A THESIS

THE STUDENTS' READING COMPREHENSION BY USING COMIC BOOK AT SMPN 1 LEMBANG PINRANG

By

JUSRIANTI
Reg Num. 16.1300.053

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2022 M / 1443 H

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements For the Degree of Sarjana Pendidikan (S.Pd)

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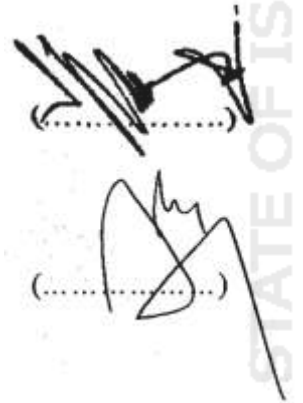|	
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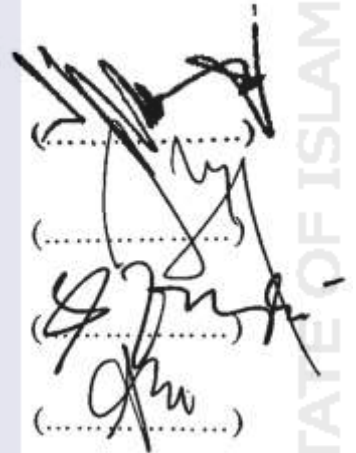|	
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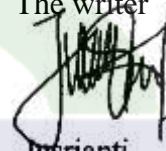
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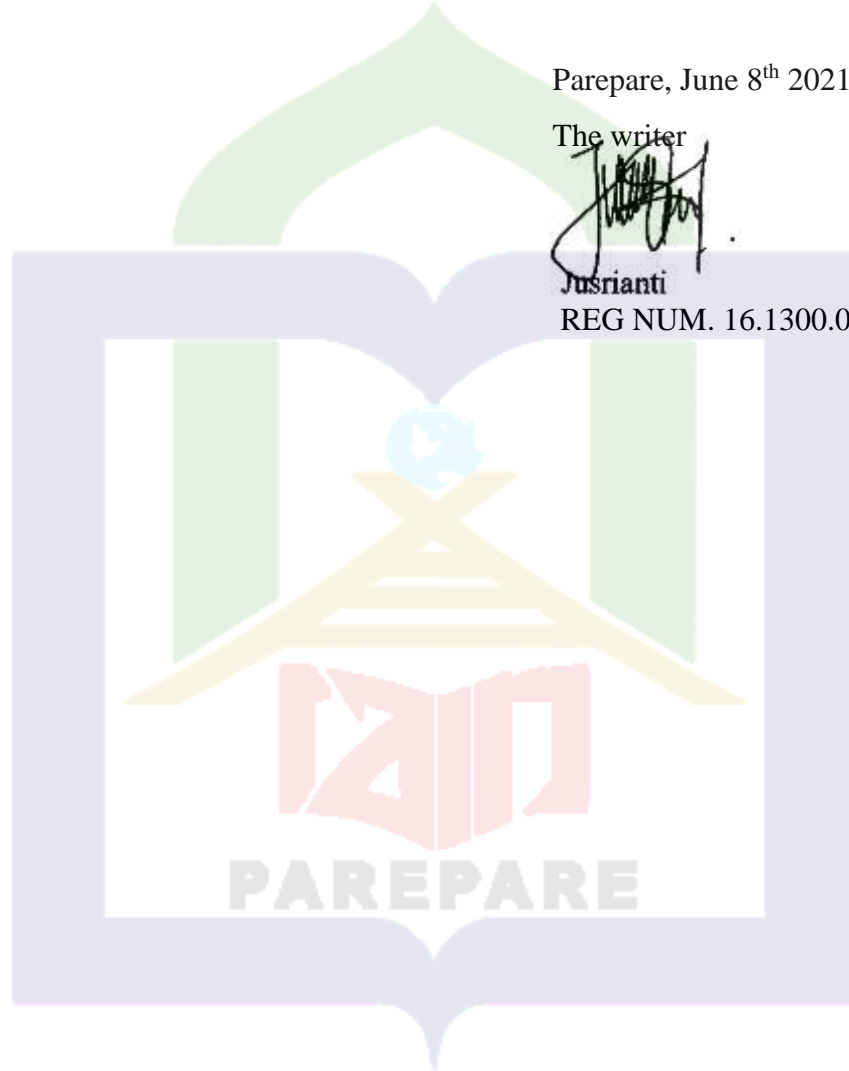
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Stated that herself conducted this thesis, if it can be proved that it is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Jusrianti. *The Students Reading Comprehension by Using Comic Book at SMPN 1 Lembang Pinrang* (Supervised by Amzah Selle and Ismail Latif)

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading is the important skill for the students which can improve their knowledge which is needed for continuing personal growth and adapt the change in the world, in order to get much new information through the book, newspaper, magazine, etc. It stated that a student learns to read by reading materials in which he has an opportunity to get the comprehension. The purpose of this research is to find out the Students Reading Comprehension by Using Comic Book at SMPN 1 Lembang Pinrang.

The research sample was 27 students which followed total sampling technique. The researcher conducted this research by descriptive quantitative. The data collecting technique used reading test which spreading directly to the respondents, the research conducted the research in 45 days including of data analysis.
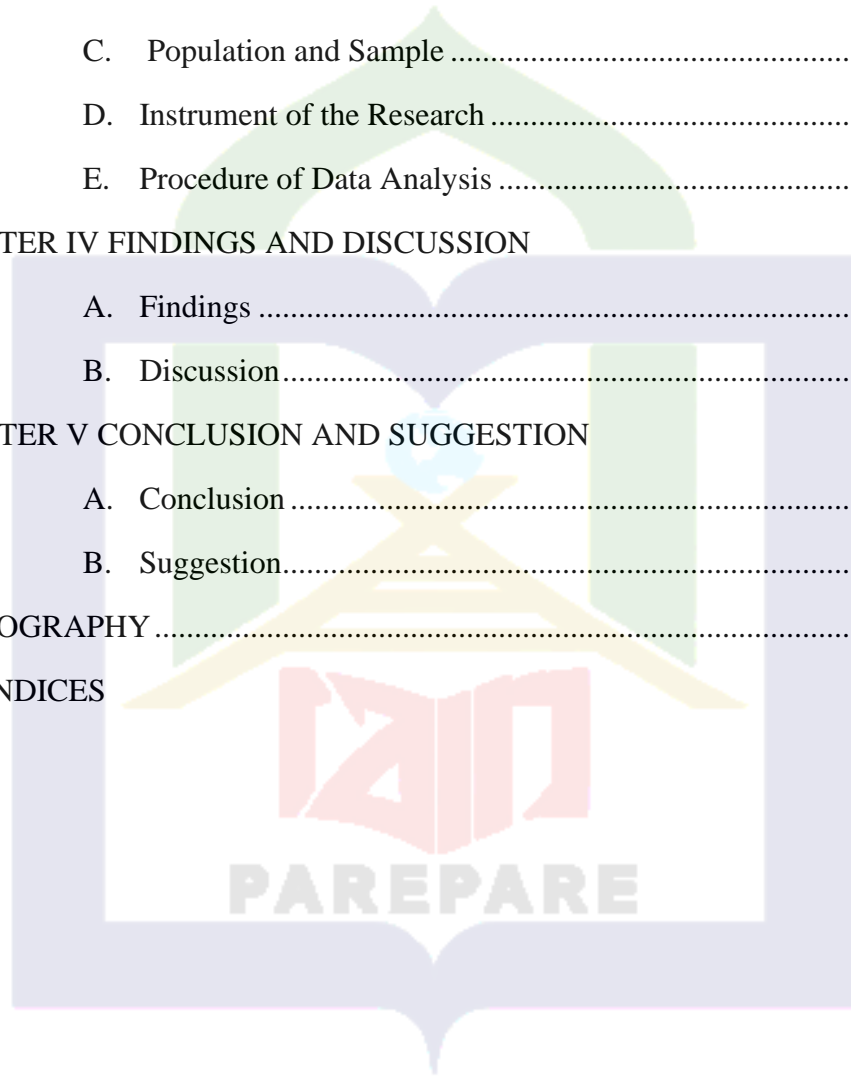
The result of this research identified that students reading comprehension conducted by descriptive analysis which can be categorized in *fair comprehension* using comic media in reading skill, it showed from the result of the score getting from the instrument. It proved from the score average for 64.81 and Maximum Score for 91.07 while Minimum score for 00,00. These results become the result of this research which also becomes valid data for the representative of the result of research. Students reading comprehension specifically explained that students get much better result by using comic as media for learning, this media followed positive effect to the students' comprehension toward reading skill. Students learning objective which totally different in their perception of the comic test better than text naturally become the text of the reading skill for evaluating students comprehension.

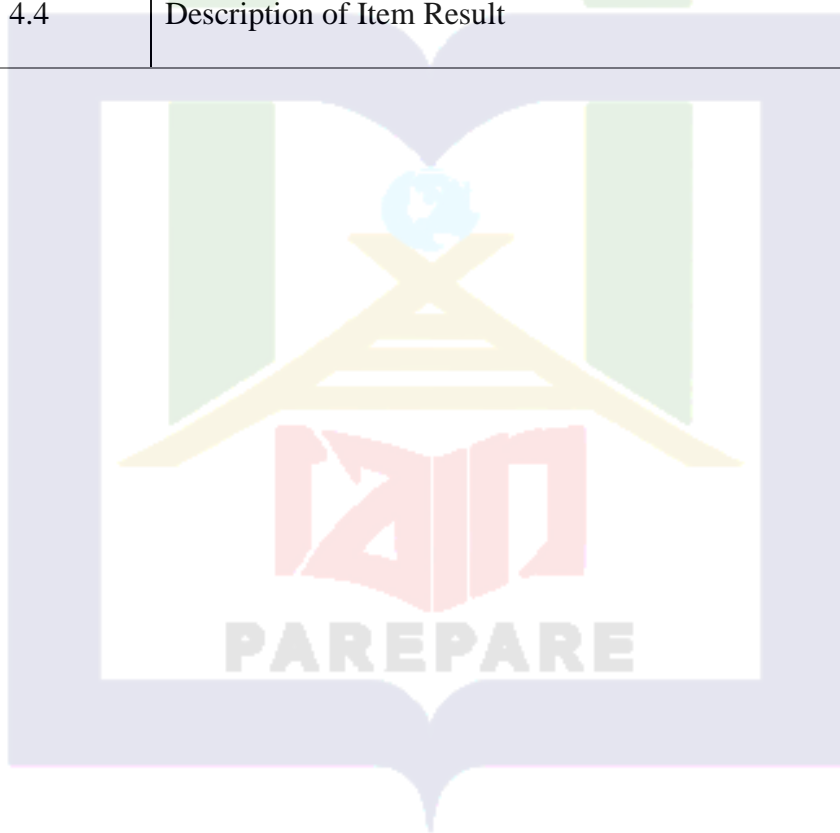**Keyword**: *Reading Comprehension, Comic Book*

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CHAPTER I

INTRODUCTION

A. Background

Teaching English as a foreign language give priority to the four skills namely; listening, speaking, reading, and writing. The four languange skills mentioned are divided into two parts; they are receptive and productive skills. speaking and writing are productive skills, while listening and reading are receptive skills. Comprehending English is difficult thing for students if they do not have basic knowledge, especially in reading comprehension.[1] Reading is the important skill for the students which can improve their knowledge which is needed for continuing personal growth and adapt the change in the world, in order to get much new information through the book, newspaper, magazine, etc. It stated that a child learns to read by reading materials in which he has an opportunity to test hypotheses. As a child becomes better able to predict or hypothesize what a sentence or paragraph will say, he becomes a better reader.

Comprehension is a consuming, continous and complex activity, but one that for good readers is both satisfying and productive. Reading comprehension research has a long and rich history. There is much that we can say about both the nature of reading comprehension as process and about effective reading comprehension instruction. We believe that the part of the reason behind this

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[1]Jeremy Harmer, *The Practice of English Language Teaching New Edition* (New York: Longman Publishing, 1992), p. 16.

steep learning curve has been the lact of controversy about teaching comprehension. Unlike decoding, oral reading, and reading readiness, those who study reading comprehension instruction have avoided much of the acrimony characteristic of work in other aspects of reading.[2] In order to comprehend the text, students must be able to decode the words on the page and to extract meaning. As we know that reading is receptive skill through the understanding of the vocabulary, grammar, and sentence structure.

Reading is simple activity, but actually, it is a complex activity. We do not just speak to symbol that forms writing but also to understand the purpose of trhe text. In reading, students are expected to observe, understand and think. The most important thing in teaching and learning reading comprehension is the reasing material. Reading comprehension is the process of meaning construction as the result of blending content and knowledge and skill during reader text introduction.[3] It's assumed that reading comprehension is a process of activity to get the meaning or knowledge from text.

English reading ability is the most important component of English performance, particulary in an academic setting. [4] It means that, to get the

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[2]Nell K. Duke, David Pearson, *Effective Practice for Developing Reading Comprehension*, vol. 189)

[3]Ayfer Sahin, *The Effect of Text Types on Reading Comprehension*", vol. 3 no.(accssed on Thuersday 10 December 2020.)

[4]Albeer AL-Ghazo, "The Effect of SQ3R and Semantic Mapping Strategies on Reading Comprehension Learning among Jordanian University Students", International Journal of English and Education, vol. 4 no. 3 (accssed on Thuersday 10 December 2020)

knowledge or information from English text book, to understand written communication such as instruction, from the teacher and also to confront English written test in their examination, all of them need reading skill.

Related to preliminary research, the students also made so many mistakes of rules on their reading comprehension and their score was very low. It means that, these problems make a challenge for teacher to create a new atmosphere in learning to read activities. Students read textual material effectively and efficiently the teacher must teach the appropriate study skill and study strategies, many researcher that comprehend strategies help the learnes to understand the reading more effectively.

There are seversl ways to help students to improve their reading comprehension. One of the ways is by using comics as an interisting materials or media. Therefore, applying comic to methodological purpose has the effects as using games in teaching English. It brings a cheerful atmoshphere into the class. The researcher wants to know the students reading comprehension by using comic book., therefore, the comic as media already taught by the teacher in previous semester, so the researcher only identified the influence of using comic as media to students reading comprehension, by using comics that expresses narrative or other ideas a series of still images, usually combined with text. It typically takes the form of a sequence of panels of images, with that all explanation above, the researcher was be motivated to carry out the research with

title "The Students Reading Comprehension by Using Comic Book at SMPN 1 Lembang Pinrang"".

B. Research Question

Based on the statements in the background above the researcher formulates the question as follows: What is the Students Reading Comprehension by Using Comic Book at SMPN 1 Lembang Pinrang ?

C. The Objective of the Research

Based on the research question above, the objective of the research is to find out the Students Reading Comprehension by Using Comic Book at SMPN 1 Lembang Pinrang.

D. Significance of Research

The result of the research are expected to be meaningful for:

1. The Teacher

   The finding of the research is expected to provide information for an effective learning by using comics to the students' reading comprehension.

2. The Students

   The finding of the research was expected to offer interesting and various learning experience. So, they were participle in the reading more actively.

3. The Next Researcher

   It is expect that in using comics became one of reference in choosing as an interesting media in reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many researcher have conducted their research on Students' Reading Comprehension . Their findings are consecutively presented below:

1. Aswan in his research, *"Improving the Students' Reading Comprehension through Transactional Strategies Intruction (TSI)"* conclude that reading comprehension at the Seventh Grade of SMPN 2 Kulo through Transactional Strategies Intruction (TSI) is successful. It is proved by learning result of analysis where the mean score of student in cycle II (77.08%) was higher than their mean score in cycle I (6.05%). It means that teaching reading comprehension through Transactional Strategies Intruction (TSI) is effective to improve reading comprehension at the Seventh Grade of SMPN 2 Kulo. Kab. Sidendreng Rappang.[5]

2. Nani Susanti in her research, *"The Influence of Using Comic Strip towards Students' Reading Comprehension on Recount Text"* conclude that from the data analysis computed by SPSS, it was obtained that sig. = 0.035 and $\alpha = 0.05$. It means Ha is accepted because sig. = 0.035 < 0.05. Therefore, there was significant Influence of Using Comic Strips Towards Student's Reading

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[5]Aswan, "Improving The Students' Reading Comprehension Through Transactional Strategies Intruction *(A Classroom Action Research at the Seventh Grade of SMPN 2 Kulo Kab. Sidendreng Rappang)"*. (Skripsi Sarjana: Tarbiyah Departement: STAIN Parepare, 2016), p. 55.

Comprehension on Recount Text at the First Semester of Tenth Grade of SMK IT Icera Babatan in The 2019/2020 Academic Year.[6]

3. Dahariah in her research, *"Improving the Students' Reading Comprehension through Shared Reading"* conclude that from the mean score in Pre-test is 57.45 and mean score in post-test is 83.06, it means taht the rate percentage in post-test was higher than the rate percentage in pre-test in teaching reading. This showed that Shared Reading Can Improve Students' Reading Comprehension at the Eight Grade of SMPN 2 Mattiro Bulu Kab. Pinrang.[7]

Based on the result of that research above, some researcher is able to make opinions that there are many kind of method or media to improve students' reading comprehension, one of them is by using comics. It also one of the creative media to the students' reading comprehension. The kinds of previous researches similarly for this research refers to several things namely, similarly from the variable which focuses on reading comprehension and the using of comic, which different from the design of the research, which some of the previous research conducted by experimental study, which the researcher here focus on study case term.

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[6]Nani Susanti, The Influence Of Using Comic Strip Towards Students' Reading Comprehension On Recount Text At The First Semester Of Tenth Grade Of SMK IT Icera Babatan In The 2019/2020 Academic Year, (Thesis English Education Departement of Tarbiyah and Teacher Training Faculty State Islamic University Raden Intan Lampung: 2019), p. 69.

[7]Dahariah, "Improving The Students' Reading Comprehension Through Shared Reading at the Eight Grade of SMPN 2 Mattiro Bulu Kab. Pinrang*"* (skripsi sarjana: Tarbiyah Departement: STAIN Parepare, 2016) p. 39.

B. Some Pertinent Ideas

1. The Concept of Reading Comprehension

Reading comprehension is sometimes defined by comprehension text. If a texts says it measures comprehension, whatever that test happens to measure becomes what comprehension is supposed to entail.[8]

Al Emami in Abeer Al-Ghazo International Journal stated that reading comprehension is a complex task that depends on many different automatic and strategic cognitive processes. She also appened that reading fluency, the ability to read with speed and proper expression, is a critical skill for comprehension. It can be noticed the high status reading occupies and captures among the other learning skills.[9]

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities.[10]

According to Thorndike stated that reading comprehension is the reading of a paragraph involves the same sort of organization and analysis as does thinking. It includes learning reflection, judgement, analysis, synthesis, problem-solving be havior, selection, inference, organization, comparison of data, determination of relationship, and critical, evaluation of what is read. It also includes attention,

[8]Alexander, et al., eds., *Teaching Reading* (Canada: Brown and Company, 1979), p. 133.

[9]Albeer AL-Ghazo, The Effect of SQ3R and Semantic Mapping Strategies on Reading Comprehension Learning among Jordanian University Students", International Journal of English and Education, vol. 4 no. (accssed on Thuersday 10 December 2020)

[10]Arthur W. Heilman, et al., eds., *Principles and Practices of Teaching Reading (Fifth Edition,(* Columbus A Bell & Howell Company, 1981), p. 242.

association, abstraction, generalization, comprehension, concentration and deduction.[11]

According to Lemer, reading skills are the basis for mastering various fields of study. If a child at early school age does not immediately have the ability to read, he will experience many difficulties in learning various fields of study in subsequent grades. Therefore, children must learn to read so that they can learn to read.[12]

In line with that, Marcer states that reading skills not only enable a person to improve work skills and mastery of various academic fields but also allow participation in social, cultural, political life, and find emotional needs.[13]

As stated by Dalman, that one of the skills students must have is the ability to read comprehension. Reading comprehension is reading that focuses on the reader's understanding. Reading comprehension focuses understanding on the reader. To do reading comprehension, the reader must concentrate. The vocabulary mastered by the reader can also affect the quality of reading comprehension. Another factor affecting reading comprehension is the reader's intellectual level. However, because reading comprehension is a skill, reading comprehension skills can be trained, and factors affecting its quality, such as the reader's intellectual level, can of course be minimized.[14]

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[11]Arthur W. Heilman, et al., eds., *Principles and Practices of Teaching Reading (Fifth Edition,(* Columbus A Bell & Howell Company, 1981), p. 324

[12]Mei Fita Asri Untari dan Aprilianta Adi Saputra, *Keefektifan Media Komik Terhadap Kemampuan Membaca Pemahaman Pada Siswa Kelas IV SD*, (Semarang : Universitas PGRI Semarang, 2016), h, 32

[13]Mei Fita Asri Untari dan Aprilianta Adi Saputra, *Keefektifan Media Komik Terhadap Kemampuan Membaca Pemahaman Pada Siswa Kelas IV SD*, (Semarang : Universitas PGRI Semarang, 2016), h, 32

[14]Mei Fita Asri Untari dan Aprilianta Adi Saputra, *Keefektifan Media Komik Terhadap Kemampuan Membaca Pemahaman Pada Siswa Kelas IV SD*, (Semarang : Universitas PGRI Semarang, 2016), h, 33

Reading ability is one aspect of language skills contained in the learning curriculum. Reading is identifying symbols and associating them with meanings. The purpose of reading for students is to get new information from something in the form of writing or reading that is being read by each student. By reading, it is hoped that students will understand the meaning of the reading the writer wants to convey. Reading can also function for readers or students, including: increasing knowledge, to answer a question, or to make conclusions from a discourse. To achieve the goals of reading, it is necessary to have an understanding in the reader's process. According to Resmini, et al, reading comprehension is a term used to identify skills that need to be understood and to apply the information contained in written materials. Understanding the reading well can achieve what is the goal of reading itself.[15]

According to Resmini and Juanda, reading for understanding is a form of reading activity with the main aim of understanding the message content contained in the reading. Reading comprehension places more emphasis on mastery of the reading content, not on beautiful, fast or slow reading.

Abidin suggests that reading learning can be interpreted as a series of activities carried out by students to achieve reading skills. One of the problems of learning to read today is that learning to read is rarely implemented to encourage students to have the right reading speed and style but only shown for the mere interest of students being able to answer questions. The impact is that students only have a low reading speed followed by a low level of understanding.

The two descriptions above provide an overview of learning to read

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[15]Wahyu Sukartiningsih, Penggunaan Media Komik Untuk Meningkatkan Keterampilan Membaca Cerita Di Kelas V Sekolah Dasar, (PGSD Univeritas Negeri Surabaya, 2013), h. 2

comprehension which consists of a number of activities aimed at understanding the content of the reading. These activities also apply to learning other language skills and in all subjects.[16]

Reading comprehension skills are very important to be mastered by students. Through reading comprehension, students can understand the content contained in the reading, both implicitly and explicitly.

Somadayo, also explains that reading comprehension is a reading activity that seeks to understand the contents of the reading or text as a whole. A person is said to understand the reading well if he has the following abilities. First, the ability to grasp the meaning of words and expressions used by the writer. Second, the ability to grasp implied and implied meanings. Third, the ability to make conclusions.

In connection with the importance of reading comprehension skills, students are expected to be able to understand reading well. However, based on observations made, students have difficulty understanding in the learning process. This causes the learning outcomes of reading comprehension skills to be low. Reduced ability of students in understanding reading shows that students have not been able to master reading comprehension well.[17]

Reading is a skill that is needed, but it is not easy to explain the nature of reading. Reading is not only pronouncing the written language or sound symbols, but

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[16]Aan Khasanah dan Isah Cahyani, *Peningkatan Kemampuan Membaca Pemahaman Dengan Strategi Question Answer Relationship (QAR) Pada Siswa Kelas V Sekolah Dasar*, (Bandung: Universitas Pendidikan Indonesia, 2016), h. 161

[17]Fuzidri dkk, *Peningkatan Keterampilan Membaca Pemahaman Melalui Model Pembelajaran Kooperatif Tipe CIRC Siswa Kelas VIII 5 MTsN Kamang Kabupaten Agam*, (Padang: Universitas Negeri Padang, 2014) h, 109

also responding to and understanding the reading content.[18]

Reading is not a stand-alone activity, but a synthesis of various processes that are integrated into an active reader's attitude. The reading process is reading as a psychological process, reading as a sensory process, reading as a perceptual process, reading as a developmental process, and reading as a skill development process.[19]

Reading is a process carried out and used by readers to get the message the writer wants to convey through the media of words or written language. A process which demands that a group of words that constitute a whole be seen at a glance, and that the meaning of individual words can be known. Reading can also be considered as a process to understand what is implied in the express, seeing the thoughts contained in the written word.

Learning Indonesian consists of four important aspects of language skills, including listening, speaking, reading and writing skills. Tarigan (2008: 1) states that each of these skills is closely related to the other three skills in various ways. Basically, these four skills have their own role in delivering material, but in using language as a communication process they cannot be separated from one another. Reading skills are one aspect of language skills contained in the learning curriculum. Reading skills are always present in every learning theme. Students' reading interest is getting lower now. This is due to the large number of communication media that provide new information without reading so that even without reading students can get new information, for example audio-visual media or television. In addition, the

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[18]Eti Suswita, Efektifitas Media Komik Untuk Meningkatkan Kemampuan Membaca Pemahaman Bagi Anak Tunagrahita Ringan, (Jurnal Ilmiah Pendidikan Khusus, 2013), h. 55

[19]Ahmad Muradi, Pembelajaran Menulis Bahasa Arab Dalam Perspektif Komunikatif (Cet.I; Prenada Media Group: Jakarta, 2015) h. 55-57

students' interest in reading is also influenced by the lack of concrete efforts from the teacher to encourage students to love reading and always be competent in the world of reading.[20]

Reading skills are very important for everyone, especially students, because by reading we can understand and process the various kinds of information we receive. Reading skills in the 21st century are the ability to understand information analytically, critically and reflectively. In order to foster students' interest and reading and improve reading skills so that students can master knowledge better, the government develops a school literacy movement program. Literacy in this context is the ability to access, understand and use something intelligently through various activities including reading, viewing, listening, writing and speaking.[21]

Reading skills are one of the skills that are placed in the highest order to be trained in Indonesian language learning. Reading helps humans acquire or fulfill their needs in the form of knowledge, information, experience, skills, and so on. Reading skills should be familiarized and developed as early as possible in school. A student must be able to read quickly and understand what he is reading. The faster he reads, the more he will learn in a certain time.[22]

Reading skills are the ability to recognize and understand the content of something written, (written symbols) by reciting or digesting it in the heart, reading is

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[20]Wahyu Sukartiningsih, Penggunaan Media Komik Untuk Meningkatkan Keterampilan Membaca Cerita Di Kelas V Sekolah Dasar, (PGSD Univeritas Negeri Surabaya, 2013), h. 5

[21]Desty Kartika Putri Pratiwi dan Elok Sudibyo, Keefektifan Pengunaan Media Pembelajaran Komik Pada Materi Gerak Untuk Meningkatkan Minat Baca Siswa SMP Kelas VIII, (Surabaya: FMIPA Universitas Negeri Surabaya,, 2018), h. 290

[22]Zainal Abidin, Meningkatkan Keterampilan Membaca Siswa Kelas XI IPA-6 Melalui Metode SQ3R SMA Negeri 1 Bontonompo, Kecamatan Bontonompo, Kabupaten Gowa, (Jurnal Nalar Pendidikan: 2017), h. 56

essentially a communication process between readers and writers through written text, so there is a cognitive relationship between spoken language directly. with written language. Tarigan argues that what is meant by reading? And he answered that reading is a process that is carried out and used by readers to obtain messages that have been conveyed by the author, through the media of words or written language. Reading thus involves three elements, the first is meaning as an element of reading content, the second is the word as an element that carries meaning, the third is written symbol as a visual element.[23]

Reading skills contain two aspects of understanding. First, change the written symbol into sound. Second, grasping the meaning of the whole situation represented by the written and sound symbols.

The essence of reading skills lies in the second aspect. This does not mean that skills in the first aspect are not important, because skills in the first aspect underlie skills in the second. After all, both are goals that language learning is trying to achieve.[24]

Reading skills are one of the language skills that are very important to be mastered by students, in addition to listening, speaking, and writing skills. One of the reading skills that students must master in learning Indonesian is reading comprehension (intensive).[25]

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[23]Wahyu Sukartiningsih, Penggunaan Media Komik Untuk Meningkatkan Keterampilan Membaca Cerita Di Kelas V Sekolah Dasar, (PGSD Univeritas Negeri Surabaya, 2013), h. 8

[24]Djago Tarigan, *Teknik Pengajaran Keterampilan Berbahasa,* (Cet. I; Bandung: Angkasa, 1990), h. 86

[25]Fuzidri dkk, Peningkatan Keterampilan Membaca Pemahaman Melalui Model Pembelajaran Kooperatif Tipe CIRC Siswa Kelas VIII 5 MTsN Kamang Kabupaten Agam, (Padang: Universitas Negeri Padang, 2014) h, 109

a.   Aspect of Reading Comprehension

There are five aspects of reading article text as reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information and understanding vocabulary.[22] These aspects are related to the difficulties that the students encounter in comprehending the text.

1)   Determining Main Idea

The main idea is a statement that tells the author's point about the topic. Finding main idea is a key to understand a paragraph or short selection. [23]The main idea is usually located in a sentence, and it is usually put in the first sentence but it can be in the middle or in the last sentence. Therefore, this option can make the main idea more difficult to find. The students will get confused to find what the main idea of a paragraph, and where the main idea position is located.

2)   Locating Reference

Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers.[24] In identifying reference, the students must understand specifically about the pronoun function for what the pronouns in the sentences and how is used such as the pronouns that are used to show people, place, or situation.

3)   Understanding Vocabulary

The student expands their knowledge of vocabulary when he/she is reading a text, such as by finding out new words meaning in dictionary and guessing the

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[22]Nuttal, C,*Teaching Reading Skill in a Foreign Language*,(London:Heinermann Educational Books,1982).

[23] Longan, J, *Reading and Study Skill: Seventh Edition*,(Atlanta cape Community College: Published by McGraw-Hill Companies. New York, 2002)

[24] Sharpe, J. P, *How to Prepare the TOEFL Test* (11th Edition: Ohio,2005)

meaning from the context. Context helps students making a general prediction about the meaning.[25]It means that, having prediction from the context will help students understand the meaning of a paragraph without stopping looks up every new word in a dictionary. In fact, one of the problems that readers have difficulties in understanding paragraph is that they have lack of vocabularies.

4) Making Inference

In making of inference, it stated that readers need to practice combining clues from the text with their background knowledge in order to make inferences. [26]It means that the clues in the text will help students to build assumption and draw conclusion. So they can answer the questions. These questions are often stated in one the following form:

"From the passage, we can conclude that ..."

"It can be inferred from the passage…",

"what the meaning of the statement above?".

Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

5) Detail Information

The last type of question that is usually found in reading test is detail question or information. This question usually checks student's ability to understand material that is directly written in the text. Some example of detail question fall in the following pattern:

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[25] Sharpe, J. P, *How to Prepare the TOEFL Test I9 (11th Edition*: Ohio,2005)

[26]Kopitski, M, Exploring the Teaching of Inference Skills (A Capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts in English as a Second Language).(Minnesota: Hamline University, 2007),p.165.

"According to the passage, who were fighting for the conversation in the forest?",

"All of the following are the true except..",

"A person, date, or place is,,,".

In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question, and then scan the passage for that words synonym.

b. Teaching Reading Comprehension

Teaching reading is to bring students in contact with the mind of great authors, with the written account of their experiences as gray in ParelandJane's statements.[26] Kimble and Garmezyin brown assumed that teaching may be defined as a process of showing or helping the learners or someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, and causing to know or understand.[27] "According to Nunan, many reading instruction programs more emphasize in testing reading comprehension than teaching reader how to comprehend. Monitoring comprehension is essential to achieve successful reading. Part of a monitoring process includes verifying that the necessary adjustments when meaning neither is nor obtained".[28]

Cognition can be defined as thinking. Metacognition can be defined as thinking about someone's thinking. In order to teach for comprehension, readers

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[26]Parel and Jain, *English Language Teaching* (Jaipur: SunrisePublisher, 2008), p. 114.

[27]Douglas, *Principles of Language andTeaching*(New York: PearsonEducation, 2000), p. 75.

[28]Nunan, *Language Teaching Methodology* (Sydney: PrenticeHall, 2003), p. 76.

should monitor their comprehension process and be able to discuss with the teacher and/ or fellow readers what strategies they use to comprehend. By doing this, the readers use both their cognitive and metacognitive skills. It is an excellent technique for engaging students in meaningful cognitive and metacognitive interaction with texts and for assisting students in the process of constructing meaning from texts.Beck et al. in Nunanemphasized that this activity is to be done during the reading process, not after reading. The approach needs that the teacher models the reading behavior of asking questions in order to make sense of what is being read.[29] Students learnt to engage with meaning and develop ideas rather than retrieve information from the text. This technique is the kind of activity that teachers should engage their students to be in the learning process rather than asking them to read a passage and then testing reading comprehension of the material. The implementation of this approach engages the teacher and readers in queries about the text as the material is being read.

c. Strategies of Reading

Students need to use many complex reading strategies to develop into proficient readers in the junior grades. Farstrup in Nunanindicated that many students whowere good readers in the primary grades will nonetheless struggle to read in the junior grades if they don't learn the comprehension skills to deal with the more complex text formats, text features and genres they experience.[30]

The skill of reading becomes a more sophisticated process as students must learn to apply a variety of reading achievement, students must learn to apply a variety

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[29]Nunan, *Language Teaching Methodology,* p. 75.

[30]Nunan, *Language Teaching Methodology* (Sydney: PrenticeHall, 2003), p. 99.

of reading strategies which is consisted I six strategies. The following subsections describe each of Duke and Pearson's six strategies prediction, think-aloud, using text structure, using visual cues, summarization, and answering and questioning. There is evidence to suggest that these skills are important and necessary reading achievement skills. Fountas and Pinnell in Nunan described the same reading strategies.[31]

1) Prediction.

Reader need to ask questions about what they are about to read, and to relate what they read to their prior knowledge. Using prediction skills, such as looking at the illustrated cover or discussing the title of a work, can help readers to make a link to relate works. This is important, as prior knowledge help readers to make sense of new readings. By activating prior knowledge, students can make connections about the new information as they read it. This also helps readers to organize the content into a logical framework for learning.

2) Think-alouds.

Think-alouds help reader to understand the thought processes of a competence reader. Proficient readers think aloud as they read to show they make meaning of a text. For example, a teacher might say, "I think the author wanted me to see a picture in my mind when I read that paragraph." This is an excellent way to teach students to make inferences as they read. Thinking about how one reads is a reads is an example of using metacognition skills to improve one's learning.

Think-alouds provide examples of an effective reader using metacognition strategies to solve problems. It also helps the struggling reader see that proficient reader are actively engaged in the text and are not simply reading the words.

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[31]Nunan, *Language Teaching Methodology*, p. 103.

3) Using text structure.

Most readers understand the components of fiction better than the elements of a non-fictional text only because they have more experience reading fictional texts. Readers must be familiar with a variety of text forms and features to aid their comprehension of that genre of text. Understanding the components of a narrative from provides the framework for global understanding. For example, a student knew what to expect when reading a fairytale.

There would be a clash between good and evil, and the plot would have a happy conclusion. Providing students with opportunities to work with adventures, mysteries, science fiction and other genres helps reader recognize the component of various genres, which aids in comprehensions.

Students must also know how the features of a variety of text forms can be utilized to improve their understanding of the material. For example, students who can effectively use the index and glossary of a non-fiction text will complete a more thorough research project; students who know how to notice headings and skim read for pertinent information, are better able to focus on specific questions. Being familiar with the structure of a text helps the readers to organize the information and improves their level of comprehension.

4) Using visual cues.

Using a visual to facilitate understanding is another reading that improves the reader's understanding of a text. Graphic organizers such as a Venn diagram (used for comparing) or story webs (where ideas are placed in boxes or bubbles), all help a reader to "see" what he/she has learned. It helps a reader to relate to the text and improves comprehension levels.

Visualization cues may also be used to self-monitor for understanding. For example, a fluent reader should see a "movie" running through his or her mind when reading. If the movie or mind pictures stop, then the text is too different or the reader is not engaged. Seeing an image when reading is a useful self-cheek for readers to gauge the speed with which they read. Fluent readers are also to visualize as they read. Fluency and comprehension are positively.

5) Summarization.

The ability to retell the key points of a text in a logical sequence and hold these details in memory is an important comprehension strategies called summarization. Often the key points are needed later in the text to make sense of what is read. For example, a small but important detail may help a reader to solve the mystery in the novel. Being able to summarize information effective is an invaluable skill for readers of all ages.

6) Questioning.

Good readers ask questions about what they read, as they self-monitor foe understanding. They ask questions of themselves, of their peers and of their teachers. Pausing to ask questions is part of the reading process.The ability to make inferences about what one reads requires higher order thinking skills. Asking questions that star with *how or why* engage the reader. By asking questions of the text, a reader is actively responding with the material to incorporate the new material into his or her schema. Students in the junior grades must be able to use and apply these reading strategies across a variety of texts to be proficient. Successful readers employ all six of these reading strategies so comprehend fully the world around them.

2. The Concept of Comics

a. The Definition of Comics

Comic comes from the English word Comic which is defined as something that is funny. Comics can be defined as a form of cartoon that expresses characters and applies a story in a sequence that is closely related to the image and is designed to provide entertainment to the reader.[32]

According to Nurgiyanto, as a comic reading, it comes with its own uniqueness, with a row of pictures in picture panels (boxes) along with a little handwriting placed in balloons. Less writing in comics has benefits for children including reducing fatigue in children when children read writing and providing more informative pictures.[33]

Comics can be defined as cartoon-shaped media reveals the characters and applies the story in a sequence that is closely related to the image and is designed to provide the reader with entertainment. The main role of comics as a learning medium is the ability to create students' interest in learning, as a visual medium so that it can function properly.[34]

Comic is a cartoon in which a character plays a story in a tight sequence, is connected to a picture and is designed to provide entertainment to the reader. Comics are a form of pictorial news, consisting of various serial situations, sometimes

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[32]Saputri Adek, Efektivitas Penggunaan Media Komik Kartun Terhadap Hasil Belajar Fisika Siswa Sma Negeri 2 Tambusai, (Pasir Pengaraian : Jurnal, 2016), h. 5

[33]Erie Siti Syararah, Elihindra Yetti, Lara Fridani, Pengembangan Media Komik Elektronik untuk Meningkatkan Pemahaman Konservasi Kelautan Anak Usia Dini, Vol. 12 Edisi 2 November 2018, h. 235

[34]Handy Dwi Nurniawan dan Durina Puspasari, Pengembangan Media Pembelajaran Komik Pada Materi Sistem Kearsipan Pada Siswa Kelas X AP I SMK 2 Blitar, (Universitas Negeri Surabaya), h. 7.

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humorous in nature. Another feature of comics is that they must be recognized so that the power of the medium can be lived up to. Comics as a medium have its own characteristics. If an artist says "A picture is a thousand words", and a writer says, "A word is a thousand pictures". So comics have both, "image power" and "word power". Because comics are an imagery medium between films and books. Comic is a visual literary language that fills the space between the two media.[35]

Comic media is a visual media that presents more interesting material, increases motivation, is able to present more concrete material so that students understand the material more easily.[36]

Comic media in learning should not use dirty words but use words that contain messages of knowledge. Images of perpetrators of violence are replaced with examples of moral behavior, love scenes are replaced with scenes that direct love and affection for fellow beings and their creators.[37]

Comics can be an appropriate choice as a learning medium because there is a tendency for many to prefer reading entertainment media such as comics compared to reading subjects. Moreover, in comics there are many pictures that stimulate students to read comics. Comics are defined as a picture story that is easy to digest and funny, usually found in newspaper magazines or made in the form of a book to tell a story through illustrated pictures to describe the story. In addition, comics can also be interpreted as literary works in the form of stories that are displayed in the form of

[35]Ahmad Rohani ,HM, Media Instruksional Edukatif , h. 78

[36]Aini Indriasih dkk, Pengembangan E-Comic Sebagai Media Pembelajaran Untuk Meningkatkan Kecakapan Hidup Abak Usia Dini, (Refleksi Edukatika : Jurnal Ilmiah Kependidikan, 2020), h. 155

[37] Uci Lestari, Media Komik (Jakarta: Universitas Pendidikan Indonesia, 2009), h. 5

images in which there is a prominent character in the story. Comics generally contain fiction, just like other literary works.[38]

Another advantage of comics is that their presentation contains strong visual and story elements. The visualized expression engages the reader emotionally, which makes the reader read it to the end. Learning comics are expected to be able to increase students' interest in reading, so that in the end it can improve student learning outcomes.[39]

Comic media is classified as visual-based media, which plays a very important role in the teaching and learning process. Visual media can facilitate understanding and strengthen memory. Visual media can also foster students' interest in understanding what is depicted in the picture and can make it easier to connect the content of subject matter with the real world in everyday life.

a) Elements of Comic

   1) Simple, direct, fast actions and depicts dangerous events.

   2) Contains elements of humor, uses conversational language.

   3) Attention to crime, power, efficacy.

   4) There is a universal human tendency towards hero worship.

Toni Masdiono in his book entitled 14 Jurus Making Comics, divides the elements of the opening page and the content page. On the opening page there are usually the following elements:

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[38]Muhammad Ilham dan Marlini, *Pembuatan Literasi Informasi Untuk Meningkatkan Literasi Siswa Di Perpustakaan SMA Negeri 1 Padang* (Padang : Universitas Negeri Padang, 2019), Vol 8, No 1. Edisi September 2009, h. 204

[39]Daryanto, *Media Pembelajaran,* (Bandung : PT. Sarana Tutorial Nurani Sejahtera, 2011)

1) The title, usually taken from the theme of the story raised or the main character.

2) The size of the letters is capitalized and large and brightly colored, so that it is easy to read by readers.

3) Credit, is a variety of information about the comic team, such as the name of the author, pencil drawer, and color filler.

4) Indica, is information relating to the publisher and the time of publication to the copyright holder of the comic.

While the elements contained on the content page are as follows:

1) The panel functions as a space where pictures are placed so that a storyline will be created to be conveyed to the reader. In order for comics to appear attractive and in accordance with the plot, the transition between one panel and another must be able to guide the story line being carried.

2) Alley, which functions as a space-time that bridges one panel to another. It is through this alley that the reader's imagination takes two separate images and turns them into ideas.

3) Narrative, are statements that explain the dialogue of a conversation, time and place and events. That's why the narrative in comics plays an important role.

4) Word balloons and sound effects are a symbol that expresses the sound of dialogue in a conversation. In word balloons and sound effects, variations of letterforms are usually used which are often adjusted to non-verbal sounds.[40]

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[40]Toni Masdiono, *14 Jurus membuat komik*, (Jakarta : Creative Media, 1998), h. 12-13

b) Kinds of Comics

Comics come with various types and materials according to the needs of the readers. In this case Marcell Bonnef divides Indonesian comics into several types, namely:

1) Wayang Comics

2) Comic Silat

3) Teen Romance Comics

4) Didactic comics

5) Comic Humor

The humorous comics in his performances always tell funny things and make the readers laugh. The characters are usually physically funny and witty, as well as the themes raised, take advantage of many anecdotic aspects.[41] Humor comic can motivate students to read more. Comic is expected to improve students reading comprehension.

c) Characteristics of Comic Media

Comics are not just a medium of entertainment but comics can also be a medium for educating and teaching science and morals to students. Through guidance from teachers, comics can function as a bridge to foster interest in reading.

1) The main role of comic books in instructional is their ability to create student interest

2) Guiding interest in reading that is of interest to students

3) Through guidance from teachers, comics can serve as a bridge to foster interest in reading

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[41]Marcell Bonnef, *Komik Indonesia* (Jakarta: Gramedia, 2008), h. 104

4) Comics add to the vocabulary of their readers

5) Make it easier for students to capture things or abstract formulas

6) Can develop children's interest in reading and one other field of study

7) The entire comic storyline leads to one thing, namely goodness or another study.[42]

In line with the above statement, Sudjana & Rivai stated that "comics can be a very interesting learning medium because they can be applied to various sciences and are often applied to real explanations rather than mere entertainment".

Comics consist of various serial situations :

1) Comics are humorous

2) Another characterization of comics must be recognized so that the power of this medium can be lived up to

3) Comics focus attention around the people

4) Stories in comics about personal

5) Immediately identifies himself through the feelings and actions of the main character's character

6) The story is concise and eye catching

7) Packed with action even in kabaar papers and books

8) Comics are made more alive and processed with colorful games freely.[43]

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[42] Marcell Bonnef, *Komik Indonesia* (Jakarta: Gramedia, 2008), h. 107

[43]Riska & Syaichudin, "Pengembangan Media Komik Pembelajaran Matematika Untuk Meningkatkan Pemahaman Bentuk Soal Cerita BAB pecahan Pada Siswa Kelas V SD Ngembung", Jurnal Teknologi Pendidikan, vol. 10 No. 1, April 2010, h.78 (diakses pada 13-2-2018)

Based on some of the opinions above, it can be concluded that the characteristics of comic media can increase children's reading interest and provide motivation for children because the content is coherent so that it is easily accepted by children. Comic media is the development of children's stories in the text.

This media is an effort so that students can read a story in the form of reading they like. Children's story comics are the same as other comics, in which they contain elements of pictures and writing.

Comics is a medium that expresses narratives or other ideas using a series of still image, usually combined with text. It typically takes the form of a sequence of panels of images. Textual devices such as speech balloons, caption, and onomatopedia can indicate dialogue, narration, sound effects, or other information. The size and arrangement of panels contribute to narrative pacing. Cortooning nad other forms of illustration are the most common image making means in comics; fumetti is a form which uses photographic images.[44]

According to Merriam Webster dictionary, comics is relating to/marked by comedy or causing laughter/amusment and the part of a newspaper devoted to comic strips.[45]

b. The Types of Comics

Based on appearance, is divided into several types. Among them:

1) Comic Strip is a printed paper consisting of images and incorporated with text. It it also categorized as one of the media of teaching in the classroom. In addition, comic stirps are often regarded as interesting and motivating media. Comic strips

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[44]En.Wikipedia.*Org/wiki/comics. Accessed on December 31*, 2020.

[45]https://www.merriam-webster.com/dictionary/comic. *Accessed on December 31*, 2020.

provide the structure and stimulus to which students respond and since stories are universal. It means that teaching uses comic strips make the teacher easier to give the materials to be given to students in the classroom.[46]

2) Comic book is a publication that consists of comics' art in the form of sequential juxtaposed panels that represent individual scenes.[47]

3) Gag and editoral cartoons usually consist of a single panel, often incorporating a caption or speech balloon. Definitions of comics which emphasize sequence usually exclude gag, editorial, and other single panel cartoons; they can be included in definition that emphasize the combination of word and image. Gag cartoons first began to proliferate in broadsheets published in Europe in the 18th and 19th centerius, and the term "cartoon" was first used to discribe them in 1843 in the British humour magazine punch.

4) Webcomics are comics that are available on the internet. They are able to reach large audiences, and new readers usually can access archived installments. Webcomics can make use of an infinite canvas meaning they are not constrained by size or dimensions of a page.

5) Storyboards is a graphic organizer that consists of illustrations or images displayed in sequence for the purpose of previsualising a motion picture, animation, motion graphic or interactive media sequence. They storyboarding process, in the form it is known today, was developed at walt disney productions

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[46]Roya Khoii and Zahra Forouzesh "Using Comic Strips with Reading Texts: Are We Making a Mistake", Literacy Information and Computer Education Journal (LICEJ), Vol. 1 No. 3 (September 2010), p.169. Available on https://usingcomicstripdeithreading-org-google-source, accssed on Thuersday 31 2020.

[47]https://en.wikipedia.org/wiki/Comic_book. *Accessed on December 31*, 2020.

during the early 1930s, after several years of similar processes being in use at walt disney and other animation studios.[48]

C. Conceptual Framework

The main focus of this research will be students reading comprehension by using comic book at SMPN 1 Lembang Pinrang. The researcher draws the theoritical framework as follow:

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                    ┌─────────────────────────┐
                    │     ENGLISH COMICS      │
                    └─────────────────────────┘
                                
  ┌────────┐  ┌────────┐  ┌────────┐  ┌────────┐  ┌────────────┐
  │ Strip  │  │  Book  │  │  Gag   │  │  Web   │  │ Story Board│
  └────────┘  └────────┘  └────────┘  └────────┘  └────────────┘

                    ┌─────────────────────────┐
                    │  Reading Comprehension  │
                    └─────────────────────────┘
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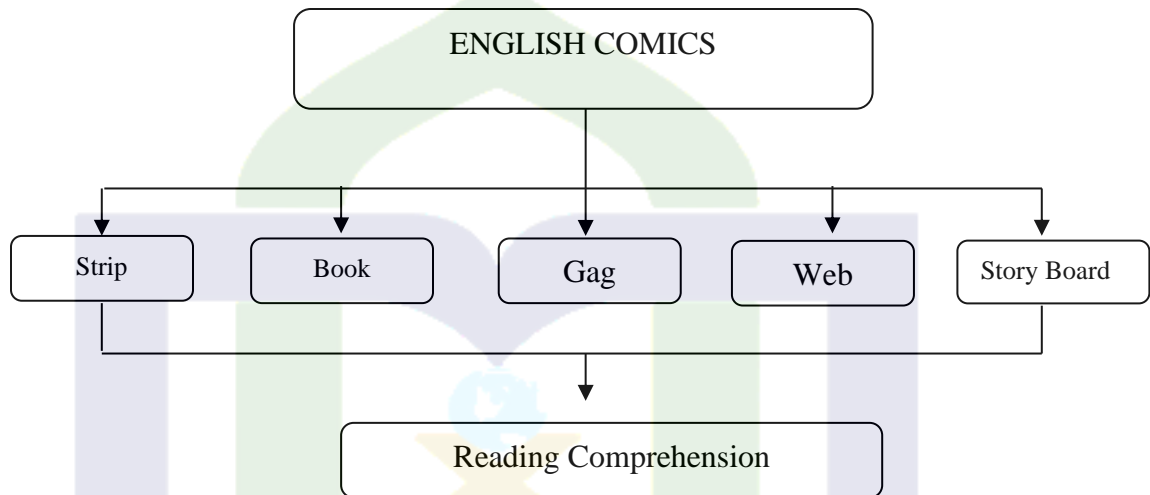
Based on the conceptual framework, the researcher researched about students reading comprehension by using comic book at SMPN 1 Lembang Pinrang, the researcher used the type of comic book as the media in getting students reading comprehension which become the main object of the research.

CHAPTER III

METODOLOGY OF THE RESEARCH

A. Research Design

This research used descriptive quantitative design in order to answer the proposed question. Quantitative research describes the current status of an identified variable. These research projects are designed to provide systematic information about a phenomenon. This method used to identifying the students reading comprehension by using comic book at SMPN 1 Lembang Pinrang.

B. Location and Duration of the Research

The location of this research was SMPN 1 Lembang Pinrang by focusing at the Eight Grade. The duration of the research spent 45 days in collecting and analyzing the data.

C. Subject of the Research

The subject of the research is the Eight Grade of SMPN 1 Lembang Pinrang. It shows by the table below:

Table 3.1 Research Population

No	Class	Students
1	VIII 1	27
2	VIII 2	28
3	VIII 3	26
4	VIII 4	27
5	VIII 5	29
6	VIII 6	27
Total		164

The researcher used the sample based on the criteria which followed the theory used, the class which already taught by comic in previous, it means that, the researcher conducted the technique for total sampling technique, the sample was class VIII 1 which consist of 27 students.

D. Instrument of the Research

The researcher collected the data by using Test as the instruments of data collection. Researcher formulate test become the instrument of the research to identify students reading comprehension by using comic book at SMPN 1 Lembang Pinrang, this test follow multiple choice and also essay to clearly answer the questions of the research.

E. Procedure of Data Analysis

1. The Descriptive Analysis

a. Scoring Students" Correct Answer

The data of the researcher's test result for the students" answer by using the pattern as follow:

$$\text{Score} = \frac{Students\ correct\ answer}{The\ total\ number\ of\ question} \times 100\%$$

b. Classifying the Students" Scoring

The data of students" result (test) will be analyzed by using descriptive statistic. The students" score in the following criteria at the book that was written by Suharsimi and Arikunto that is modified as follow:

Table 3.2 the Classification of the Students Score

No	Score	Classification
1	80-100	Very good/Excellent
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor[49]

[49]Suharsimi Arikunto *Dasar-dasar Evaluasi Pendidikan,* (Jakarta: Bumi Aksara, 2006

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data of Students Reading Comprehension by Using Comic Book at SMPN 1 Lembang Pinrang, the researcher conducted the test which related to the aspect of the reading comprehension on using Comic Book.

According to the theory, this research used quantitative approach for reading comprehension by using comic book. The researcher showed the data of students reading comprehension by using comic book as followed below:

Table 4.1 Students Reading Comprehension

No	Interval Score	Classification	Frequency	Percentage (%)
1	80-100	Excellent	5 Students	18%
2	66-79	Good	13 Students	48%
3	56-65	Fair	5 Students	18%
4	40-55	Poor	2 Students	7%
5	<39	Very poor	2 Students	7%

The table above explains about the description of students reading comprehension shows that 5 (18%) Students can be categorized as Very Good/Excellent, 13 (48%) Students can be categorized as Very Good, 5 (18%) Students can be categorized as Fair, 2 (7%) Students can be categorized as Poor, 2 (7%) Students can be categorized as Very Poor.

The researcher shows the data in complete data which refers to the students reading comprehension, the data above may sum that, students who get very good categorized was 48% from 100% which also 18% who get in Excellent category.

Table 4.2 Students Description Score

No	Respondents	Number of Test	Correct Answer	Score	Classification
1	Student 1	12	9	75.00	Good
2	Student 2	12	0	0.00	Very poor
3	Student 3	12	9	75.00	Good
4	Student 4	12	8	66.67	Good
5	Student 5	12	9	75.00	Good
6	Student 6	12	8	66.67	Good
7	Student 7	12	7	58.33	Fair
8	Student 8	12	7	58.33	Fair
9	Student 9	12	8	66.67	Good
10	Student 10	12	10	83.33	Excellent
11	Student 11	12	8	66.67	Good
12	Student 12	12	7	58.33	Fair
13	Student 13	12	9	75.00	Good
14	Student 14	12	6	50.00	Fair
15	Student 15	12	5	41.67	Fair
16	Student 16	12	8	66.67	Good

17	Student 17	12	7	58.33	Fair
18	Student 18	12	11	91.67	Excellent
19	Student 19	12	10	83.33	Excellent
20	Student 20	12	10	83.33	Excellent
21	Student 21	12	1	8.33	Very poor
22	Student 22	12	7	58.33	Fair
23	Student 23	12	10	83.33	Excellent
24	Student 24	12	9	75.00	Good
25	Student 25	12	9	75.00	Good
26	Student 26	12	9	75.00	Good
27	Student 27	12	9	75.00	Good

The data above is the sources data which conducted from the respondent trough the instrument, number of students are 27 students.

Table 4.3 Accumulation of Students Reading Comprehension

No	Class	Mean
1	VIII.1	64.81

The accumulation of the students' comprehension was from class VII.1 can be seen on table above which explained that the average of the students' reading comprehension by comic book was 64.81.

The researcher showed the specific description of students reading comprehension by using comic book which conducted from the test as instrument of the research. It showed below the diagram below:

Figure 4.1 Students Reading Comprehension
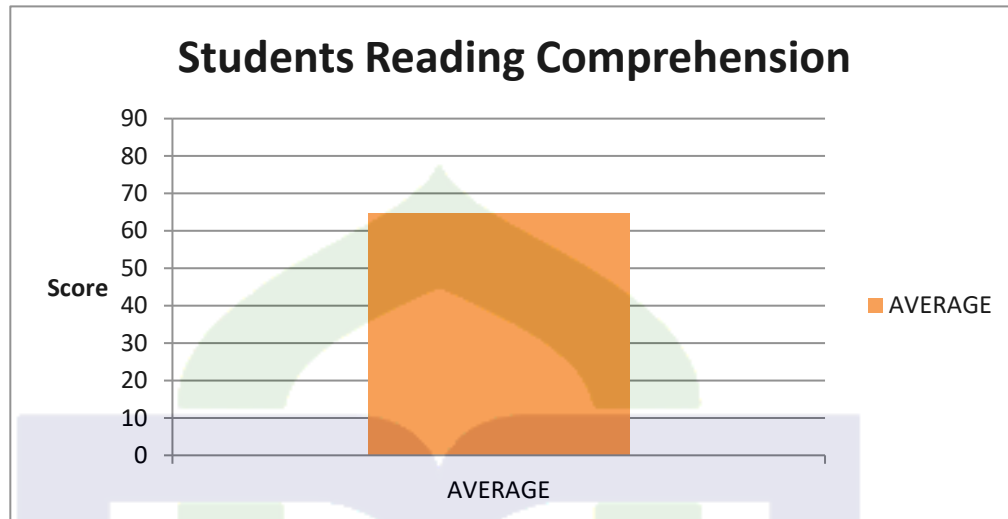
The diagram above was the explanation of the students reading comprehension, as we know that, diagrams are the graphic representation used to explain the relationship and connection between the parts of illustration on research.[50] This diagram supported the result of the research for representative showed, it can be seen from the diagram that, the comprehension of the students by using comic strip showed average 64.81.

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[50]Umoquit, Burchet, *systematic review of the use diagram from research*, (Cambridge:BioCentre,2011)

Figure 4.2 Graphic of Correct Answer
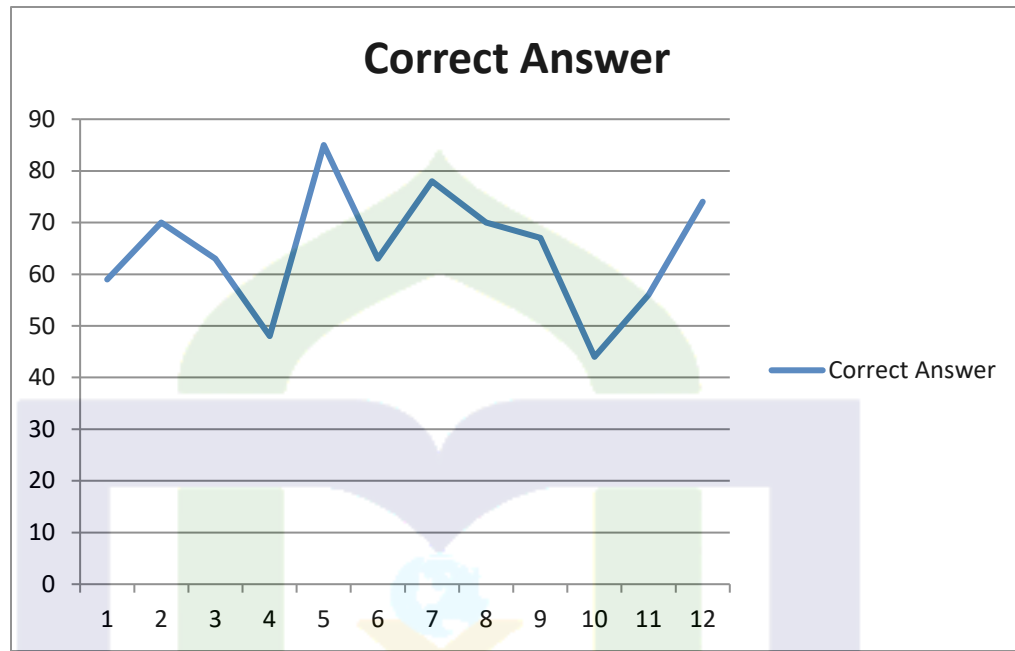
The result above is the graphic answer data which conducted in class VIII.1 as the research sample. The test was spreading by paper directly to the students and analyzing the data by descriptive analysis, this data analysis categorized as valid data and available to be result of research.

The result of the findings was about the students reading comprehension which identified from the instrument spreading to the students, the researcher concluded that, the students answered the test based on their perspective and their comprehension.

The test really closed to the students' comprehension which also had taught by the teacher at class. The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data analysis of students reading comprehension. In order to

analyzed the data, the test were used to find out the students' reading comprehension based on teachers' technique in teaching that referred into comic media.

Technique of the teacher basically is very important to be identified, by knowing the teachers technique in teaching reading, the students can take some action on following the technique used, the effective techniques should be required for perfect result of learning process, and teachers' technique identified materials delivered by exploiting the media of comic.

The use of comic in teaching reading is very effective and helps students improve their reading skills. This was explained by the teacher who explained that the comic really helped them in the learning process in the classroom. On the other hand, this is also shown by looking at the active learning conditions of students and the occurrence of feedback between teachers and students. In addition, students are also better that learning reading.

Comic technique was very helpful for teachers in providing understanding and explanation to students about the teaching material that will be given especially in the reading aspect. In learning the teacher only acts as an instructor and motivator. Meanwhile students played an active role in learning activities in the classroom. The achievement or improvement of students' reading can be seen from the assessments obtained by students in the classroom and in the evaluations given. Evaluation is shown to see the extent to which the development of students 'reading comprehension and the components including of students' vocabulary.

B. Discussion

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data analysis of the respondents to find out the description of students comprehension. This section were going to find out the answer of the research question mentioned in first chapter, which asked about the students reading comprehension by using comic book.

This research simply explained about the students' comprehension, which is a complex task that depends on many different automatic and strategic cognitive processes. She also appened that reading fluency, the ability to read with speed and proper expression, is a critical skill for comprehension. It can be noticed the high status reading occupies and captures among the other learning skills.

Based on the findings above. Students reading are not simple a students activity, but actually, it is a complex activity. Students not just read to the symbol that forms comic but also to understand the purpose of the comic. In reading, students are expected to be observed, understand and think. The most important thing in teaching and learning reading comprehension is the reasing material. Students may find several problems in comprehension of comic media.

Another discussion from the term of the comic media as the object observed in this research. Students' rading comprehension may not the process of meaning construction as the result of blending content and knowledge and skill during reader text introduction. It's assumed that reading comprehension is a process of activity to get the meaning or knowledge from text.

It also found that the nature of reading comprehension which taught by comic as process and about effective reading comprehension instruction. We believe that the

part of the teaching comic become the reason behind this steep learning.

Another stated that oral reading become readiness, those who study reading comprehension instruction have avoided much of the reading characteristic of work in other aspects of reading.[51] The explanation that students which comprehend the text, students are not be able to decode the words on the page and to extract meaning. As we know that reading may a receptive skill through the understanding of the vocabulary, grammar, and sentence structure.

The researcher assumed that, by integrating several media for certain methodology of teaching may get special effect for the students. Applying comic to methodological purpose has the effects as using games in teaching English. It brings a cheerful atmoshphere into the class.

The researcher wants to know the students reading comprehension by using comic book., therefore, the comic as media already taught by the teacher in previous semester, so the researcher only identified the influence of using comic as media to students reading comprehension, by using comics that expresses narrative or other ideas a series of still images, usually combined with text. It typically takes the form of a sequence of panels of images.

This kind of media such like comic which also a textual devices such as speech balloons, caption, and onomatopedia can indicate dialogue, narration, sound effects, or other information. The size and arrangement of panels contribute to narrative pacing. Cortooning nad other forms of illustration are the most common image making means in comics; fumetti is a form which uses photographic images.

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[51]Nell K. Duke, David Pearson, *Effective Practice for Developing Reading Comprehension*, vol. 189)

Students' may see for their reading activities in doing several step after did the observation while students finish the test given in collection data activities by the researcher at school, students need to use many complex reading strategies to develop into proficient readers in the junior grades. Farstrup in Nunan indicated that many students who were good readers in the primary grades will nonetheless struggle to read in the junior grades if they don't learn the comprehension skills to deal with the more complex text formats, text features and genres they experience.[52]

The skill of reading becomes a more sophisticated process as students must learn to apply a variety of reading achievement, students must learn to apply a variety of reading strategies which followed the certain strategies.

Students need to ask questions about what they are about to read, and to relate what they read to their prior knowledge. Using prediction skills, such as looking at the illustrated cover or discussing the title of a work, can help readers to make a link to relate works. This is important, as prior knowledge help readers to make sense of new readings. By activating prior knowledge, students can make connections about the new information as they read it. This also helps readers to organize the content into a logical framework for learning.

Another also helped the students, for helping them, reader to understand the thought processes of a competence reader. Proficient readers think aloud as they read to show they make meaning of a text. For example, a teacher might say, "I think the author wanted me to see a picture in my mind when I read that paragraph." This is an excellent way to teach students to make inferences as they read. Thinking about how one reads is a reads is an example of using metacognition skills to improve one's

---

[52] Nunan, *Language Teaching Methodology* (Sydney: PrenticeHall, 2003), p. 99.

learning.

Students get several difficulties in doing reading activities after conducting the test to the respondents, many thing can impact the students performing in their reading activities, even comic is very interesting to read while complete of the picture which follow you and stimulate you for the narrative story, this also become the effect of the students achievement or outcomes learning.

Students sees easy for answering the test which also identified for the level of the difficulty, this test consisted by several aspect of the test which regarding from the aspect of reading comprehension, the text also showed little bit easy for the students who are able in understanding the text even only seeing from the picture of the comic.

The students get much better answer it proved from the result of the test which also showed much good performing, students get score while interval of 66-89 for 13 students, it indicates that, most of the students get very great result of their answered. Even several students still in very low comprehension which identified for zero correct answered. It may assume that, this kind of students was ignoring of reading materials at class. This statement can be proved after identifying this certain students while asking several students who are getting close to this certain students who are very poor in his/her reading comprehension. After seeing the findings above, we may see that, there were only 4 students n categorized as poor comprehension, which become main statement for the researcher in analyzing the result of the finding conducting from the text in school.

The researcher stated that, the students can be categorized in Good comprehension by using comic media for their ability in reading skill, it showed from the result of the score getting from the instrument. This result become the result of

this research which also become valid data for the representative of the result of research, this thing may become very great result. It fact, students get much better result by using comic ass media for learning, this media followed positive effect to the students comprehension toward reading skill. It may see from the students learning objective which totally different in their perception of the comic test better than text naturally become the text of the reading skill for evaluate them.
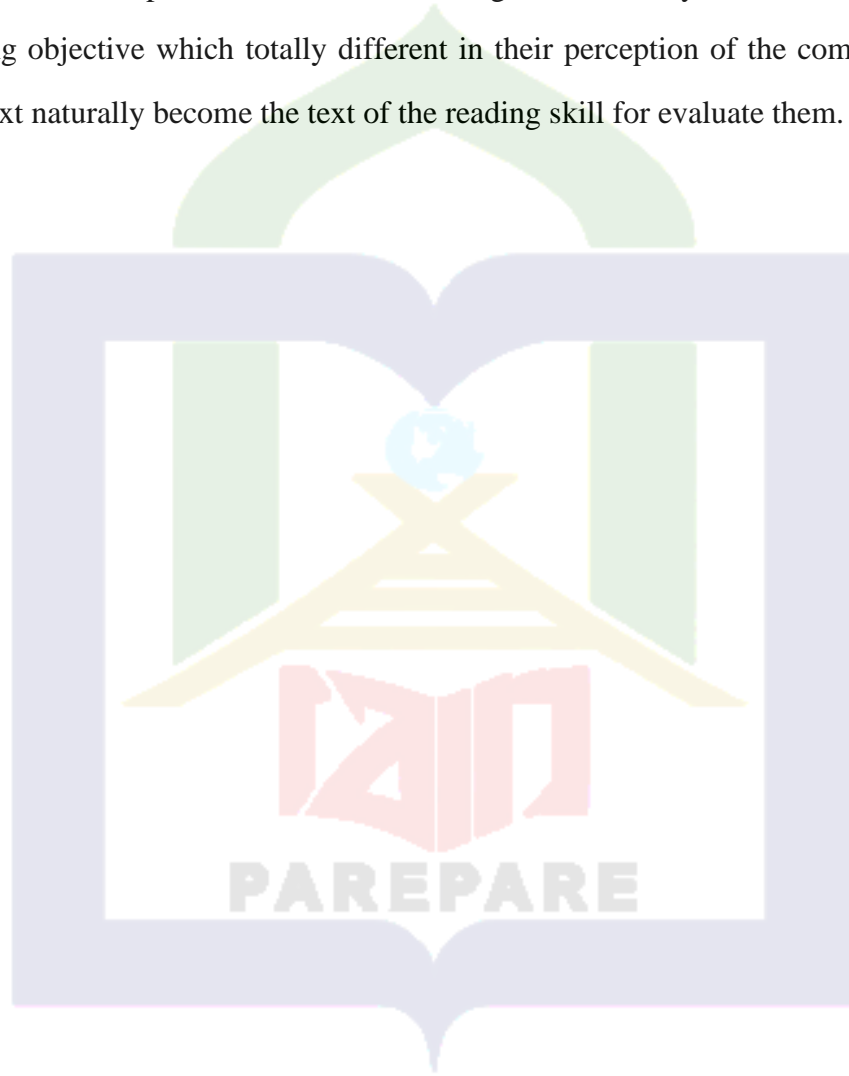
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and the result of the data analysis in the previous chapter, the conclusion can be drawn as follows: Students can be categorized in fair comprehension by using comic media for their ability in reading comprehension, it showed from the result of the score getting from the instrument. This result become the result of this research which also become valid data for the representative of the result of research, this thing may become very great result. It fact, students get much better result by using book as media for learning, this media followed positive effect to the students comprehension toward reading comprehension. It may see from the students learning objective which totally different in their perception of the comic test better than text naturally become the text of the reading comprehension for evaluating.

Students reading comprehension by using comic book in category fair Comprehension. It proved from the score Mean 64.81 and Maximum Score for 91.07 while Minimum score for 00,00.

B. Suggestion

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points were described as follow:

1. The teacher is a person who can influence the students in reading performance, so the lecture should provide a great technique in teaching, students' reading performance should be better than previous semester by considering the best techniques.

2. The result of this research can be used for the research to identifying the student's reading comprehension and also for the next researcher who wants to doing an experimental class, by reading and understand the result of this research, they can done better research than this research.

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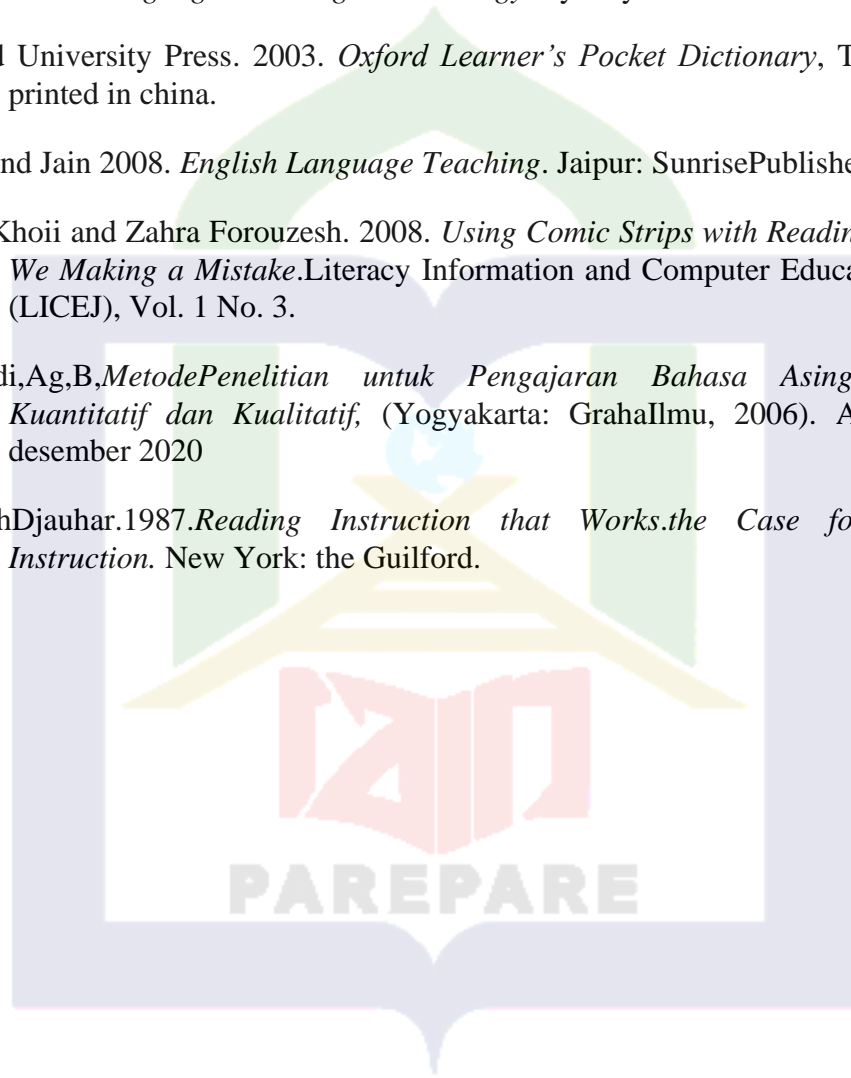
APPENDICES

Appendix 1: Instrument

<table>
<tr>
<td rowspan="2"></td>
<td>KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id</td>
</tr>
<tr>
<td>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</td>
</tr>
</table>

NAMA MAHASISWA   : Jusrianti

NIM   : 16.1300.053

FAKULTAS/PRODI   : TARBIYAH/PENDIDIKAN BAHASA INGGRIS

JUDUL   : THE STUDENTS READING COMPREHENSION BY USING COMIC BOOK AT SMPN 1 LEMBANG PINRANG

The test will answer the question of research number 1 which analyzing the students reading comprehension regarding from 5 aspect of reading comprehension as follow below:

Variable	Indicator	No Item
Reading Comprehension	Determining Idea	1,9
	Understanding Vocabulary	2,3,7
	Making Inferences	6, 12,8
	Detail Information	4,5,10

I

One day the rabbit brags in front of his friends and shows how fast he runs. When he ran, he jumped on a shell in the street. Slowly a head and four legs came out of the shell and began to move in the street. the rabbit realized that the shell was a turtle that appeared to crawl slowly on the road.

"How slow are you," the rabbit told the turtle. *"You're very slow*. I don't understand why you're not bothered by your slow motion." *The rabbit laughs at his own jokes about turtles.*

The rabbit challenges the turtle to a running race, so they will see who is faster. The race will be held in the next day. Every animal wants to see a running race between the fast rabbit and the slow turtle.

Wolves are counting down when the race starts. *"Five, four, three, two,*

one, run..." With one jump, the rabbit quickly disappears from road. The turtle steps

its feet slowly, step by step, while the rabbit said *"you run very slow"* than turtle said

"I run as I catch my goal" . The rabbit ran all the way. Every time he saw the crowd

on the side of the road, he turned his back and waved his arms. *"I don't see anything*

behind me, the turtle must be slowly" said rabbit. He wants them to know who's

running the fastest. Far behind him the turtle continues to step, step by step, slowly

and his eyes are constantly staring at the road in front of him. It wasn't long before the

rabbit arrived at a sign on the street. The sign indicates that he has already run half

the distance between the *start* and *finish lines.* He no longer sees turtles. *Its better if I*

sleep while waiting the slow animal ever" Said Rabbit

The rabbit thinks, *"I'm way ahead and the turtle is very slow, so it's still very far*

behind". It took a long time for the turtles to get here. *I guess I can lie here first and*

rest for a while in the very warm sun under the tree. There's still plenty of time to win

this match when I wake up."

Meanwhile, the turtle continues to crawl slowly without stopping. He keeps moving.

Time goes by, the rabbit is still fast asleep. Slowly and steadily, the turtle continues

its steps without resting. It moves slowly along the way. Finally the turtle passes the

rabbit that is still asleep on the side of the road. The rabbit falls asleep, so he doesn't

hear when the turtle passes by. When the rabbit wakes up from his deep sleep, he

looks back to find out where the turtle is. But he didn't see the turtle. However, he did

not see the turtle. He said, " It turned out that the turtle was slower than I thought. Maybe it's only midnight that he arrives at the *finish line."*

The rabbit stretches his legs and returns to the road to continue the running race. The rabbit ran and went up the hill. Then he saw an amazing view. At the finish line appears the turtle. The audience revels, as the turtle breaks the ribbon of the finish line. The turtle was announced as the winner. The rabbit sighs and the turtle smiles. "How... When would... where?" murmured the rabbit.

The turtle said, "I caught up with you while you were asleep. I may have been slow, but my eyes were staring at the goal. Slowly and steadily, I won this running race."

Name   :

NIS   :

Please Read the following comics below and answer the question based on your reading performing.

Please Checklist the best answer below.

1. What is the best suitable tittle of the comic above ?

    A. Rabbit and Dog

    B. Animal Run Contest

    C. The Turtle and The Rabbit

    D. The Arrogant

2. What is the *sinonim* of the word **"jokes"** ?

    A. Kidding (Bercanda)

    B. Running (Berlari)

    C. Turtle (Kurakura)

    D. Study (Belajar)

3. What is the implication of the sentence "**The race will be held in the next day**"?

    A. Pertandingan dimulai hari ini

    B. Lomba Lari dimulai sekarang

    C. Hari ini perlombaan Lari

    D. Perlombaan Lari akan digelar Esok Hari

4. Who are coming and watched the run competition?

    A. Rabbit only (Hanya Kelinci)

    B. Every Animal (Seluruh Hewan)

    C. Turtle Only (Hanya Kurakura)

D. Rabbit and Turtle (Kelinci dan Kurakura)

5. Why does the rabbit challenge the turtle?

   A. To challenge the rabbit (Untuk menantang Kelinci)

   B. To see the winner (Untuk melihat yang juara)

   C. To see who is faster (Untuk melihat siapa yang tercepat)

   D. To know the loser (Untuk melihat siapa yang pecundang)

6. Who was becomes the referee of the competition?

   A. Wolves

   B. Turtle

   C. Rabbit

   D. All animals

7. What does the meaning of the sentences "*"I run as I catch my goal"*?

   A. Run very fast (Berlari kencang)

   B. Focus on the Finish (Fokus pada Garis Finish)

   C. Run carefully (Berlari kecil)

   D. Run while jump (Berlari sambil berlompat)

8. Who was over sleeping under the tree?

   A. Turtle

   B. Rabbit

   C. Turtle and Rabbit

   D. Wolves

9. Why does the rabbit choose to sleep after running fast?

   A. Turtle can lay under tree first and rest for a while

   B. Turtle can run slowly

C. He may the first

D. He may become the winner

10. What does the turtle do when seeing the rabbit sleeping?

   A. Keep Run step for step

   B. Goes to sleep

   C. Taking rest

   D. Wake the turtle up

11. What the rabbit do after waking up?

   A. Continue Sleeping

   B. Goes to Finish

   C. Run as Fast as He can

   D. Waiting the Turtle

12. Who was becomes the winner of the competition?

   A. Turtle

   B. Rabbit

   C. Wolves

   D. Rabbit and Turtles

No	Nama	1	2	3	4	5	6	7	8	9	10	11	12	Total Score	FINAL SCORE	CATEGORY	KETERANGAN INTERVAL
								PERTANYAAN - KE									
1	NURUL HIDAYAH	0	1	1	1	1	0	1	1	0	1	1	1	9	75.00		<39
2	NIRWANA	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00		40-55
3	DIVA AMELIA	0	1	1	1	1	0	1	1	1	1	0	1	9	75.00		56-65
4	MARIS RAHMAN	0	1	0	1	1	1	1	1	1	0	0	1	8	66.67		66-79
5	HAIRULLAH	0	1	1	0	1	1	1	1	1	0	1	1	9	75.00		80-100
6	RESKI AWALIA	1	1	0	0	1	1	0	1	1	0	1	1	8	66.67		
7	SUCI NURAZIZAH	0	1	1	0	1	0	1	1	0	1	0	1	7	58.33		
8	MUH JEFRI	0	0	0	1	1	0	1	1	1	1	0	1	7	58.33		
9	YAIMAN RAMADHAN	1	1	0	0	1	0	1	1	1	0	1	1	8	66.67		
10	NUR AULIANA	0	1	1	1	1	0	1	1	1	1	1	1	10	83.33		
11	KUMALASARI	0	1	1	1	1	1	1	1	1	0	0	0	8	66.67		
12	FADYL AYATILLAH	1	1	0	0	0	1	1	1	0	1	1	0	7	58.33		
13	ADRIANSYAH	1	1	0	1	1	1	1	0	1	0	1	1	9	75.00		
14	RAMDHANI WIDYANTI	1	1	1	0	1	0	1	0	0	0	0	1	6	50.00		
15	SHOFA AZZAHRA	1	0	0	0	1	0	1	0	0	1	0	1	5	41.67		
16	FARAHDIBA RAMADHANI	0	1	1	0	1	1	0	1	1	0	1	1	8	66.67		
17	Reifan Praraja	1	0	0	0	1	1	1	1	1	0	1	0	7	58.33		
18	Raryaad Andika Darmanta	1	1	1	1	1	1	1	1	1	0	1	1	11	91.67		
19	Muhammad Horik	1	1	1	1	0	1	1	0	1	1	1	1	10	83.33		
20	Muhammad Horik	1	1	1	0	1	1	1	0	1	1	1	1	10	83.33		
21	MUHAMMAD YASSER JUANDA	0	0	0	0	0	0	0	1	0	0	0	0	1	8.33		
22	Arqa Anugrah Pernanda	1	1	1	1	1	1	0	1	0	0	0	0	7	58.33		
23	Muhammar hidayatullah	1	0	1	1	1	1	1	0	1	1	1	1	10	83.33		
24	MERY	1	1	1	1	1	1	1	1	1	0	0	0	9	75.00		
25	Anira Rurtam	1	1	1	0	1	1	1	1	0	1	0	1	9	75.00		
26	ANDI MUHAMMAD SIDDIQ	1	0	1	0	1	1	0	1	1	1	1	1	9	75.00		
27	Muhammad Fakhri Kurniawan	1	0	1	1	1	1	1	0	1	0	1	1	9	75.00		
	AKUMULASI PER SOAL	16	19	17	13	23	17	21	19	18	12	15	20	AVERAGE	64.81		
	PERSENTASI BENAR PER SOAL (%)	59	70	63	48	85	63	78	70	67	44	56	74	MAX	91.7		

VIII

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1380 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012 tentang Perguruan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pedoman Pendirian Perguruan Tinggi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 139 Tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah;

MEMUTUSKAN

Menetapkan : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
b. Menunjuk Saudara: 1. Drs. Amzah Selle, M.Pd.
2. Drs. Ismail Latif, M.M.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:

Nama Mahasiswa : JUSRIANTI
NIM : 16.1300.053
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : THE STUDENTS' READING COMPREHENTION IN USING ENGLSH COMICS AT THE EIGH GRADE OF SMP NEG. 1 LEMBANG PINRANG

c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
e. Surat keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan : Parepare
Pada Tanggal : 25 Agustus 2020

Dekan,

H. Saepudin

IX

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B.1155/In.39.5.1/PP.00.9/04/2021
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

       Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Jusrianti
Tempat/Tgl. Lahir	: Cappalete, 28 Maret 1998
NIM	: 16.1300.053
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: Cappalete, Kec. Lembang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul :

"The Students' Reading Comprehension By Using Comic Book At SMPN 1 Lembang Pinrang"

Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai bulan Juni Tahun 2021.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 30 April 2021
Wakil Dekan I,

Mukti Dahlan Thalib

X

Tembusan :

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0199/PENELITIAN/DPMPTSP/05/2021

Tentang

REKOMENDASI PENELITIAN

Menimbang	:	bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 06-05-2021 atas nama JUSRIANTI, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
Mengingat	:	1. Undang – Undang Nomor 29 Tahun 1959;
		2. Undang – Undang Nomor 18 Tahun 2002;
		3. Undang – Undang Nomor 25 Tahun 2007;
		4. Undang – Undang Nomor 25 Tahun 2009;
		5. Undang – Undang Nomor 23 Tahun 2014;
		6. Peraturan Presiden RI Nomor 97 Tahun 2014;
		7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
		8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
		9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
Memperhatikan	:	1. Rekomendasi Tim Teknis PTSP : 0377/R/T.Teknis/DPMPTSP/05/2021, Tanggal : 06-05-2021
		2. Berita Acara Pemeriksaan (BAP) Nomor : 0200/BAP/PENELITIAN/DPMPTSP/05/2021, Tanggal : 06-05-2021

MEMUTUSKAN

Menetapkan	:	
KESATU	:	Memberikan Rekomendasi Penelitian kepada :

1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2. Alamat Lembaga : JL. AMAL BAKTI NO. 8 SOREANG
3. Nama Peneliti : JUSRIANTI
4. Judul Penelitian : THE STUDENTS' READING COMPREHENSION BY USING COMIC BOOK AT SMPN 1 LEMBANG PINRANG
5. Jangka waktu Penelitian : 1 Bulan
6. Sasaran/target Penelitian : SISWA SMPN 1 LEMBANG PINRANG, KELAS VIII.1
7. Lokasi Penelitian : Kecamatan Lembang

KEDUA	:	Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 06-11-2021.
KETIGA	:	Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
KEEMPAT	:	Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 07 Mei 2021

Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP., M.SI
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-

Balai Sertifikasi Elektronik

ZONA HIJAU

OMBUDSMAN

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE

Mengetahui :
Kepala UPT SMPN 1 Lembang,

Drs. SYAHRIR, M.SI
NIP. 19681231 199403 1 048

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PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGER 1 LEMBANG
Alamat : Jl. Poros Pinrang-Polman KM 37 Tuppu Kode Pos 91254 Tlp. (0421) 911107

<u>SURAT KETERANGAN</u>
Nomor : 412/ 39 /SMP.1/LB/2021

Yang bertanda tangan dibawah ini :

Nama	:	**Drs. SYAHRIR, M.Si**
NIP	:	**NIP : 19681231 199403 1 048**
Jabatan	:	Kepala UPT SMP Negeri 1 Lembang

Menerangkan bahwa :

Nama	:	**JUSRIANTI**
NIM	:	16.1300.053
Program Studi	:	Pendidikan Bahasa Inggris
Judul	:	"THE STUDENT'S READING COMPREHENSION BY USING COMIC BOOK AT SMPN 1 LEMBANG PINRANG"

Benar telah melakukan Penelitian di UPT SMP Negeri 1 Lembang Kabupaten Pinrang dari tanggal, 29 Mei 2021.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Tuppu, 29 Juni 2021
Kepala UPT SMP Negeri 1 Lembang

Drs. SYAHRIR, M.Si
NIP : 19681231 199403 1 048

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Appendix 2: Documentation

CURRICULUM VITAE

JUSRIANTI, the writer was born on March 28th 1998 in Cappalete, Pinrang, South Sulawesi.She is the second child from sixth children in her family.They are Jusman, Jus Hariadi, Jus Aribuana, Jus Alfin, and Jus Nur Ainun. Her father's name is Jupaing and Her mother's name is

Hj. Syamsia. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Collage (IAIN) Parepare. Her education background, She began her study on TA DDI Tuppu on 2004 than, in the year 2005-2010 at SDN 225 Lambalumama and graduated on 2010, while at the same year she study in PPM Rahmatul Azri and finished her study 2013. After that she enrolled in SMAN 8 Pinrang and graduated on 2016. Then continued hers study at Tarbiyah Department of State Islamic Collage (STAIN) Parepare. Year 2021 she completed her skripsi with the title "*The Students' Reading Comprehension by Using Comic Book at SMPN 1 Lembang Pinrang*"