023

Yang membuat pernyataan



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ABSTRACT

Sultan Muhammad AlFaiz, 2023. *The Correlation Between Reading English Comic And Students' Writing Ability at SMAN 4 Makassar*. Skripsi, English Language Education Study Program. (supervised by Nurfaizah Sahib, S.Pd.I., M.Pd. and Hj. Restu Januarty Hamid, S.Pd.I., M.Pd)

This study aimed to The Correlation Between Reading English Comic And Students' Writing Ability at SMAN 4 Makassar.

This study used a pre-experimental method. The Subject of this study were students of twelveth grade SMAN 4 Makassar semester ganjil in the academic year 2023/2024, with a sample of 29 students. Data collection was reading text using comic.

This research data collected through tests shows that after the research was carried out, the students' reading and writing abilities increased, the influence of English Comics on their learning abilities increased compared to before using English Comics. Based on the results of the data analysis, it can be seen that the students' results in the (reading) pre-test were 51,72. Then after getting treatment, the students' pre-test scores increased to 79,62 in the post-test. Meanwhile, the result of (writing) pre-test were 67,69 and after getting treatment 85,83. It can be concluded that students' reading skills and writing skills are improved on the students'. So it can be concluded that using the English Comic can improve students' learning ability in reading English texts at SMA 4 Makassar.

Keywords: English Comic, writing ability, reading comic

ABSTRAK

Sultan Muhammad AlFaiz, 2023 *The Correlation Between Reading English Comic And Students' Writing Ability at SMAN 4 Makassar*. Skripsi, English Language Education Study Program. (supervised by Nurfaizah Sahib, S.Pd.I., M.Pd and Hj. Restu January Hamid, S.Pd.I., M.Pd)

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan menulis menggunakan sistem English Comic siswa kelas XII SMAN 4 Makassar, agar kedepannya dapat lebih bermanfaat bagi siswa untuk kedepannya.

Penelitian ini menggunakan metode pra eksperimen. Subyek penelitian ini adalah siswa kelas XII SMAN 4 Makassar semester ganjil tahun ajaran 2023/2024, dengan menggunakan sample sebanyak 29 siswa. Pengumpulan data berupa teks bacaan dengan menggunakan English Comic.

Data penelitian ini yang dikumpulkan melalui tes menunjukkan bahwa kemampuan membaca dan menulis siswa setelah dilakukan penelitian, pengaruh English Comic dalam kemampuan belajar mengalami peningkatan dibanding sebelum menggunakan English Comic. Berdasarkan hasil analisis data terlihat bahwa hasil belajar siswa pada (membaca) pre-test 51,72. Kemudian setelah mendapatkan treatment, nilai pre-test siswa meningkat menjadi 79,62 pada post-test. Sementara itu hasil analisis data terlihat hasil belajar siswa pada (menulis) pre-test 67,69. Kemudian setelah mendapatkan treatment, nilai pre-test siswa meningkat menjadi 85,83 pada post-test. Dapat disimpulkan bahwa keterampilan membaca dan menulis pada siswa meningkat. Dengan demikian dapat disimpulkan bahwa dengan menggunakan English Comic dapat meningkatkan kemampuan belajar siswa dalam membaca teks bahasa Inggris di SMAN 4 Makassar.

Kata Kunci : Komik Inggris, kemampuan menulis, membaca komik.

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Makassar, September 2023

The Writer

Sultan Muhammad AlFaiz
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CHAPTER I

INTRODUCTION

This chapter contains about background of the research, research question, objective of the research, significance of the research, and scope of the research

A. Background

Comics, reading, and writing is the inseparable things. Based on the book Understanding Comics, Comics are some series of pictures which provide information and produce reader's aesthetic responses that are placed side by side. Comics have pictures as the component which can attract people and help people to understand the story better. Comics can help students developing their imagination and creativity. The relationship between reading and writing is very close. According to Ferris and Hedgcock (as cited in Ilham) reading is the basis of writing because the data gained through reading contains print-encoded messages and pieces of information about how the pragmatic, and rhetorical constitutes combine to make the message important . There have been many attempts to improve students skills such as by a reading comics and writing ability.

The students generally are bored when the teacher gives them a text to read and write. They only read the text quickly but they do not know to analyze or comprehend the text. It is happen because they are lack of vocabulary and they had no idea about the content of the material, what the text is about and they are hard to find out the main idea and details

from the text. It also happen when the teacher give the tasks. They can write the text so fast that the time is up.

Krashen (2014) states that writing style does not originate from actual writing experience, but rather from reading. Many researchers concurred that the individuals who read more, create the more elevated amount of proficiency. It is also believed that extensive reading leads to greater writing proficiency, by reading much, the students will get numerous vocabularies.

Sudjana and Rival (2002) states that the use of comics in the learning process media can create interest in reading the learners, effective learning, to improve learning and increase appreciation. The use of comics as a media of learning is the right thing to help students understand the content of reading through the text and images. Comic believed to assist students in their imagination with illustrations that describe situations and characters. By using comic folklore student should be able to easily understand the story of folklore and get to know the characters through an existing image. Comics as a powerful communication media can be used to convey information. Comics have certain criteria that must be met in order for the message can be clearly understood. For example comics for educational information, both the story and design should be designed specifically to deliver educational messages.

Edmunds (2006) said, comics can enhance second language learning. Comics presents language in action. They help improve reading development for learners struggling with language acquisition, as the

illustrations provide contextual clues to the meaning of the written narrative

The purpose of writing in an academic setting is different from that of non-academic one. Writing to a friend, for example, is aimed at informing him/her about the writer's condition; and writing a funny story, the main purpose is usually to entertain the reader. In the academic setting, however, the purpose of writing is to express thoughts in a logical and critical way (Horkoff, 2015).

Based on a research conducted by Miller (2016) president of Central Connecticut State University, on the literate behaviors and their supporting resources such as size and number of libraries and newspaper readership of the people in more than 60 countries, it is found the Nordic countries (Finland, Norway, Iceland, Denmark, and Sweden,) are among the five most literate nations in the world, while the U.S. and Canada rank 7th and 11th respectively while Indonesia has the rank at the 60th out of 61 countries in terms of reading habits. Indonesian reading habit is below that of Thailand and above Botswana. Among 1.000 Indonesian people, only 1 person reads books on a regular basis or for leisure.

The researcher conducted pre-observations at SMAN 4 Makassar and find in twelfth class, there are some students who are interested to reading comic and also have a ability to write. The benefits is first, They can improve the vocabulary with reading comic and also writing. The ability to grasp the material about english lesson is easy. Writing ability is the skills you can use to write effectively succinctly. It means, they can

communicate their point to each other without using too much fluff and in a way that the other person can understand, so they enjoy the study without a doubt. The second is, the students can increase the confidence to talk with each other with English speaking.

Reading English comic and have an ability to write are the two related things. Sometimes, reading English comic is just a hobby for students. The school can apply it as an additional lesson. A lot of means can be made for instructional media, involving comic. Using comic in the classroom allows the students access more information when reading. That is, the students can now see what is happening as well as read the text. Many students are interested in reading comic and spend hours at looking at the comics. They adopt the language from viewing picture story in comics because visual support can highly motivate viewers. Reading comic and writing ability to make a student who is not interested in reading and writing are interested in reading and writing again. On the other side, students who have an ability to write do not rule out the possibility to create a comic. The students who have hobbies and the ability to write and read can infer between the lines and infer the meaning from comics or journals.

Based on the reason, the researcher was interested to investigate the correlation between reading comic and writing ability on students at SMA 4 Makassar, whether reading comic and writing ability is affected for students by carrying out the research under the title **“The Correlation**

Between Reading English Comic and Students Writing Ability at SMAN 4 Makassar”.

B. Research Question

Based on the problems above, the research formulated a research question that was be investigated. The research question is: “Is there any correlation between reading English comic and students’ writing ability at SMA Negeri 4 Makassar?”

C. Objective of the Research

Based on the research question above, the objective of the research is to find out the correlation and affect between reading English comic and students’ writing ability at SMAN 4 Makassar class of XII IPA.

D. Significance of the Research

It is hoped that the findings of this study will benefit:

a. The Students

It is hoped that it was provide students with information regarding reading english comic and writing ability. As a result, they will understand it better.

b. The Teachers

It provides teachers with some information about the crucial and the correlation between reading and writing.

c. The Future Research

This study aimed to provide new information about future research in order to conduct better research on education.

E. Scope of the Research

The researcher focus on affect and correlation between reading English comic and students' writing ability at SMAN 4 Makassar, July 2023/2024.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. The Definition of Reading

"Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

According to Tarigan (2008: 7) states that reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words could be seen and known by reader. In short, reading is an activity to get meaning from printed words or symbols and how this ability is used to recognize, understand and interpret in words. From all definitions above, it means that a general understanding of reading can be derived as an active process of getting meaning. This process is done by knowledge and influenced by nonlinguistic internal and external variables. Besides that, reading can be taken as a life skill which is relevant to immediate as well as long term life success and reading generally serves as source of information and enjoyment.

The writer concludes from the definition given above that reading can be described as a difficult process that a reader goes through in order to understand the writer's intentions. Also, reading requires the reader to employ thought and logic. The primary purpose of assessment is to

improve teaching and learning process especially for the students. According to Brown (2004: 187), there are some macro skills and micro skills representing the spectrum of possibilities for objective in the assessment of reading comprehension.

2. Variety of Reading

English language teaching, there are three kinds of reading, namely reading aloud, silent reading, and speed reading.

a. Reading aloud

From a research of Teachers' Read-Aloud Practices in Middle Schools by Ariail (2006) in Georgia State University and Albright (2006) in Texas Woman's University "reading aloud is a valuable skill for learners of all ages and languages. Reading aloud helps students learn to read smoothly, building skill of fluency, continuity and confidence. Therefore, Reading aloud has been shown to increase accessibility to texts for students who are unable to read the text for themselves. According to tinker, reading aloud is a kind of reading where a reader expressed orally word in the text. The purpose of the reading aloud is to improve the student's ability in pronouncing the words, stressing the word and having good information about every sentence in the passage. Reading aloud is a wonderful skill to master and will serve you well on many different levels. Not only will this help you comprehend what you are reading, it will also allow you to listen back for your voice. Hearing your voice will assist you in identifying your unique writing voice.

b. Silent Reading

This is reading activity that doesn't need word to pronounce because the reader need to finding out the meaning from the text. The reader has full concentrate with what they read and it needs much attention. Silent reading is the essential first step in breaking students from the habit of devoting all attention to the precise decoding of the shapes and sounds of letters. Phrase reading, timed reading, and guessing activities are like wise useful. Gardiner (2001) found that silent reading programs can increase reading speed as well. Students participating in SSR programs that enjoy reading read more often and develop better skills in reading comprehension, spelling, and vocabulary. Silent reading improves students' understanding because it helps them concentrate on what they are reading, rather than the pronunciation of individual words. When students read silently, they can form mental pictures of the topic being discussed. This is called reading efficiency, and it will help your students to read any text with maximum attention to meaning.

c. Speed Reading

This speed reading is the activity that the reader required to find out faster of the meaning or how to the reader can understand what the text talk about. Also the reader can find the main ideas, supporting idea, or the ideas of the text faster. Speed reading prioritizes pace by using eye movements and not making sounds. As stated by Sutz and Waverka (2009), speed reading includes seeing the

words, identifying and recognizing the words, as well as understanding the meaning of words faster and in silence. The purpose of speed reading is to obtain accurate and comprehensive information in a short time (Soedarso, 2006; Wainwright, 2006). Speed reading requires a very high pace, usually by reading sentence by sentence and paragraph by paragraph, not reading word by word (Sutz & Waverka, 2009). The benefit of speed reading is that it sorts out and masters important information quickly. Therefore, learning to read with the speed reading method will be beneficial for students to find out topics in reading texts, find out other people's opinions, get something important, and save reading time (Hidayati, 2019).

3. Technique For Teaching Reading

It's important to know the different types of reading skills to make the most of what you are reading. You may read a novel written by Haruki Murakami or a business report from work. If you're reading for university, it takes a lot more patience, attention to detail and note-taking. You need to first understand the types of reading there are and then make a case for what you enjoy the most.

d. Extensive Reading

Extensive reading is regarded as a teaching/learning procedure, not a reading subskill by Day & Bamford (2005). Extensive reading exposes learners to "large quantities of material within their linguistic competence" (Grabe and Stoller, 2002, 259), which is, at the same

time, pleasurable. This method of reading helps you understand words in context and enriches your vocabulary.

e. Intensive Reading

According to Mart (2015), intensive reading allows a reader to carry out a detailed analysis inside the class, led by the teacher, in which vocabulary and grammar points are studied in a short passage. Among the different types of reading skills, intensive reading is used when you want to read carefully by paying complete attention to understand every word of the text. It is where you would examine and decipher each unfamiliar word or expression.

f. Scanning

According to Laguado J (2013:138) states with this scanning, the students look for specific information within a text such as dates, names, places, among others and to defined as the ability to locate specific facts and details quickly, is regarded as a desirable reading skill and is taught in most development reading courses. You can use this method when you don't need to go deep into the text and read every word carefully. Scanning involves rapid reading and is often used by researchers and for writing reviews.

d. Skimming

Laguado J (2013), skimming as getting the main idea or gist of a selection quickly in a written text where the student develop powers of inference through systematic practice which encourages them to anticipate of a text. So, skimming can help the students to find the key

words that permit them to infer the general sense of a text to interpret text faster and advance the reading process. Skimming is a great way to get a broad idea of the topic being discussed. This method is generally used to judge whether the information is useful or not.

e. Critical Reading

According to Kurland (2000: 2), critical reading has three steps of analysis, what a text says (restatement talks about the same topic as the original text), what a text does (description discusses aspects of the discussion itself), and what a text means (interpretation analyzes the text and asserts a meaning from the text as a whole). According to Arici (2012:46) critical reading as "ideal reading". He supports that critical reading is being in a communicational interaction with the text and the ability to comment and evaluate the text. In critical reading, the reader could reflect on the content and purpose. Besides, the learner's ability to keep what he has read in his mind for a long time can only be possible with critical reading. The readers need to be active and creative when reading. They have to ask some questions and think about the text. Among the different types of reading strategies, critical reading has a special place. Here, the facts and information are tested for accuracy. You take a look at the ideas mentioned and analyze them until you reach a conclusion.

4. Importance of Reading

Tojiboyev Isaqjon (2022) Reading is one of the interactive process where language learners understand and draw the big picture of the text by using different reading strategies and skills. Effective reading strategies and techniques are essential skill which should be focused on and worked on to improve and get more successful results in learning new languages. In this article, the author tries to explain the term reading and reading strategies, and recommend various reading strategies and define some models of effective reading and announce the explanation of reading theory. The results of viewing a few literature in the sphere shows that improving reading strategies have an important role in boosting language learners reading comprehension. A study conducted by the University of Sussex showed that reading reduces stress by 68%. It helps in reducing tension and relaxing muscles which in turn helps people sleep better and stay healthy. Reading is one of the important aspects that need to be mastered because reading is the foundation of learning cross-disciplinary subjects. The ability to read is very important for finding a job or going to college. The ability to read plays an important role in improving individual life, abilities in school, and it is important to support the development of a country, because the ability to read provides many benefits, including adding to the repertoire of knowledge, opening up new information, the ability to explain new information to others, increase concentration, and also for entertainment

(Rintaningrum, 2019). Reading requires you to have the patience to build a cognitive perspective.

5. The Definition of Writing

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Nunan (2003) states that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. In addition, writing presents the writer's concept in understanding an issue is shown to the public. Writing is considered as an active creation of text involves on the one hand lower-order transcription skills such as handwriting, punctuation and spelling, and on the other hand, higher-order self-regulated thinking processes such as planning, sequencing and expressing the content. A writer may write for personal enjoyment or use, or for an audience of one person or more. The audience may be known targeted or unknown. Taking notes for study purposes is an example of writing for one's self. Blogging publicly is an example of writing for an unknown audience. A letter to a friend is an example of writing for a targeted audience. As with speaking, it is important to consider your audience when writing. There are many different styles of writing, from informal to formal.

6. Types of Writing

Imed Bouchrika (2023) To help you out, this introduction to writing and types of writing will detail the different kinds of writing that you can

use as well as the different categories of writing that you should consider. By the end of this guide, readers should be able to understand when to leverage each type of writing. There are also some tips on how to improve writing that should serve as a good resource for budding writers.

1) Persuasive

Persuasive writing, as the term suggests, is a type of literature whose objective is persuading the audience in aligning their thoughts and actions with the author's own goals. The writer takes a definitive stance about something, be it pro or against, and asks his/her audience to do the same. It is basically influencing someone to take the author's side in order to have the audience believe or do something favorable to him/her. For this writing style, the writer is trying to convince the reader of the validity of a certain position or argument. Persuasive writing includes the writers' opinions, and provides justifications and evidence to support their claims. Examples: Letters of recommendation; cover letters; Op-Eds and Editorial newspaper articles; argumentative essays for academic papers

2) Narrative

Narrative writing is basically storytelling in written form with the intent of motivating, educating, or simply entertaining the audience. Regardless of whether the story being told is real or fictional, narrative writing can be one of the easiest for the readers and the most difficult for the writers. That is because readers will be prodded by their imagination and understanding in order to get the narrative. Writers, on

the other hand, will have to pen it in a way that will bring readers to the world in their story while keeping them engaged and captivated. Narratives should include characters, conflicts, and settings. Examples: Short stories; novels; poetry; historical accounts

3) Expository

This type of writing is used to explain a concept and share information to a broader audience. Expository writing provides evidence, statistics, or results and focuses on the facts of a certain topic. This type is not meant to express opinions. Examples: How-to articles; textbooks; news stories (not editorials or Op-Eds); business, technical, or scientific writing.

4) Descriptive

This type of writing is used to depict imagery to create a clear picture in the mind of the reader. This method helps the readers become more connected to the writing by appealing to their senses. Descriptive writing employs literary techniques such as similes, metaphors, allegory, etc to engage the audience. Examples : Poetry; fictional novels or plays; memoirs or first-hand accounts of events.

7. Definition of English Comic

Technically, a comic is a text expressed through illustrations on strips or frames. Some or all strips can contain text of various lengths. This simple definition explains why this is considered such a versatile format: the creative use we can make of the cartoons, illustrations, words, and other elements we'll talk about later, demonstrate that the possibilities are

almost endless. Furthermore, Edmunds in Tiemensma (2009) states comics are part of print in the information society. Comics are pervasive and influential media form of popular culture. For many years comics were only regarded as recreational reading, but comics become more accepted as a legitimate form of art and literature and they are making their way into classrooms. Duncan and Smith (2009) states comic book is a volume in which all aspects of the narrative are represented by pictorial and linguistic images encapsulated in a sequence of juxtaposed panels and pages. Comic books have more recently been regarded as children's literature. They also developed into an art form geared toward adult audiences dealing with more serious issues starting in the 1960s. Comics have been around since the 19th century, but it is only just recently that they have begun to receive philosophical attention as an art form in their own right.

8. Characteristics of Comics

a. The Volume

According to Oxford Learner's as cited Arroyani (2010) comic strip is a story that has a series of pictures which are usually published in newspapers. Comic strips have the power to convey information and easy to understand. It happens because comic strips combine two media: pictures and words. Ozdemir (2016) points out showing comic strip when you start a lesson can lead learners' critical thinking and more receptive mood. The use of comic strips as a media not only can be used in teaching English but also useful and help students to understand other subjects.

Comic strips are short stories that are published in magazines and newspapers. They usually feature just a few panels and can be self-contained or have a larger story arc. Through some bits of help from the comic strips, the students can also create a story, podcast, or even narrative story, and it is important to help students in organizing their thoughts into a paragraph (Bledsoe, 2010). The books can have more than just one specific comic the point is they are gathered in a volume. These can also be self-contained but more often than not they entail a larger story arc that combines stories over multiple volumes. Think of the super hero genre. Comic books that don't follow a larger story are usually more child friendly or of a more humorous nature. Think of comic books featuring Mickey Mouse or the Smurfs. A graphic novel is the largest comic book medium though the terms is used broadly and can also refer to anthologies that contain multiple comic book stories. The genre was first recognized in 1964 but became popular in the 80s with Spiegelmans Maus and similar novels. The stories in graphic novels are usually self-contained. They can be printed in volumes but they are not periodicals like comic books. Examples of these are Blankets, Watchmen, V for Vendeta, Maus, etc.

b. The Panels

The panels in comics can take every imaginable shape or form. Usually they are square but you can come across round, romboid, trapezoid or freeform shaped panels. The pannels can be the same size or vary dependeing on the content. The smooth motions found in eye-tracking studies of comic pages seem to support that expert readers do not

explore all options before moving from one panel to the next (Nakazawa, 2002). Sometimes they even overlap. Some comic strips don't even use panels to arrange the story because the short medium is pretty self-explanatory and don't need them to outline the story. For longer stories panels are almost a must because they frame and arrange the story for the reader. Every panel has its own setting (even if the location of the story doesn't change) and atmosphere. Barber (2002) argued that comic pages are understood holistically through integration of the content of all panels on a page. Barber claims this idea is exemplified by a page from comic author Jim Steranko, depicted in Figure. This page allows for no contiguous columns or rows of panels, and the colors of panels imply perceptual groupings between non-adjacent panels, thereby making a linear reading order difficult.

There are also specific bubbles that express a specific action of the character. A jagged bubble is used when the character is yelling or screaming. A cloudy bubble is used for what the character isn't speaking but rather thinking. The speech bubbles are usually linked to the character or other bubbles (to express linked sentences) by a small tail. If there is no tail that means the speech or other sounds are coming from an unknown source or a general source (like explosions or telephone rings).

Placement of the bubbles is very important because they dictate the order the reader reads the text. Also they can be arranged in ways to for dialogs and longer conversations with multiple characters. It's very important to include the position of the bubbles in to your sketching process. The

composition of the bubbles in relation to other elements in the panels is also important. A panel can look nice on it's own but if the speech bubble throws it of balance you wasted hours of work because of a technicality.

c. Typography

Viktor (2015) The best thing in comics is to write in the text by hand. Why? Because typography can express more than just speech, but also the tone and character. There is nothing really wrong with using a computer for texts as long as you don't overdo it and choose some extremely over the top font. Remember the reader needs to make out the words. For special texts (yells, explosions, roars, ringing, etc.) we usually use a heavier font. I like to use outlined fonts for this but it's not a requirement.

d. Special Signs

Viktor (2015) Special signs are signs that express something without the use of words. The classic light bulb over the head that signifies an idea is good example. These sings are not limited to anything but need to be understandable and correlate to the actions in the panel. An exclamation mark can signify shock but if the character looks bored the sign doesn't come across like it should.

e. The Stories

According to Viktor (2015) Comics (even the short strips) follow the classic 3 or 4 act structures of story telling. The short strips just have to make out every arc in one panel. The 3-act structure contains a setup, confrontation and resolution. The 3rd and final act is usually the shortest. The 4-act structure is basically the same but splits the third act in

to two separate acts. That makes all 4 acts the same length. It contains a setup, response (the confrontation), attack and resolution. There is also a 5-act structure but from what I understand that is just a more detailed 3-act structure. I could be wrong (maybe a drama student can correct me). It contains exposition, rising action, climax, falling action and a resolution/catastrophe.

9. Benefits of Comics

Marilee Sarlitto (2003), Comics motivate reluctant readers. They engage students in a literary format which is their own. Comics speak to students in a way they understand and identify with. Even after students learn to be strong readers comics give students the opportunity to read material which combines images with text to express satire, symbolism, point of view, drama, puns and humor in ways not possible with text alone

Marilee Sarlitto (2003) key benefits of using comics in education :

- a. A great visual representation of knowledge
- b. Presents what is essential
- c. Easier to remember a visual graphic containing key information
- d. Engaging through thinking creating and writing
- e. Perfect avenue for writing dialogue
- f. Incites students with low interest in writing
- g. Helps organization through storytelling and storyboarding
- h. Using visual images convey meaning to a story or topic
- i. Develops creative and higher level thought processes
- j. Develops composition techniques through visual-verbal connections

- k. Enriches reading, writing, thinking
- l. Serves as an assessment and evaluation tool
- m. Sequencing promotes understanding

Conclusion of the benefits of comics is comics provide a scaffolding so that students experience success in their writing. Students transfer specific elements directly into text-only writing. For example, students learn that whatever text found in a word balloon is put inside quotes in their text only writing. Comics provide authentic language learning opportunities for all students. The dramatically reduced text of many comics make them manageable and language profitable for even beginning level readers.”

B. The Previous Related Research Finding

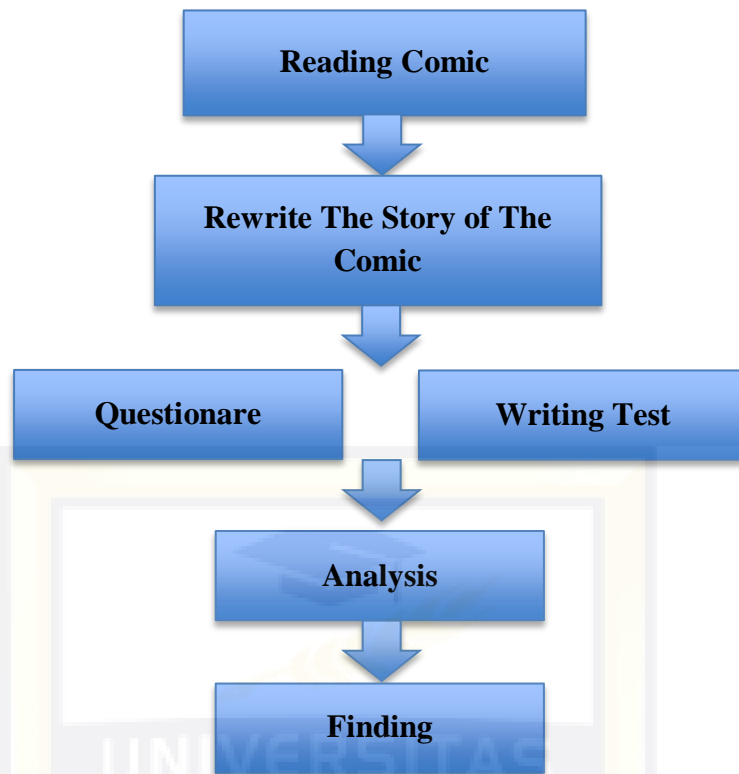
Therefore some previous research findings in this research. The first is previous research finding that is conducted by Vincentia E.G. B.R Tambunan, Nitha V. F. Liando, Tirza A. Kumayas titled “English Comic to Improve Students’ Reading Skill at SMP Negeri 3 Tondano”. The reading’s result in this research has function to find out if this comic in reading skill can improve students’ understanding especially, to understand the meaning based on the reading material. In this section researcher choose several ways to be elaborated as a form of proof in proposal by using tests which are divided to three parts. The researcher will give a pre-test to the students based on the material to be taught without any treatment or media from the researcher which is will be use school test method.

The second is previous research finding that is conducted by Navila Rosidah titled “The Influence of Reading English Comics on A Student’s

English Subject Achievement at School” This study is a case study which investigates a single phenomenon and instance (Gerrings, 2004). This research belongs to case study because This research focuses on a single unit or particular case (Ary, Jacobs, & Sorensen, 2010), which is the influence of reading English comics on the student’s English subject achievement at school and This research considers in depth about the events, environments, and particular situation which leads into a deeper understanding (Prastowo, 2011) an XI grade student who likes reading English comics in SMKN 12 Surabaya was the subject of this study. He is in the major of multimedia. Because of the subject’s hobby of reading comics, he started reading English comics. He did it for pleasure not for learning English. He started to love reading online English comics when he was in the seventh grade of junior high school. He always reads online English comics every day.

C. Conceptual Framework

The distinctive feature of correlational research is that the researcher can’t manipulate either of the variable involved. It doesn’t matter how or where the variables are measured. A researcher could observe participants in a closed environment or a public setting. Based on the theory of the research, the conceptual framework is describe in following :



1. Reading Comic

Comic books aren't just about superheroes and villains. And they're certainly not just for boys. Comic books and graphic novels are spread across many different genres, including comedy, drama, sci-fi and fantasy, and there is bound to be something to suit all tastes, ages and reading levels. The first method in this research, the teacher will let them to read an English Comic.

2. Rewrite The Story

Rewriting your story is basically about shifting your perspective.

Because many of our narratives began when we were young, they are interpreted from narrow perspectives. Students' can rewrite the contents of the story correctly and coherently.

3. Questionnaire

A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions

4. Writing Test

A writing test is something like a short answer response or essay whereas written test is not a multiple choice test, but you answer in complete sentences. Writing tests are mostly for evaluating knowledge-based learning outcomes. However, they may also test skills or attitudes. They are part of the overall evaluation plan for students'. Students' can complete the writing test after rewrite the story and read the comics.

5. Analysis

Analysis is an interpretive process that draws conclusions from a set of facts. When you write an analytical essay, you must make the interpretive process apparent to your reader. The three basic steps in the data analysis process are assess the quality and data, sort and classify data, and analyze the results. The researcher will analyze the result after give the test and questionnaire

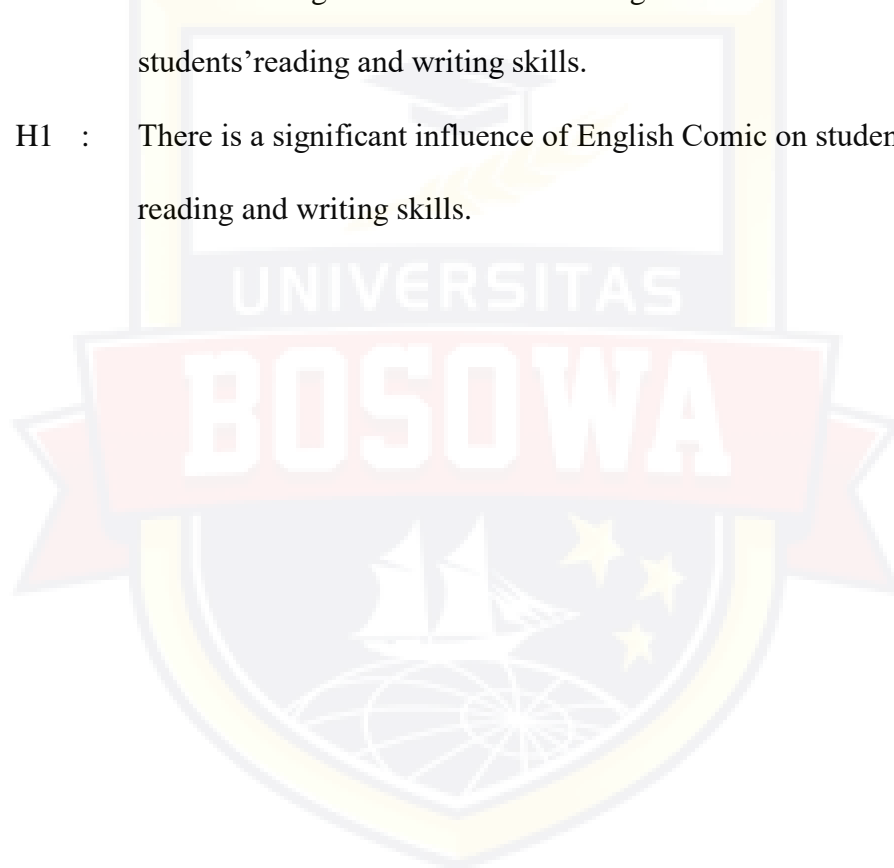
6. Finding

Finding is the act of researching or analyzing something. Findings are facts that have been found, especially by academics studying something. Finding is the final result after the researcher give the students' test and questionnaire.

D. Hypothesis

H0 : There is no significant influence of English Comic on students' reading and writing skills.

H1 : There is a significant influence of English Comic on students' reading and writing skills.



CHAPTER III

RESEARCH METHOD

This chapter contains research design, location of the research, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

Research design is a strategy for answering the research question using empirical data to identify relationships between variables and understand how they relate. This type of research can be used to explore cause and effect relationships or observe data patterns by reading English comic and writing ability.

B. Time and Location of the Reasearch

This research was conducted at SMA Negeri 4 Makassar of Jl. Cakalang No.3, Ujung Tanah, of Makassar city of South Sulawesi.

C. Population and Research Sample

1. Population

The population in this research was all the grade XII of SMA Negeri 4 Makassar in the 2022/2023 academic year. Class of XII 29 students. So, the population of the research is 29 students.

Table 3. 1 2022/2023

No.	Class	The number of students
1.	XII IPA III	29
TOTAL : 29 Students.		

2. Sample

In this research, the researcher was use total sampling technique. The sample of the research will the students of classes XII IPA III SMA Negeri 4 Makassar in 2022/2023 academic year which amounts to approximately 29 students.

D. Research Variable and Operational Definition

1. Variable of the Research

This research, there are two variables namely :

a) Independent Variable

Independent variable of the research is the use of English Comic.

b) Dependent Variable

Dependent variable is to improving students reading comic.

2. Operational Definition

To prevent a bias interpretation, especially related to the terms used in this study, operational definitions of the variables are formulated as follows:

a. Reading Skills

Reading is one of the interactive process where language learners understand and draw the big picture of the text by using different

reading strategies and skills. Effective reading strategies and techniques are essential skill which should be focused on and worked on to improve and get more successful results in learning new languages. In this article, the author tries to explain the term reading and reading strategies, and recommend various reading strategies and define some models of effective reading and announce the explanation of reading theory. The results of viewing a few literature in the sphere shows that improving reading strategies have an important role in boosting language learners reading comprehension.

b. Writing Skills

Nunan (2003) states that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. In addition, writing presents the writer's concept in understanding an issue is shown to the public. Writing skills is all about having adequate knowledge and abilities to express your thoughts and ideas in written words. Good writing skills allow communicators to communicate their message with clarity to a far larger audience than other mediums of communication like face-to-face or telephone conversations. Remember, effective written communication is not an easy task as it demands detailed knowledge of sentence structure, vocabulary, grammar, and other basic writing skills. But this can be improvised with continuous practice.

c. English Comic

Furthermore, Edmunds in Tiemensma (2009) states comics are part of print in the information society. Comics are pervasive and influential media form of popular culture. For many years comics were only regarded as recreational reading, but comics become more accepted as a legitimate form of art and literature and they are making their way into classrooms. In comics, stories or data are given utilizing pictures, or pictures and words together. A story is told with pictures, generally in boards. The primary board is gathered to be studied to begin with, and takes put prior in time than the boards that take after it. There are numerous sorts of comics. Comedian strips are brief comics which are regularly found in daily papers. Comedian books are lean comics magazines. Realistic books are books of comics. In Japan, comics are exceptionally well known, and Japanese comics are well known around the world. The Japanese word for comics is manga, and individuals utilize this word for Japanese comics in English and other languages.

d. Technique of Data Collection

The researcher will collect the data through pre-test, treatment and post test in this research. The researcher will collect the data as following the procedures :

e. Pre-Test

The teacher will give material about reading English Comic. By seeing the results of the students reading test, the researcher analyzed it to see the prior students writing ability.

f. Treatment

The teacher will let them to read an English Comic. The will treatment took place within two meetings and it took 60 minutes for each meeting. The teacher will give conduct treatment and collect the data or information from students. The procedure of treatments follow the procedure as follows :

- 1) At the first meeting, the researcher will explain the material about reading english comic and writing ability. Then the researcher will let him to choose the english comic what they want to read. After that the researcher will give an essay.
- 2) In the second meeting, the researcher will let them to read comic and paid the students' to rewrite the story and give some paper to rewrite the story of the comic what they have been read before.

g. Post Test

After treatment, the post test is taken to see if writing ability has improve. The reseacher gave the various reading english comic test that will use in the pre-test to see if the treatment improve writing ability in order to determine whether or not there was a significant difference between the pre- and post-tests, the are compare.

E. Technique of Data Analysis

The researcher will use the SPSS 24 version to calculate the data. The researcher will use Reading score criteria to assess students' reading.

Table 3. 2 Data Analysis

Aspect	Score	Criteria
Identifying the intrinsic element of the story	3	Students can identify the intrinsic elements of the story completely and precisely.
	2	Students can only identify two or one intrinsic element of the story correctly
	1	Students cannot identify the intrinsic elements of the story correctly.
\Analyzing the message of the story	3	Students can analyze the message based on the contents of the story.
	2	Students can analyze the message, but not based on the contents of the story.
	1	Students cannot analyze the message based on the contents of the story
Responding of the story	3	Students can respond to the contents of the story logically in accordance with the contents of the story
	2	Students can respond to the contents of the story logically, but not in accordance with the contents of the story.
	1	Students cannot respond to the contents of the story logically in accordance with the contents of the story.
Rewriting the story	3	Students can rewrite the contents of the story correctly and coherently.
	2	Students can rewrite the contents of the story correctly, but have not been coherent.
	1	Students cannot rewrite the contents of the story correctly and coherently.

Table 3. 3 The Rating Rate Scale

No	Assessment Aspect	Score		
		1	2	3
1.	Identifying the intrinsic element of the story	5	10	25
2.	Analyzing the message of the story	5	10	25
3.	Responding of the story	5	10	25
4.	Rewriting the story	5	10	25
	Total	20	40	100

(Zahriani, 2018:30)

The criteria scale :

4 = 86 – 100 (Excellent)

3 = 75 – 85 (Good)

2 = 60 – 74 (Average)

1 = 10 – 59 (Poor)

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number of item}} \times 100$$

(Sudjana : 2010:44)

CHAPTER IV

FINDINGS AND DISCUSSION

This Chapter deals with the findings of this writer and the discussion of the findings. The findings which presented in this part consist of the data obtained through test of Writing test in order to identify the outcome using English Comic at SMAN 4 Makassar.

A. Findings

In this section, the writer described the result of data analyze based on the problem statement in the pre-test and post-test. Data calculated based on the result of the pre-test and post-test.1

Table 1 Students' Score and Classification in Pre-test (writing)

No.	Students' initial	Score Pre-test	Classification
1	HEP	64	Average
2	FR	60	Average
3	NNR	65	Average
4	APY	71	Average
5	MAFR	73	Average
6	J	80	Good
7	ASI	78	Good
8	FAA	60	Average
9	AA	63	Average
10	AO	60	Average
11	M	68	Average
12	NRS	71	Average
13	ANA	74	Average
14	NNZAP	71	Average
15	IH	73	Average
16	NW	55	Poor
17	FAA	59	Poor
18	NNA	78	Good
19	MA	74	Average
20	M	59	Poor
21	NN	63	Average
22	A	56	Poor
23	PADS	65	Average

24	ANFSA	56	Poor
25	FS	65	Average
26	NAN	74	Average
27	M	80	Good
28	FM	75	Good
29	NAP	73	Average

Table 1 shows the students score of Pre-test. Based on the result of the Pre-test we can see that the total of students were 29 students. There were 2 students got 80 score, 2 students got 78, 1 student got 75 score, 3 students got 74 score, 3 students got 73 score, 3 students got 71 score, 1 student got 68 score, 3 students got 65 score, 1 student got 64 score, 2 students got 63 score, 3 students got 60 score, 2 students got 59 score, 2 students got 56, 1 student got 55 score.

Table 2 Students' Classification in pre-test (writing)

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	-	-
2	Good	75-85	5	17,2%
3	Average	60-74	19	65,6%
4	Poor	10-59	5	17,2%
	Total		29	100%

Table 2 shows that 5 students (17,2%) categorized good classification, 19 students (65,6%) categorized average classification, 5 students (17,2%) categorized poor classification.

Table 3 Students' Score and Classification in Post-test (writing)

NO	Students' Initial	Score Post-Test	Classification
1	HEP	86	Excellent
2	FR	85	Good
3	NNR	81	Good
4	APY	81	Good
5	MAFR	86	Excellent
6	J	90	Excellent
7	ASI	85	Good
8	FAA	90	Excellent
9	AA	83	Good
10	AO	89	Excellent
11	M	90	Excellent
12	NRS	89	Excellent
13	ANA	83	Good
14	NNZAP	85	Good
15	IH	83	Good
16	NW	83	Good
17	FAA	90	Excellent
18	NNA	83	Good
19	MA	89	Excellent
20	M	84	Good
21	NN	90	Excellent
22	A	83	Good
23	PADS	80	Good
24	ANFSA	87	Excellent
25	FS	84	Good
26	NAN	90	Excellent
27	M	86	Excellent
28	FM	86	Excellent
29	NAP	88	Excellent

Table 3 shows that there were 6 students got score 100 and categorized as excellent classification, there were 3 students got score 89 and categorized as excellent classification, there were 1 student got score 88 and categorized as excellent classification, there were 1 student got score 87 and categorized as excellent classification, there were 4 students got score 86 and categorized as excellent classification, there were 3 students got score 85 and categorized as

good classification, there were 2 students got 84 score and categorized as good classification, there were 6 students got 83 score and categorized as good classification, there were 2 students got 81 score and categorized as good classification, there were 1 student got 80 score and categorized as good classification.

Table 4 Students' Classification in Post-Test (writing)

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	15	51.8%
2	Good	75-85	14	48.2%
3	Average	60-74	-	-
4	Poor	10-59	-	-
	Total		29	100%

The table 4 presents that there were 15 students (51.8%) categorized as excellent classification, there were 14 students (48.2%) categorized as good classification, and there was no students categorized as average classification and poor classification.

Table 5 The Students' Score in Pre-test and Post-test (writing)

No	Students' Initial	Score Pre-Test	Classification	Score Post-Test	Classification
1	HEP	64	Average	86	Excellent
2	FR	60	Average	85	Good
3	NNR	65	Average	81	Good
4	APY	71	Average	81	Good
5	MAFR	73	Average	86	Excellent
6	J	80	Good	90	Excellent
7	ASI	78	Good	85	Good

8	FAA	60	Average	90	Excellent
9	AA	63	Average	83	Good
10	AO	60	Average	89	Excellent
11	M	68	Average	90	Excellent
12	NRS	71	Average	89	Excellent
13	ANA	74	Average	83	Good
14	NNZAP	71	Average	85	Good
15	IH	73	Average	83	Good
16	NW	55	Poor	83	Good
17	FAA	59	Poor	90	Excellent
18	NNA	78	Good	83	Good
19	MA	74	Average	89	Excellent
20	M	59	Poor	84	Good
21	NN	63	Average	90	Excellent
22	A	56	Poor	83	Good
23	PADS	65	Average	80	Good
24	ANFSA	56	Poor	87	Excellent
25	FS	65	Average	84	Good
26	NAN	74	Average	90	Excellent
27	M	80	Good	86	Excellent
28	FM	75	Good	86	Excellent
29	NAP	73	Average	88	Excellent

According to the students' table score, the total of students 29 shows that score in pre-test that there were 5 students got (75-85) score and category as good classification, there were 19 students got (60-74) score and category as average classification, there were 5 students got (10-59) score and category as poor classification.

Score in post-test shows that there were 15 students got (86-100) score and category as excellent classification, there were 14 students got (75-85) score and category as good classification.

Table 6 Descriptive Statistics (writing)

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	29	55	80	1963	67,69	1,425
Posttest	29	80	90	2489	85,83	3,152
Valid N (listwise)	29					

According to the pre-test and post-test in this page, shows that there was significant influence of using comic on students writing in pre-test and post-test treatment. In the pre-test the mean score was 67,69 and the standard of deviation was 1,425. While, in the post-test the mean score was 85,83 and the standard of deviation was 3,152. Furthermore, this result shows that the average value of the post-test was higher than value of the pre-test.

In this research, the writer conducting the students' score in pre-test and post-test test in experimental class and used t-test to find out the hypothesis. The writer used SPSS version 24 to analyze the t-test inferential or significance test.

In this research, the H₀ states that there is no significant influence of English comic on writing ability of twelveth class at SMAN 4 Makassar in the academic year 2023/2024. While the H₁ states that there is a significant influence of English comic on writing ability twelveth class at SMAN 4 Makassar.

Table 7. Paired Sample Test (writing)

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreTest - PostTest	-18,138	7,185	1,334	-20,871	-15,405	13,595	28	,000

The table shows that sig.(2-tailed) was 0.000. Based on the result in the table, which provided that the sig.(2-tailed) table was lower than the level of significance. It means that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Based on the result of the data of pre-test and post-test in paired sample test there was a significant effect of English comic on students' reading and writing ability.

This section also present about the result of questionnaire that given after post-test. There were 13 questions which asked about students' opinion about the using English comic in their classroom, The researcher collected the data by using a brief rating scales questionnaire (Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD)). The answer of all the questionnaire items from 29 respondents (samples) are the data of this research. In analyzing the data, the researcher calculates the percentage of each response to each questionnaire by using percentage computation.

Table 8 Students' Score and Classification in Pre-test (reading)

No.	Students' initial	Score Pre-test	Classification
1	HEP	66	average
2	NN	66	average
3	NRS	33	poor
4	M	46	poor
5	MAFR	46	poor

6	IH	46	poor
7	NNZAP	73	average
8	ASI	60	average
9	MA	66	average
10	NAP	66	average
11	AO	40	poor
12	MNA	53	poor
13	PADS	73	average
14	ANA	40	poor
15	NN	46	poor
16	NAN	60	average
17	M	46	poor
18	NW	53	poor
19	M	46	poor
20	ASP	73	average
21	FAA	66	average
22	J	46	poor
23	FS	26	poor
24	AA	46	poor
25	FM	46	poor
26	A	13	poor
27	FR	26	poor
28	FAA	73	average
29	ANFSA	60	average

Table 8 shows the students score of Pre-test. Based on the result of the Pre-test we can see that the total of students were 29 students. There are 2 students got 40 score, 2 students got 53, 1 student got 33 score, 2 students got 26 score, 4 students got 73 score, 1 students got 13 score, 3 students got 60 score, 9 students got 46 score, 5 student got 66 score.

Table 9 Students' Classification in pre-test (reading)

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	-	-
2	Good	75-85	-	-
3	Average	60-74	12	41%
4	Poor	10-59	17	59%
	Total		29	100%

Table 9 shows that 12 students (41%) categorized average classification, 17 students (59%) categorized poor classification.

Table 10 Students' Score and Classification in post-test (reading)

No.	Students' initial	Score Post-test	Classification
1	HEP	82	good
2	NN	83	good
3	NRS	70	average
4	M	70	average
5	MAFR	81	good
6	IH	81	good
7	NNZAP	90	excellent
8	ASI	80	good
9	MA	87	excellent
10	NAP	80	good
11	AO	80	good
12	MNA	85	good
13	PADS	95	excellent
14	ANA	80	good
15	NN	85	good
16	NAN	75	good
17	M	80	good
18	NW	87	excellent
19	M	85	good
20	ASP	90	excellent
21	FAA	75	good
22	J	83	good
23	FS	70	average
24	AA	70	average
25	FM	70	average
26	A	65	average
27	FR	60	average
28	FAA	90	excellent
29	ANFSA	80	good

Table 10 shows that there were 1 student got score 60 and categorized as average classification, there were 1 student got score 65 and categorized as average classification, there were 5 students got score 70 and categorized as average classification, there were 2 students got score 75 and categorized as good classification, there were 6 students got score 80 and categorized as good classification, there were 2 students got score 81 and categorized as good

classification, there were 1 student got 82 score and categorized as good classification, there were 2 students got 83 score and categorized as good classification, there were 3 students got 85 score and categorized as good classification, there were 2 students got 87 score and categorized as excellent classification, there were 3 students got 90 score and categorized as excellent classification, there were 1 students got score and categorized as excellent classificayion.

Table 11 Students' Classification in post-test (reading)

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	6	21%
2	Good	75-85	16	55%
3	Average	60-74	7	24%
4	Poor	10-59	-	-
	Total		29	100%

Table 11 shows that 6 students (21%) categorized as excellent classification, 16 students (55%) categorized good classification, 7 students (24%) categorized as average.

Table 12 Descriptive Statistics (reading)

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	51,72	29	15,563	2,890
	Post-test	79,62	29	8,222	1,527

According to the pre-test and post-test in this page, shows that there was significant influence of using comic on students reading in pre-test and post-test treatment. In the pre-test the mean score was 51,72 and the standard of deviation was 15,563. While, in the post-test the mean score was 79,62 and the standard of

deviation was 8,222. Furthermore, this result shows that the average value of the post-test was higher than value of the pre-test.

Table 7. Paired Sample Test (reading)

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Sebelum diberikan perlakuan - Setelah diberi perlakuan	-27,897	10,956	2,034	-32,064	-23,729	13,712	28	,000

The table shows that sig.(2-tailed) was 0.000. Based on the result in the table, which provided that the sig.(2-tailed) table was lower than the level of significance. It means that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Based on the result of the data of pre-test and post-test in paired sample test there was a significant effect of English comic on students' reading and writing ability.

7. The Responses of Questionnaire (%)

NO	STATEMENTS	SA	A	N	D	SD
1	It's a good idea for the teacher to introduce the English Comic in class/ <i>ada baiknya guru memperkenalkan English Comic di kelas.</i>	51,8%	31%	17,%		
2	The use of the English supports the teaching and learning process/ <i>penggunaan English Comic mendukung proses belajar mengajar.</i>	41,3%	31%	27,%		
3	I feel motivated and excited when I reading English Comic/ <i>saya merasa termotivasi dan bersemangat ketika saya membaca Komik.</i>	34,4%	34,4 %	27,%	3,4 %	
4	Through the English Comic I can be interest in reading/ <i>melalui English Comic saya tertarik membaca.</i>	41,3%	31%	27,7 %		
5	I enjoy reading on English Comic/ <i>saya menikmati membaca pada English Comic.</i>	69%	17,2 %	13,8 %		
6	Through the English Comic, I can improve my reading and writing skills/ <i>melalui English Comic, saya dapat meningkatkan Kemampuan membaca dan menulis saya</i>	58,6%	20,7 %	20,7 %		
7	Through the English Comic, I can improve my reading and writing technique/ <i>melalui system English Comic, saya dapat meningkatkan teknik membaca dan menulis saya.</i>	51,8%	17,2 %	31%		
8	Through the English Comic, I know many vocabulary/ <i>melalui system English comic, saya tahu banyak kosa-kata.</i>	44,9%	31%	24%		
9	My writing skills is increase after reading English Comic/ <i>kemampuan menulis saya meningkat setelah membaca English Comic.</i>	31%	41,3 %	27,7 %		
10	Through English Comic improves concentration and the ability to	38%	27,7 %	20,%	13,7	

NO	STATEMENTS	SA	A	N	D	SD
	focus/ <i>melalui English Comic meningkatkan konsentrasi dan kemampuan focus.</i>				%	
11	Through the English Comic, I can improve literacy/ <i>melalui English Comic, saya dapat meningkatkan literacy.</i>	27,7%	37,9 %	34,%		
12	Reading on English Comic can improve imagination/ <i>membaca pada English Comic dapat meningkatkan imajinasi.</i>	44,9%	41,3 %	13,8 %		
13	Reading on English Comic, make me feel happy/ <i>membaca di English Comic, membuat saya merasa senang.</i>	41,3%	27,7 %	31%		

Note:

SA : Strongly Agree

A : Agree

N : Neutral D : Disagree

SD : Strongly Disagree

Questionnaire item no.1 it discusses about introducing English comic in the classroom. There were 51.8% students (15 out of 29), stated that students strongly agreed to introduce English comic in the classroom. 31% students (9 out of 29), stated that agree to introduce English comic the classroom. 17,2% students (5 out of 29), stated that students neutral to introduce the English comic in the classroom.

Questionnaire item no.2 it discusses about the use of the English supports the teaching and learning process. There were 41.3% (12 out of 29), stated that students strongly agree about the use of the English supports the teaching and learning process. 31% students (9 out of 29), stated that students' agree about the

use of the English supports the teaching and learning process in the classroom. 27.7% students (8 out of 29), stated that neutral about the use of the English supports the teaching and learning process in the classroom.

Questionnaire item no. 3 it discusses about the students motivated and excited when the students reading English comic. There 51.8% (15 out of 29), stated that students strongly agree about the students' motivated and excited when the students reading English comic. 20.6% (6 out of 29), stated that agree about the students motivated and excited when the students' reading English comic. 27.6% (8 out of 29), stated that neutral about the students' motivated and excited when the students reading English comic. 3.4% (1 out of 29), stated that students disagree about the students motivated and excited when the students reading English comic.

Questionnaire item no. 4 it discusses about the students Through the English Comic can be interested in reading. There 41.3% (12 out of 29), stated that that students strongly agree about Through the English Comic can be interest in reading. 31% (9 out of 29), stated that agree about through the English Comic can be interest in reading. 27.7% (8 out of 29), stated that neutral about through the English Comic can be interest in reading.

Questionnaire item no. 5 it discusses about the students enjoy reading on English Comic. There 69% (20 out of 29), stated that students strongly agree enjoy reading on English Comic. 17.2% (5 out of 29), stated that students agree enjoy reading on English Comic. 13.8% (4 out of 29), stated that students neutral about enjoy reading on English Comic.

Questionnaire item no. 6 it discusses about the through the English Comic,

students can improve reading and writing skills. There 58.6% (17 out of 29), stated that students strongly agree about the through English Comic, students can improve reading and writing skills. 20.7% (6 out of 29), stated that students' agree about through the English Comic, students can improve reading and writing skills. 20.7% (6 out of 29), stated that students neutral about the through English Comic, students can improve reading and writing skills.

Questionnaire item no. 7 it discusses about through the English Comic, students can improve reading and writing technique. There 51.8% (15 out of 29), stated that students' strongly agree about through the English Comic, students can improve reading and writing technique. 17.2% (5 out of 29), stated that students agree about through the English Comic, students can improve reading and writing technique. 31% (9 out of 29) stated that students neutral through the English Comic, can improve my reading and writing technique.

Questionnaire item no. 8 it discusses about through the English Comic, students know many vocabulary. There 44.9% (13 out of 29), stated that students strongly agree through the English Comic, know many vocabulary. 31% (9 out of 29), stated that students agree about through the English Comic, know many vocabulary. 24.1% (7 out of 29), stated that students neutral about through the English Comic, know many vocabulary.

Questionnaire item no. 9 it discusses about students writing skills is increase after reading English Comic. There 31% (9 out of 29), stated that students strongly agree about writing skills is increase after reading English Comic. 41.3%(12 out of 29), stated that students agree about writing skills is increase after reading English Comic. 27.7% (8 out of 29), stated that students neutral

about writing skills is increase after reading English Comic.

Questionnaire item no. 10 it discusses about through English Comic improves concentration and the ability to focus. There 38% (11 out of 29), are strongly agree about through English Comic improves concentration and the ability to focus. 27.7% (8 out of 29), stated that students are agree about through English Comic improves concentration and the ability to focus. 20.6% (6 out of 29), stated that students are neutral about through English Comic improves concentration and the ability to focus. Meanwhile, 13.7%(4 out of 29), students are disagree about through English Comic improves concentration and the ability to focus.

Questionnaire item no. 11 discusses about through the English Comic, can improve literacy. There 27.7% (8 out of 29), stated that students are strongly agree about through the English Comic, can improve literacy. 37.9% (11 out of 29), are agree about through the English Comic, can improve literacy. Meanwhile, 34.4% (10 out of 29), are neutral about through the English Comic, can improve literacy.

Questionnaire item no. 12 discusses about reading on English Comic can improve imagination. There 44.9% (13 out of 29), stated that students are strongly agree about reading on English Comic can improve imagination. 41.3% (12 out of 29) are agree about reading on English Comic can improve imagination. Meanwhile, 13.8% (4 out of 29) are neutral about reading on English Comic can improve imagination.

Questionnaire item no. 13 discusses about reading on English Comic, make me feel happy. There 41.3% (12 out 29), stated that students are strongly agree. 27.7% (8 out of 29) are agree about reading on English Comic, make me feel happy. Meanwhile, 31% (9 out of 29) are neutral about reading on English Comic,

make me feel happy.

B. Discussion

In this research, the writer used English comic as method in treatment. Relating to the data collected through the data pre-test and post-test it is shown the students of SMAN 4 Makassar very good. It was supported by frequency and rate percentage of the result of the students score of pre-test and post-test the students' reading. After presenting Read English comic better than was the treatment was given to the students, The also very interesting in Learning reading by using English comic.

What the reesearcher found after doing a treatment is, the students was interest about comic and there is also continuity between reading comics and students' writing which influences students' learning abilities. The researcher found that the students was more active if the teacher discuss about comic. The advantages in this research, improve students to reach the The advantage is that it can make it easier for students to reach a variety of vocabulary both in their reading and writing abilities. and disadvantages are students' disinterest which makes them feel bored when they read for too long. Then, the researcher didn't find difficulties during the class, and the researcher hope the students more active in reading and writing.

The test shows that the correlation between reading english comic and students writing ability are significant after the writer do pre-test. Students' more understand about the English comic after treatment. The description of the data gathered through the test and questionnaire which described in the previous section presents that there was a significant effect of English comic on students' reading

and writing ability. It is supported by the writer's experience when doing pre-test and post-test, also supported by the students' responses in answering questionnaires.

1. The Result of Students' Pre-test

In the pre-test almost the students felt lack of writing skill and not interested in test. Based on the result of pre-test shows on table, the total of students' was 29 students' mean score in pre-test 67,69. The highest score was 80, the middle 65, and the lowest score 55. There was 5 students' (17,2%) categorized as good classification, there was 19 students' (63,6%) categorized as average classification, there was 5 students' (17,2%) categorized as poor classification.

In the post-test almost the students felt lack of reading skill and not interested in test. Based on the result of pre-test shows on table, the total of students' was 29 students' mean score in pre-test 51,72. The highest score was 90, the middle 65, and the lowest score 13. There was 6 students' (21%) categorized as excellent classification, there was 16 students' (55%) categorized as good classification, there was 7 students' (24%) categorized as average classification.

2.The Treatment (Using English Comic)

In the treatment section, the students were paid attention and enjoyed when the researcher explaining about reading English comic and writing ability.. The purpose of giving treatment to students was in order to compare pre- and post-test outcomes and determine whether providing treatment could lead to better results. At the first meeting, the researcher will explain the material about reading english comic and writing ability. Then the researcher will let him to choose the english comic what they want to read. After that the researcher will give 60

minutes to read the comics. In the second meeting, the researcher will give them an essay and practice about the comic what they are read before and give some paper to rewrite the story of the comic what they have been read before. In the last meeting, the researcher did the post-test. In the post-test, the researcher provided same test when the writer did the pre-test. In the last meeting, the researcher also provided the questionnaires to the students' which consist of 13 questionnaire to the students'.

3. The Result of Students' Post-test

According to the pre-test and post-test in this page, shows that there was significant influence of using comic on students reading and writing in pre-test and post-test treatment. In the pre-test (writing) the mean score was 67,69 and the standard of deviation was 1,425. While, in the post-test the mean score was 85,83 and the standard of deviation was 3,152. In the pre-test (reading) the mean score was 51,72 and the standard of deviation was 15,563. While, in the post-test the mean score was 79,62 and the standard of deviation was 8,222. Furthermore, this result shows that the average value of the post-test was higher than value of the pre-test.

In the last meeting the writer also provide the questionnaire to the students' which consists of 13 questionnaire to find out the opinion of students English Comic in their classroom.

From all of the discussion of the results, the author draws the conclusion that correlation between reading English comic and students' writing ability are relevant. This is because the English comic can improve students' interest in studying and their understanding by providing a variety of learning opportunities.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of findings on the research and suggestions for English learners, teachers of the research and also for the next researcher.

A. Conclusion

Based on the result of data analysis and the discussion of the result in the previous chapter, the writer concluded that can improve students' literacy writing skill. The used of English comic at SMAN 4 Makassar was enhance of the students' achievement significantly.

The result of the pre test and the post test was accepted. The post-test score was higher than the pre-test score. There are differences in the student scores as seen by the post-test results being higher than the pre-test.

The writer can conclude that mean after pre-test (writing test) 67,69 and after do post-test 85,83. Meanwhile, from sample pre-test (reading test) shows 52,72 and after do post-test 79,62.

It means, reading English comic and writing ability theres correlation, it proves that after do post-test and using English comic in the classroom, students' ability are increase.

The correlation between reading English comic and students' writing ability at SMAN 4 Makassar was enhance of the students' achievement significantly.

The results of this study do not accurately represent all of the students at SMAN 4 Makassar, and the study is still far from being perfect. The findings of this study. However, the result of this study may motivate the teachers especially on teaching English to find out more ways to improve the students skill on its.

B. Suggestion

Based on the conclusions, the writer put forwards some suggestions and recommendation as follows:

1. English Teacher

English teachers can using English comic to improve students' writing skills because this provides efficiency. It is suggest as the alternative among to be used in teaching.

2. Students

The students have to use English comic to know a lot of books and increade reading and writing interest. The students also need to be more reading English comic to learn more about vocabularies, pronunciation, grammar because those are matter when someone wants to learn English.

3. Further Researcher

The writer also expects to the next writer to conduct research on teaching reading English comic as an alternative to increase students' knowledge. For further researchers, the results of this study can be used as additional reference with different discussions.

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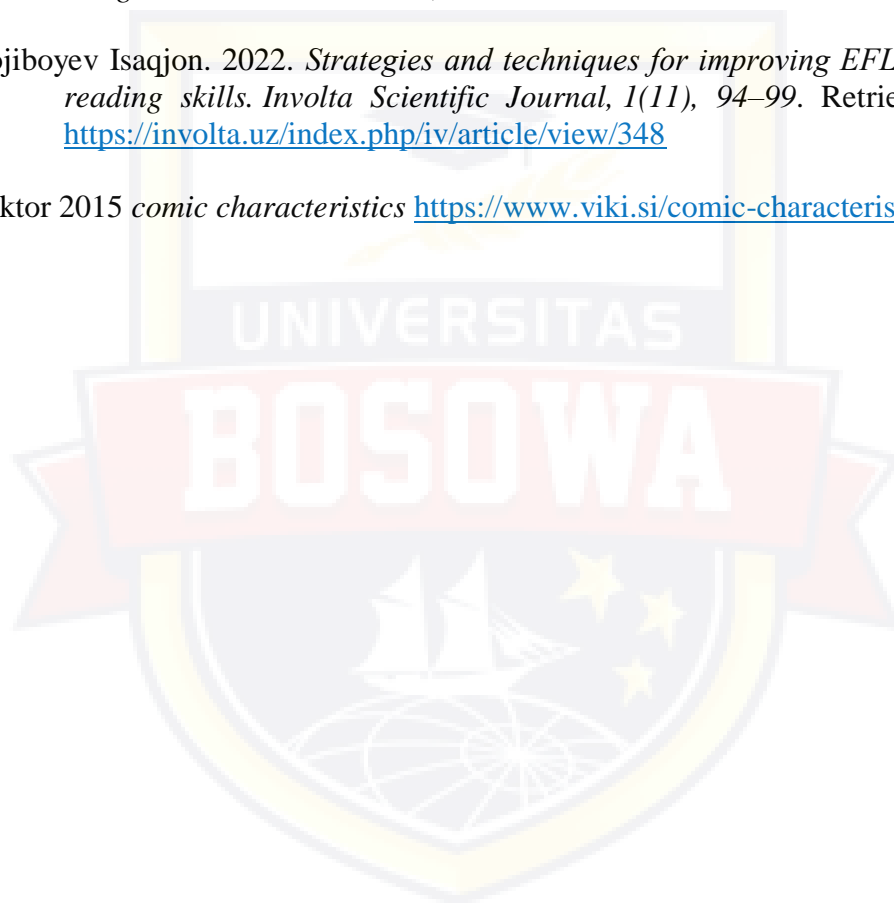
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APPENDICES

Appendix 1 : Instrument of the Research

QUESTIONNAIRE

This questionnaire is aim to analyze students' opinion about using English Comic as media on their Reading and Writing skill. There are 15 questions bellow, answer based on your own opinion and experience. Put a thick (√) in the column for the answer that matches to the statement. Thankyou .

SA = Strongly Agree | A = Agree | N = Neutral | D = Disagree | SD = Strongly Disagree

NO	STATEMENTS	SA	A	N	D	SD
1	It's a good idea for the teacher to introduce the English Comic in class/ <i>ada baiknya guru memperkenalkan English Comic di kelas.</i>					
2	The use of the English supports the teaching and learning process/ <i>penggunaan English Comic mendukung proses belajar mengajar.</i>					
3	I feel motivated and excited when I reading English Comic/ <i>saya merasa termotivasi dan bersemangat ketika saya membaca Komik.</i>					
4	Through the English Comic I can be interest in reading/ <i>melalui English Comic saya tertarik membaca.</i>					
5	I enjoy reading on English Comic/ <i>saya menikmati membaca pada English Comic.</i>					
6	Through the English Comic, I can improve my reading and writing skills/ <i>melalui English Comic, saya dapat meningkatkan Kemampuan membaca dan menulis saya</i>					
7	Through the English Comic, I can improve my reading and writing technique/ <i>melalui system English Comic, saya dapat meningkatkan teknik membaca dan menulis saya.</i>					
8	Through the English Comic, I know many vocabulary/ <i>melalui system English comic, saya tahu banyak kosa-kata.</i>					

NO	STATEMENTS	SA	A	N	D	SD
9	My writing skills is increase after reading English Comic/ <i>kemampuan menulis saya meningkat setelah membaca English Comic.</i>					
10	Through English Comic improves concentration and the ability to focus/ <i>melalui English Comic meningkatkan konsentrasi dam kemampuan focus.</i>					
11	Through the English Comic, I can improve literacy/ <i>melalui English Comic, saya dapat meningkatkan literacy.</i>					
12	Reading on English Comic can improve imagination/ <i>membaca pada English Comic dapat meningkatkan imajinasi.</i>					
13	Reading on English Comic, make me feel happy/ <i>membaca di English Comic, membuat saya merasa senang.</i>					



Pre-test – Treatment - Post-test

a. Pre-Test

The teacher will give material about reading English Comic. By seeing the results of the students speaking test, the researcher analyzed it to see the prior students speaking ability.

b. Treatment

The teacher will let them to read an English Comic. The will treatment took place within two meetings and it took 60 minutes for each meeting. The teacher will give conduct treatment and collect the data or information from students. The procedure of treatments follow the procedure as follows :

- 1) At the first meeting, the researcher will explain the material about reading english comic and writing ability. Then the researcher will let him to choose the english comic what they want to read. After that the researcher will give an essay.
- 2) In the second meeting, the researcher will let them to read comic and paid the students' to rewrite the story and give some paper to rewrite the story of the comic what they have been read before.

c. Post Test

After treatment, the post test is taken to see if writing ability has improve. The reseacher gave the various reading english comic test that will use in the pretest to see if the treatment improve writing ability in order to determine whether or not there was a significant difference between the pre- and post-tests, the are compare.

TREATMENT

Treatment 1

At the first treatment, the researcher will explain definition, characteristics, writing ability, then the researcher will let them to choose the english comic what they want to read.

1. Definition of English Comic

A comic is a text expressed through illustrations on strips or frames. Some or all strips can contain text of various lengths. This simple definition explains why this is considered such a versatile format: the creative use we can make of the cartoons, illustrations, words, and other elements we'll talk about later, demonstrate that the possibilities are almost endless. Because it attempts to portray stories sequentially, comic art is regarded as sequential art, just like film. Sequential art is not a new form of expression; it originally appeared in ancient Greek pottery, Egyptian hieroglyphics, and cave paintings. Comic books have more recently been regarded as children's literature. They also developed into an art form geared toward adult audiences dealing with more serious issues starting in the 1960s. Comics have been around since the 19th century, but it is only just recently that they have begun to receive philosophical attention as an art form in their own right. This essay begins by exploring the reasons for their comparative neglect by philosophers of art and then provides an overview of extant work on the philosophy of comics. The primary issues discussed are the definition of comics, the ontology of comics, the relationship between comics and other art forms, the relationship between text and image in comics, and the connection between comics and cartooning.

2. Characteristics

A. The Volume

Comic strips and comic books aren't exactly the same thing. Where I come from we call all comic mediums "stripi" but that's because we only have one word for it (except for graphic novels we call them "grafični romani").

Comic strips are short stories that are published in magazines and newspapers. They usually feature just a few panels and can be self-contained or have a larger story arc. Usually they have a universe established but a larger story arc is rare. Some more popular comic strips are Garfield or Calvin and Hobbes. They can be gathered in to a single book and that technically is a comic book but since they were originally published as short strips the book doesn't change the fact. Comic books are comics that feature multiple pages. The books can have more than just one specific comic the point is they are gathered in a volume. These can also be self-contained but more often than not they entail a larger story arc that combines stories over multiple volumes. Think of the super hero genre. Comic books that don't follow a larger story are usually more child friendly or of a more humorous nature. Think of comic books featuring Mickey Mouse or the Smurfs. A graphic novel is the largest comic book medium though the terms is used broadly and can also refer to anthologies that contain multiple comic book stories. The genre was first recognized in 1964 but became popular in the 80s with Spiegelmans Maus and similar novels. The stories in graphic novels are usually self-contained. They can

be printed in volumes but they are not periodicals like comic books. Examples of these are *Blankets*, *Watchmen*, *V for Vendetta*, *Maus*, etc.

B. The Panels

The panels in comics can take every imaginable shape or form. Usually they are square but you can come across round, rhomboid, trapezoid or freeform shaped panels. The panels can be the same size or vary depending on the content. Sometimes they even overlap. Some comic strips don't even use panels to arrange the story because the short medium is pretty self-explanatory and don't need them to outline the story. For longer stories panels are almost a must because they frame and arrange the story for the reader. Every panel has its own setting (even if the location of the story doesn't change) and atmosphere. Artists like Jack Kirby even arranged panels in such a way that they narrated the story and didn't rely only on text. The speech bubbles are used to contain the text that translates into the character's speech. Again some artists don't really use bubbles but just draw a line that connects the character and text. I think that bubbles can express a certain character of.. Well... The character. Not only mood but a certain characteristic that belongs only to that character. More angular speech bubbles express harshness and seem rough, rounder bubbles are softer and gentler.

There are also specific bubbles that express a specific action of the character. A jagged bubble is used when the character is yelling or screaming. A cloudy bubble is used for what the character isn't speaking but rather thinking. The speech bubbles are usually linked to the character

or other bubbles (to express linked sentences) by a small tail. If there is no tail, that means the speech or other sounds are coming from an unknown source or a general source (like explosions or telephone rings).

Placement of the bubbles is very important because they dictate the order the reader reads the text. Also they can be arranged in ways to form dialogs and longer conversations with multiple characters. It's very important to include the position of the bubbles in to your sketching process. The composition of the bubbles in relation to other elements in the panels is also important. A panel can look nice on it's own but if the speech bubble throws it off balance you wasted hours of work because of a technicality.

C. Typography

The best thing in comics is to write in the text by hand. Why? Because typography can express more than just speech, but also the tone and character. There is nothing really wrong with using a computer for texts as long as you don't overdo it and choose some extremely over the top font. Remember the reader needs to make out the words. For special texts (yells, explosions, roars, ringing, etc.) we usually use a heavier font. I like to use outlined fonts for this but it's not a requirement.

D. Special Signs

Special signs are signs that express something without the use of words. The classic light bulb over the head that signifies an idea is good example. These signs are not limited to anything but need to be understandable and correlate to the actions in the panel. An exclamation

mark can signify shock but if the character looks bored the sign doesn't come across like it should.

E. The Stories

Comics (even the short strips) follow the classic 3 or 4 act structures of story telling. The short strips just have to make out every arc in one panel. The 3-act structure contains a setup, confrontation and resolution. The 3rd and final act is usually the shortest. The 4-act structure is basically the same but splits the third act in to two separate acts. That makes all 4 acts the same length. It contains a setup, response (the confrontation), attack and resolution. There is also a 5-act structure but from what I understand that is just a more detailed 3-act structure. I could be wrong (maybe a drama student can correct me). It contains exposition, rising action, climax, falling action and a resolution/catastrophe.

F. Writing Ability

Writing skills include all knowledge and skills related to expressing ideas through the written word. The ability to clearly communicate ideas in writing is highly sought after by employers in any industry. Well-written documents, emails, and posts can convince customers to buy your product or convince investors to work with your company. Writing skills also include technical knowledge of writing conventions, style guides, and formatting for different situations. Understanding which situations require different writing styles and being able to set the right tone for your writing are important writing skills that anyone can use at work.

6 tips to improve writing skills

While some people are naturally talented at writing, anyone can develop their writing skills over time. Once you understand the different types of writing skills, you can focus on how you use them in the workplace and improve over time. Identify your strongest writing skills and develop strategies to improve those skills to a professional level:

a. Review grammar basics

Get back to the basics to help you improve your writing. Knowing how to write complete sentences, choose correct words, such as their, they're and there, and when to use a comma can help you feel more comfortable with your writing tasks. Search for free online resources to refresh your grammar skills.

b. Take grammar quizzes

Even the most experienced writers have trouble with grammar. Taking grammar quizzes or playing games online is a great way to hone your knowledge of spelling and sentence structure.

c. Know your audience

Before you begin writing, consider what your audience values and how you can use your word choice and sentence structure to appeal to them. Practice writing a prompt for different audiences and notice how your tone shifts.

d. Read your writing aloud

Read your writing aloud during the editing process to catch any errors that you might not have noticed otherwise. Reading aloud also helps

you hear any awkward phrasing and get an idea of your overall tone and effectiveness.

e. Vary your sentence structure

As you write, try to vary your sentence structure to give your writing rhythm. A mix of short and long sentences with different literary devices can keep the reader interested and create a natural flow that guides them through your writing.

f. Practice daily

Even if you don't have to write every day at work, practice writing in some way every day. Focus your time on the types of writing where you most need to improve. Give yourself writing prompts and challenge yourself to try out different skills.

g. Read regularly

One of the best ways to improve your writing is to read a variety of writing styles daily. It can help you recognize how different elements of writing can fit together effectively. The more exposure you have to quality writing, the better you will be able to produce great writing yourself. Reading helps you understand how to apply the writing skills you have learned.

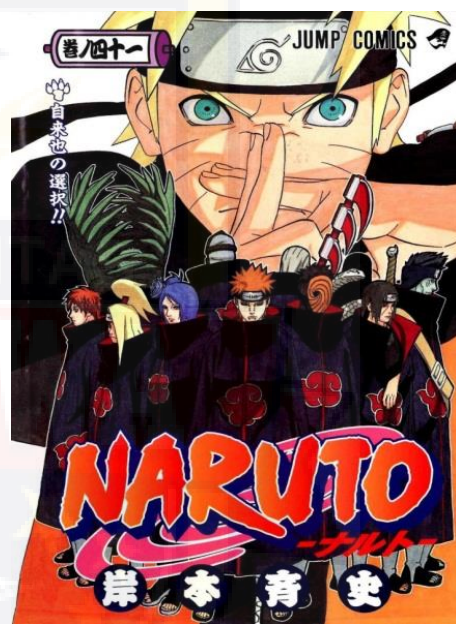
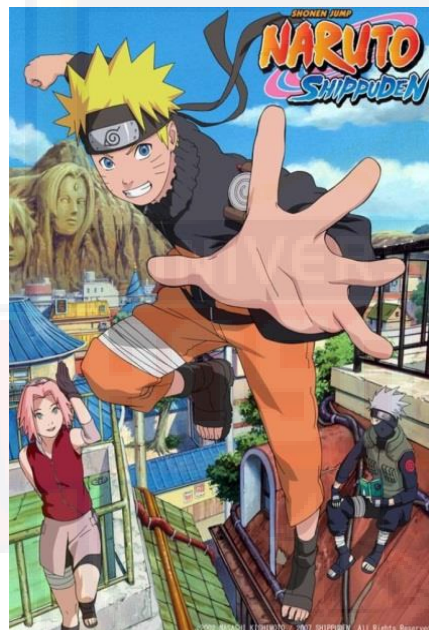
The researcher will let them to choose what comic they want to read, and the researcher will give the example of the English Comic.

Example :

1. Title : Naruto Shippuden (Japanese Comic, in Japan called Manga).

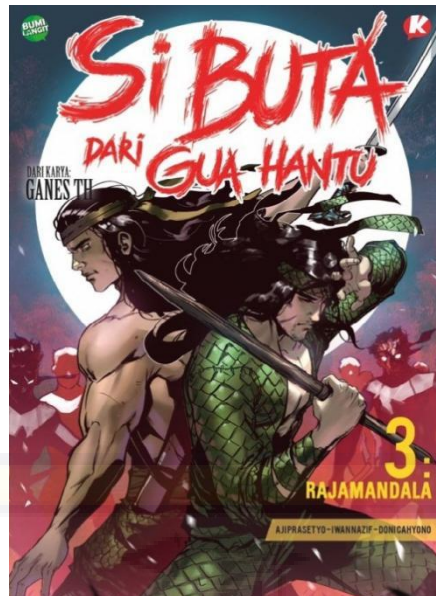
Naruto is a Japanese manga series written and illustrated by Masashi

Kishimoto. It tells the story of Naruto Uzumaki, a young ninja who seeks recognition from his peers and dreams of becoming the Hokage, the leader of his village. The story is told in two parts the first set in Naruto's pre-teen years, and the second in his teens. The series is based on two one-shot manga by Kishimoto: Karakuri (1995), which earned Kishimoto an honorable mention in Shueisha's monthly Hop Step Award the following year, and Naruto (1997).



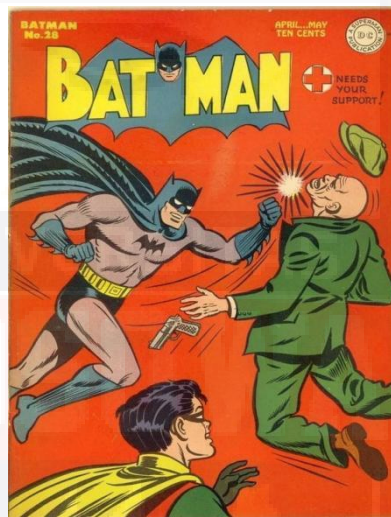


2. Title : Si Buta Dari Gua Hantu (Indonesian Comic) In revenging the death of his father and his fiancée, Barda Mandrawata self-blinded his eyes to defeat Mata Malaikat (Angel Eyes), a highly skilled blind nemesis. Barda became a legendary warrior known as Si Buta dari Gua Hantu. In his stories, Si Buta was a wanderer, travelling around many parts of the country accompanied by his loyal monkey, Wanara.

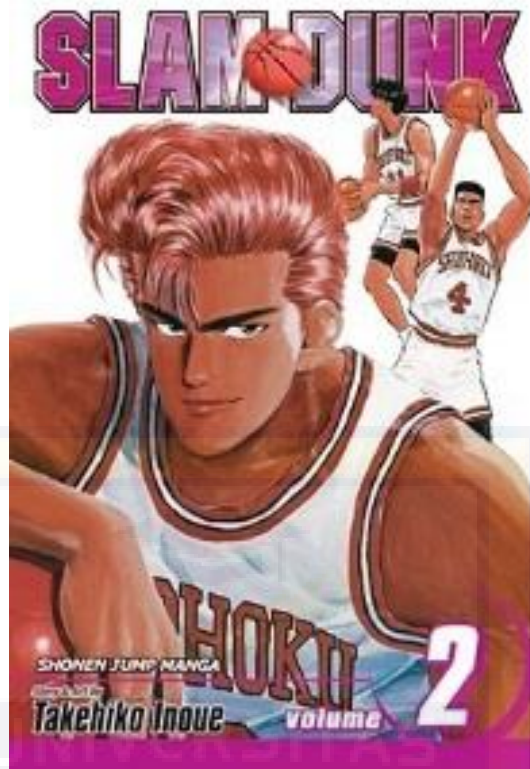


3. Batman (American Comic) Batman is a superhero appearing in American comic books published by DC Comics. The character was created by artist Bob Kane and writer Bill Finger, and debuted in the 27th issue of the comic book Detective Comics on March 30, 1939. In the DC Universe continuity, Batman is the alias of Bruce Wayne, a wealthy American playboy, philanthropist, and industrialist who resides in Gotham City. Batman's origin story features him swearing vengeance against criminals after witnessing the murder of his parents Thomas and Martha as a child, a vendetta

tempered with the ideal of justice. He trains himself physically and intellectually, crafts a bat-inspired persona, and monitors the Gotham streets at night. Kane, Finger, and other creators accompanied Batman with supporting characters, including his sidekicks Robin and Batgirl; allies Alfred Pennyworth, James Gordon, and Catwoman; and foes such as the Penguin, the Riddler, Two-Face, and his archenemy, the Joker.





4. Slam Dunk (Japanese Manga/Comic, stylized as SLAM DUNK) is a Japanese sports manga series written and illustrated by Takehiko Inoue. It was serialized in Shueisha's shōnen manga magazine Weekly Shōnen Jump from October 1990 to June 1996, with the chapters collected into 31 tankōbon volumes. It tells the story of a basketball team from Shōhoku High School in the Shōnan area of Japan.



Treatment 2

In the second treatment the researcher will give them practice about the comic what they read before and give some paper to rewrite the story what they have been read before.

Appendix 2. Surat keterangan Telah Meneliti

**PEMERINTAH PROVINSI SULAWESI SELATAN**
DINAS PENDIDIKAN
UPT SMA NEGERI 4 MAKASSAR
Jln. Cakalang No. 3 Telp. (0411) 3623441 Kode Pos 90164

SURAT KETERANGAN PENELITIAN
Nomor : 423.4/363/UPT-SMAN.4/Mks.I/DISDIK/IX/2023

Yang bertanda tangan di bawah ini :


Nama : Drs. SUPARDIN, M.Pd.
NIP. : 19690311 199203 1 011
Pangkat/Gol.Ruang : Pembina Utama Muda/IV.c
Jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama : SULTAN MUHAMMAD AL FAIZ
NIM : 4519101017
Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)
Universitas Bosowa
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Adalah benar telah melakukan Penelitian di UPT SMA Negeri 4 Makassar mulai tanggal 18 September s/d 19 September 2023, dengan Judul Penelitian "The Correlation Between Reading English Comic And Students' Writing Ability At SMAN 4 Makassar."

Demikian surat keterangan penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 25 September 2023
Kepala Sekolah,

Drs. SUPARDIN, M. Pd
Pangkat : Pembina Utama Muda
NIP. 19690311 199203 1 011

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	: SMA Negeri 4 Makassar
Mata Pelajaran	: English
Kelas	: XII IPA
Skill	: Reading and Writing
Alokasi waktu	: 2 x 60 menit (1x pertemuan)
Tema	: Reading English Comic and Writing Ability

A. Standar Kompetensi

Memahami makna teks fungsional dalam konteks buku bahasa Inggris dalam kehidupan sehari-hari dan untuk menemukan pengetahuan.

B. Kompetensi Dasar

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berinteraksi dalam konteks kehidupan sehari-hari.

C. Indikator

Siswa mampu memahami informasi yang tersirat dalam komik dan kemampuan menulis ulang.

D. Tujuan pembelajaran

1. Siswa dapat meningkatkan membaca komik berbahasa Inggris.
2. Siswa dapat meningkatkan kemampuan menulisnya setelah membaca komik.

E. Nilai karakter : Jujur, Percaya diri, teliti, dan kerja keras.

F. Materi pembelajaran : English Comic

G. Metode pembelajaran : Literacy Reading and Writing Ability

H. Media and Peralatan

1. Media : worksheet
2. Peralatan : comic books or handphone

Materi pembelajaran

1. Pertemuan 1
Memperkenalkan apa itu English Comic, ciri dari Comic, Writing Ability dan contoh rekomendasi komik yang dapat dibaca. Setelah itu mengarahkan untuk membaca komik yang mereka sukai.
2. Pertemuan 2
Mengarahkan untuk mengisi pertanyaan-pertanyaan dan melakukan test kemampuan menulis tentang komik.

I. Langkah-langkah pembelajaran

a. Kegiatan Awal

1. Menyampaikan salam kepada siswa.
2. Mengecek kehadiran siswa
3. Berdoa
4. Menjelaskan tujuan pembelajaran yang akan dicapai

b. Kegiatan inti

1. Elaborasi

- a) Menjelaskan kepada siswa tentang definisi English Comic dan Writing Ability
- b) Menjelaskan contoh-contoh komik

2. Eksplorasi

- a) Memberikan tugas membaca komik berbahasa inggris sesuai dengan tema yang mereka inginkan.

3. Konfirmasi

- a) Memberikan kesempatan kepada peneliti untuk menanyakan hal yang belum dipahami terkait English Comic

c. Kegiatan akhir

1. Memberitahu topic pertemuan selanjutnya.
2. Memotivasi siswa untuk motivasi belajar dan kemampuan membacanya.
3. Menutup pelajaran dengan mengucapkan salam.

J. Sumber belajar :

1. Kindle application
2. English Comic
3. Worksheet

K. Penilaian

1. Kemampuan menulis.

Technique	Instrument	Example of instrument
Showing the work	Conversation	Answer the question

2. Penilaian sikap dari hasil observasi dan diskusi.



Appendix 4. Documentation



Picture : The researcher check the writing test of student.



Picture : atmosphere at the classroom



Picture : The researcher share the sheets questions.

Pre-Test reading

Nadia Nurulhidayah

XII 2

83

Question for numbers 1-10.

Undead, Unwed, and I also wish I could say unread! Okay, so here I think I have finally s
the bottom of the barrel to try to catch up and complete my challenge. I do have a bit of a
for vampire novels! And that said I bought three different firsts in the series, to see if it w
help me catch up and bring me back to target.

Seriously, this was one of the trashiest novels I have ever read! It was OK and fun, but I f
a complete fraud and fake adding this to the list of books I've read this year! But I did
nevertheless read it! So it's going to be added.

Maybe one day when I've forgotten how bad this book was and just how trashy, I'll read a
more in the series! But seriously guys I wouldn't recommend it!

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- C. An opinion on a novel.
- D. A review on undead and unwed

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- D. The writer thought the novel was fun and ok.

3. The undead an unwed is ...

- A. An horror novel.
- B. An romantic novel.
- C. Very interesting novel.
- D. Not a sequence novel.

4. Which of the following statement does not represent the writer's opinion?

- A. The novel is very trashy.
- B. It really good and interesting novel.
- C. I will not add this novel to my book list.
- D. Don't read this novel or you will be upset.

IE: MAWADDAH

S: XII. 2

(46)

Question for numbers 1-10.

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 - D. Don't read this novel or you will be upset.

: Hajwa Aulia Myo

: XII. 2

60

Question for numbers 1-10.

Undead, Unwed, and I also wish I could say unread! Okay, so here I think I have finally the bottom of the barrel to try to catch up and complete my challenge. I do have a bit of for vampire novels! And that said I bought three different firsts in the series, to see if it help me catch up and bring me back to target.

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- A. An horror novel.
- B. An romantic novel.
- C. Very interesting novel.
- D. Not a sequence novel.

4. Which of the following statement does not represent the writer's opinion?

- A. The novel is very trashy.
- B. It really good and interesting novel.
- C. I will not add this to my list.

ME: Putri Angelina D.S

ASS: XII-2

73

Question for numbers 1-10.

Undead, Unwed, and I also wish I could say unread! Okay, so here I think I have found the bottom of the barrel to try to catch up and complete my challenge. I do have a bit for vampire novels! And that said I bought three different firsts in the series, to see if help me catch up and bring me back to target.

Seriously, this was one of the trashiest novels I have ever read! It was OK and fun, but a complete fraud and fake adding this to the list of books I've read this year! But I did nevertheless read it! So it's going to be added.

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- A. The novel is very trashy.
- B. It really good and interesting novel.
- C. I will not add this novel to my book list.
- D. Don't read this novel or you will be upset.

NAME: Murnadi Azza

CLASS: XII. 2

66

Question for numbers 1-10.

Undead, Unwed, and I also wish I could say unread! Okay, so here I think I have finally reached the bottom of the barrel to try to catch up and complete my challenge. I do have a bit of a backlog for vampire novels! And that said I bought three different firsts in the series, to see if it will help me catch up and bring me back to target.

Seriously, this was one of the trashiest novels I have ever read! It was OK and fun, but I think it's a complete fraud and fake adding this to the list of books I've read this year! But I did nevertheless read it! So it's going to be added.

Maybe one day when I've forgotten how bad this book was and just how trashy, I'll read more in the series! But seriously guys I wouldn't recommend it!

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- D. Don't read this novel or you will be upset.

Post-test reading

E: Munadisa Azzahra

S: 211.2



Question for numbers 1-10.

Undead, Unwed, and I also wish I could say unread! Okay, so here I think I have finally sunk to the bottom of the barrel to try to catch up and complete my challenge. I do have a bit of a thing for vampire novels! And that said I bought three different firsts in the series, to see if it would help me catch up and bring me back to target.

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Maybe one day when I've forgotten how bad this book was and just how trashy, I'll read a few more in the series! But seriously guys I wouldn't recommend it!

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 - D. Don't read this novel or you will be upset.

E: Hajwa Aulia Nisa

S: XII.2

Question for numbers 1-10.

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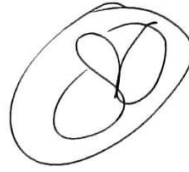
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ME: MAWADDAH

ASS: XII.2



Question for numbers 1-10.

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ME: Putri Angelina D. S

ISS: XII.2

95

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NAME: Nadia wulandari

CLASS: XII.2

87

Question for numbers 1-10.

Undead, Unwed, and I also wish I could say unread! Okay, so here I think I have finally sunk the bottom of the barrel to try to catch up and complete my challenge. I do have a bit of a thrill for vampire novels! And that said I bought three different firsts in the series, to see if it would help me catch up and bring me back to target.

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writing test (rewrite the story)

11-09-2023

Date:

Name: Jemrah

Class: XII.2

The cover page of one piece chapter 1091 will show the entire straw hat crew, except Robin and Franky, enjoying pizza. Surprisingly, Jinbe is seen cooking with Sanji while the rest of the crew, especially Luffy, is feasting on this pizza with some flamingos. Chopper and Brook are seen sitting at separate tables.

A leak regarding the manga one piece 1091 has been released with the title 'Sentomaru! Sentomaru must face his teacher, Kizaru in order to protect Dr. Vegapunk.'

A flashback occurs, before becoming an admiral, Kizaru was Dr. Vegapunk's bodyguard. Kizaru escorted Dr. Vegapunk to an island and that's where they met Sentomaru.

Moving on to the next scene, it is revealed that Rob Lucci betrayed the straw hat crew. Rob Lucci, who had been rescued, actually attacked Dr. Vegapunk.

NAME = Anggita Olivia "03"

Kelas = XII.2

~~Then~~ Kizaru tried to visit Egghead Island to catch Dr. Vegapunk

however, Kizaru efforts to capture Dr. Vegapunk is not fast because he has collaborated with ONE PIECE Marine V. Luffy's journey to take him away from Egghead Island



No. Serin

Date: 11 September 2020

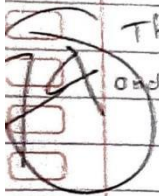
Ir Muradla Azzahra kelas XII 2

Suddenly the navy led by Kizaru entered the island where Sentomaru and the Straw hat pirates were.

Kizaru the admiral came to finish off Sentomaru who sided ~~with~~ with the pirates in order to be free to get off the island.

However, Sentomaru was defeated by Kizaru the naval admiral and controlled the "pacifista" using the "power chip"

Then Kizaru switched to looking for Dr. Vegapunk and was intercepted by Luffy.



Muhammad Al-Fathir R.

XII.2.

39.

The cover page of one anime chapter 109 will show the crew show that crew, except Nami and Franky enjoying. Surprisingly Jinbe is seen cooking with Jangji with the rest of the crew. Gomu Gomu no Luffy is eating on his pizza with some Hainings, Chopper and Brook are seen sitting at Sweets table.

about regarding the huge one piece log was been released with the title subman. Shanks has been up, however, Luffy in order to defeat Dr. Vegapunk.

a travel occurs, Seroo being an animal world was Dr. Vegapunk a surprise Luffy's effort to. When Luffy is seen and parts who they met Shanks.

nama : Muhammad Al-Fathir R.
kelas : XII.2

No.

Date

Explain in the chapter
in this chapter it tells about the struggle of Luffy and his friends in facing Admiral who came to attack kill Sentomaru while protecting Sentomaru from Admiral

Appendix 5 : PRE-TEST and POST-TEST

NAME :
CLASS :

Question for numbers 1-10.

Undead, Unwed, and I also wish I could say unread! Okay, so here I think I have finally sunk to the bottom of the barrel to try to catch up and complete my challenge. I do have a bit of a thing for vampire novels! And that said I bought three different firsts in the series, to see if it would help me catch up and bring me back to target.

Seriously, this was one of the trashiest novels I have ever read! It was OK and fun, but I feel like a complete fraud and fake adding this to the list of books I've read this year! But I did nevertheless read it! So it's going to be added.

Maybe one day when I've forgotten how bad this book was and just how trashy, I'll read a few more in the series! But seriously guys I wouldn't recommend it!

1. The text mainly tells about ...
 - A. A vampire novel.
 - B. A very bad novel.
 - C. An opinion on a novel.
 - D. A review on undead and unwed.

2. The second paragraph mainly told ...
 - A. The writer bought three novels.
 - B. The writer is fond of vampire novels.
 - C. The writer thought the novel was very bad.
 - D. The writer thought the novel was fun and ok.

3. The undead an unwed is ...
 - A. An horror novel.
 - B. An romantic novel.
 - C. Very interesting novel.
 - D. Not a sequence novel.

4. Which of the following statement does not represent the writer's opinion?
- A. The novel is very trashy.
 - B. It really good and interesting novel.
 - C. I will not add this novel to my book list.
 - D. Don't read this novel or you will be upset.
5. The following statement is not true ...
- A. The writer liked vampire novels very much.
 - B. The writer bought three novels in the series.
 - C. The writer finished reading the novel.
 - D. The writer could satisfy his target.
6. In general, the writer ...
- A. Suggested the readers to buy the novel.
 - B. Recommended the readers to read the novel.
 - C. Didn't recommend the readers to read the novel.
 - D. Didn't recommend the readers to review the novel.
7. But seriously guys I wouldn't recommended it! (paragraph 3). The sentence means ...
- A. The reader shouldn't recommend him to be seriously.
 - B. The writer didn't oppose the idea of the novel.
 - C. The writer recommended to read the novel.
 - D. The writer didn't suggest to read the novel.
8. The communicative purpose of the text is ...
- A. To review the novel.
 - B. To promote the novel.
 - C. To tell the story of the novel.
 - D. To amuse the readers with the novel.

9. Seriously, this was one of the trashiest novels i have ever read, (paragraph 2). The bold word refers to ...

- A. Mary Janice Oavidson
- B. The reviewer
- C. The reader
- D. The book

10. It can be concluded that ...

- A. Mary Janice Davidson is the main character of the novel.
- B. Mary Janice Davidson is the reviewer of the book.
- C. The book reviewer didn't tell the reader to read it.
- D. The book reviewer didn't by the book.

Read the following text to answer questions number 11 to 15.

THE PRINCESS DIARIES

Meg Cabot , Harper Collins

Young Adult

ISBN: 0380814021

As the hilariously funny tale called The Princess Diaries begins, Mia Thermopolis is just a regular high school freshman at Albert Einstein High School. Well, as regular as you can be when you live in a loft in downtown New York with your flighty artist Mom. And as regular as you can be when your best friend is Lilly, a punky and spunky militant who produces her ownTV show.

As readers can guess from the title, this book takes the form of a diary, written by Mia. Over the pan of a month, she relates her daily woes and embarrassments in heartbreaking detail. As with most teenage girls, Mia thinks she is hopeless, looks-wise. She's tall 5'9" and klutzy, and not so gifted in the chest department.

Then there is school. One of Mia's biggest problems is the fact she is flunking Algebra and, to make matters worse, her Mom has begun dating her teacher. Gross.

In the boy department, the cutest one in school has the locker next to hers but doesn't even know Mia exists, even as his snooty girlfriend Lana, a popular cheerleader, torments her. And to top it off, Mia is developing some sort of weird crush on Michael, Lilly's computer nerd brother.

Then one day, Mia finds out she is a princess. Okay, I know that doesn't sound bad to most girls, but Mia hates the idea instantly. How does this fairy tale come true? Her father is the ruler of the principality of Genovia and since Mia is his only child, she is next in line to the throne. Her dad sends in the big guns to convince Mia that being a princess is what she is meant to do: her formidable grandmother comes to New York to give Mia "Princess Lessons". And as the word spreads around Albert Einstein High School that Mia is royalty, her life just gets crazier.

The ending of The Princess Diaries is a twisty one and will leave you jonesing for more stories of Mia and the rest of her friends. Reviewed by Jennifer Abbots.

11. Who wrote The Princess Diaries?

- A. Mia Thermopolis
- B. Jennifer Abbots
- C. Meg Cabot
- D. Albert Einstein

12. What is the communicative purpose of the text above?

- A. To criticize an art work, an event for a public audience.
- B. To entertain and to deal with actual in different ways.
- C. To describe the story of the prince's diaries.
- D. To present (at least) many different aspects of an issue.

13. Which one is true based on the text above?

- A. The Princess Diaries was written by Jennifer Abbots.
- B. Mia was a student at Albert Einstein High School.
- C. The Ending of The Princess Diaries is amazing.
- D. Mia was avoided by her friends.

14. "Her father is ruler of the principality of Genovia ..." paragraph (5) The underlined word refers to ...

- A. Lilly
- B. Lana
- C. Mia
- D. Mia's teacher

15. Who is the reviewer of the novel?

- A. Meg Cabot
- B. Albert Einstein
- C. Mia Thermopolis
- D. Jennifer Abbotts



BIOGRAPHY



Sultan Muhammad Al Faiz was born in Makassar 30 June 2000. The author short name is Faiz or Sultan. The author father's name is Ichsan Sultan, and mother's name is Asnawati. The author have one older sister, his name is Nurul Annisa Ichsan, also known as Lulu. He is 27 years old. The author live in Borong Raya streets without his parents, because the parents are decide to divorce since the author was child. The author start his study at 5 in Pembina kindergarten. After that the author get his elementary school in SD Inpres Baraya 1 and then after 1 year, the author move to SD Inpres Tamalanrea 1 untill finish 2012. After that, the author get next study at SMP Negeri 35 Makassar untill finish 2015. After finish at elementary school, the author continued to SMK Negeri 5 Makassar. Just 1,5 years, the author decide to move in SMK Negeri 3 Palu , 2018. At 2019, the author continued the study in Bosowa University Makassar, Faculty of Teacher Training and Education , English Education Major. Blessing and help from Allah SWT, efforts accompanied by the prayers of parents and all the people in carrying out the academic activities in Bosowa University Makassar, Alhamdulillah finally the author can complete the final project with the title "Correlation Between Reading English Comic and Students' Writing Ability At SMAN 4 Makassar".