

**THE USE OF COMIC STRIPS TO IMPROVE STUDENTS' READING
COMPREHENSION AT SMP N 13 PALU**



A THESIS

*Submitted as Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan
(S.Pd.) Faculty of Tarbiyah and Teacher Training State Islamic University of Datokarama
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By

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**ENGLISH TADRIS STUDY PROGRAM
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ABSTRACT

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Judul Skripsi : THE USE OF COMIC STRIPS TO IMPROVE STUDENTS READING COMPREHENSION AT SMPN 13 PALU

Reading is a process that requires students to master concepts personally. It can do familiarity with the subject, background, life experience, and interpretation of words and phrases that affect understanding. In learning to read, a reader needs to combine his basic knowledge with existing knowledge to understand what is being read.

This study aims to find the effectiveness the use of comic strips in class VIII SMPN 13 Palu. Pre-experimental design that required pre-test and post-test groups, used in this research.

The population in this study were 191 eighth-grade students of SMPN 13 Palu. The sample of this study was 15 students. selected using quota sampling technique.

The data had been collected were analyzed quantitatively. The results of data analysis showed that the average score of students in the pre-test (31.67), and the post-test scores of students increased after being given treatment using comic strip media with an average value 79.67. T_{table} significance level for alpha α 0.05 or 5% degrees of freedom (df 28 = 1.701). The $T_{observe}$ value higher than T_{table} , namely $10.921 > 1.701$, then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It can be proven that there is a significant improvement between the results of using comic strips in teaching reading comprehension of narrative texts to second-grade students of SMPN 13 Palu.

The implication of this research was the use of comic strips as a media can improve students' reading comprehension at SMPN 13 Palu. It is hoped that prospective educators can present teaching materials well and interestingly so that they are easy to understand, joyful, and can make a comfortable learning atmosphere, so that the class becomes more conducive.

Statement of the Thesis Authenticity

I hereby declare that this thesis entitled: “ *The Use Of Comic Strips To Improving Student Reading Comprehension at SMPN 13 Palu* “ has been officially approved as my own work. It has not been and will not be submitted in the whole or in part to another University/Institution for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

Palu, 4 July 2022

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APPROVAL PAGE

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Assalamu'alaikum warahmatullahi wabarakatuh

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- c. 1 rangkap untuk Ketua Jurusan
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- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
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Bahwa benar Nama tersebut di atas telah selesai melaksanakan Observasi dan Penelitian di SMP Negeri 13 Palu, untuk memperoleh data dalam rangka penyelesaian Skripsi.

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya.

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maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.





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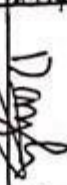





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2	Senin, 18-01-2021	Nabila Fairuz P.	The use of Please Teaching Strategy to improve students' writing skill of present text at the tenth grade of Madrasah Aliyah Al-Fathiat Pucut Pagi	1. Dr. Darwis Gahani bandu, S.S, M.Pd 2. Yuni Amelia S.Pd, M.Pd.	
3	Selasa 19-01-2021	Siti Nur Hidayah	The effectiveness of audio media based on song creations in learning English To the Tenth grade students of SMP Negeri 1 Pabelan.	1. Dr. Hj. Nur Asmawati, S.Ag, M. Hum 2. Aftah, S.Pd. M. Pd.	
4	Rabu, 20-01-2021	Umiatul Husna aulia	The use of Impure Technique in Improving Students' Vocabulary mastery at the tenth grade student of submanaradhyalwala	1. Prof. H. Nuwba S. Cs, SPd, in, APLT 2. Dr. Baicus Gahari bandu S.S, M.Pd	
5	Kamis 25-02-2021	Wahya Cahyani	Peran Peningkatan Kepala Lembaga Pendidikan Madrasah, Peningkatan Peran Guru, Peningkatan Terpadu dan Terpadu dalam meningkatkan mutu pendidikan	1. Dr. H. Marwan S. Ag, M. Pd. 2. H. Puatir Rahmah, L. K. Fd.	
6	Kamis 25-02-2021	Abd. Rahmad	Analisis Etnografi Madrasah dalam Peningkatan Peran Guru, Peningkatan Terpadu dan Terpadu dalam meningkatkan mutu pendidikan	1. Prof. Dr. H. Sapat S. P. L. M. Pd 2. A. Marwan, S. Ag, M. Th I	
7	Kamis 25-02-2021	Moh. Zaiful Fuad	Upaya Kepala Sekolah dalam meningkatkan mutu pendidikan di SMP Negeri 1 Pabelan.	1. Huda. S. Ag. M. Ag 2. Rustam, SPd. M. Pd	
8	Rabu 21-01-2021	Yuliana Wismu Kate	Problematisasi Peningkatan mutu pendidikan Kepala Sekolah dalam meningkatkan mutu pendidikan	1. Dr. H. Wabala. S. Ag, M. Pd 2. Muhammad Nur Khairi S. Ag, M. Pd	
9	Selasa 22-01-2021	NISPA	The use of comic strip to improve Reading comprehension At SMP N 15 Pati.	1. Drs. Muhammad Ihsan, M. Ag 2. Dr. H. Muhammad S. Ag, M. Hum	
10		Nirna Wati		1. 2.	

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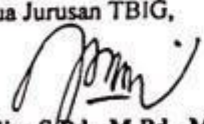
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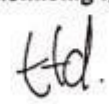
No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	92	
2.	BAHASA & TEKNIS PENULISAN	88	
3.	METODOLOGI	90	
4.	PENGUASAN	90	
	Jumlah	360	
	Nilai Rata-rata	90	

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Nilai Menggunakan Angka:

Nilai Angka Nilai Huruf

85-100

A

Keterangan
Harap memberikan nilai dalam bentuk angka

80-84

A-

75-79

B+

70-74

B

65-69

B-

60-64

C+

55-59

C

50-54

D

0 - 49

E (mengulang)



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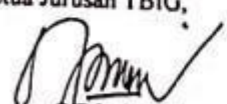
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1.	ISI	90	
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3.	METODOLOGI	91	
4.	PENGUASAN	91	
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Nilai Angka

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Keterangan

85-100

A

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80-84

A-

75-79

B+

70-74

B

65-69

B-

60-64

C+

55-59

C

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D

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3. Letter of complition of research
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5. State letter for conducting research
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7. Queations pre-test post-test
8. Answer key
9. Documentation

FOREWORD

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الحمد لله رب العالمين والصلاة والسلام على اشرف الانبياء والمرسلين سيدنا محمد وعلى اله واصحابه
اجمعين, اما بعد

Praise and gratitude the researcher expresses the presence of Allah SWT, who has bestowed all the graces and guidance so that the researcher can finish this thesis. Shalawat and greetings are dedicated to the great Prophet Muhammad SAW, along with all his family and friends who have provided various examples of life as a guide for his people.

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3. Dr. H. Askar as the Dean of Faculty Of Tarbiyah And Teacher Training State Islamic University of Datokarama Palu and Dr. Arifuddin M. Arif, S.Ag., M.Ag., as the Deputy Dean for Academic and Institutional Affairs at the Faculty of Tarbiyah and Teacher Training at State Islamic University of Datokarama Palu, Dr. Ahmad Syahid, M.Pd as deputy dean of general administration, planning and finance and Dr. Elya, S.Ag, M.Ag., as the deputy dean for student affairs, alumni and collaboration of Of Tarbiyah And Teacher

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5. Drs. Muhammad Ihsan, M.Ag. and Moh syafri, S.Pd., M.Pd as the advisors in the preparation of this thesis, who have corrected and provided input and encouragement to the researcher until the completion of this thesis.
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Finally, the author hopes that all kinds of assistance from various sides will be given reward from the Almighty God, Allah Swt.

Palu, 4 July 2022

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CHAPTER I

INTRODUCTION

A. *Background*

Indonesia is one of the few countries that still consider English as a foreign language, and of course, has its own difficulties in learning it. In Indonesia, English is taught as a foreign language, which is why many still have difficulty learning English. In a recent study conducted by Education First (EF) on the English proficiency index, Indonesia's ranking in 2017 fell from the previous year, which was ranked 32 (Intermediate Proficiency level), to 39 (Low Proficiency level).¹ because Indonesia still considers English as a foreign language, therefore there are still many students in Indonesia whose mastery of English is still low, especially in reading comprehensions.

Learning a language means mastering its elements. In English, there are four skills which are divided into two; receptive and productive skills. Listening and reading comprehensions are included in receptive skills, then speaking and writing are integrated in productive abilities.²

Reading is one of the four language skills, reading is a process to understand the meaning of what written materials, this skill is a cognitive skill that a person has and refers to the ability to obtain the meaning of knowledge from written material.

As one of the language skills, reading is important in learning, so students must be trained to have reading comprehensions and a good understanding of what they read. In this case, an educator acts as a facilitator who motivates students, and assists them in improving their reading comprehensions by using comic strips.

Teaching reading comprehensions according to the 2013 curriculum is to understand the meaning of the text in simple transactional and interpersonal written discourse. Reading comprehension often appears in exam questions. There are various forms of questions, such as

¹Kumparan “ *menurut riset, kemampuan bahasa inggris orang indonesia masih rendah*”. (Kumparan,<https://kumparan.com/millennial/menurut-riset-kemampuan-bahasa-inggris-orang-indonesia-masih-rendah-21dM5TYTAo/full>, accessed on July 20, 2021)

²Ganesh B Mundhe, ‘*Teaching Receptive and Productive Language Skills With the Help of Techniques*’, An International Journal in English, 2015.

determining the main idea of the text, finding the closest meaning of a word, and finding some information from the text.

Without a good understanding, students can hardly answer these questions. In reading, there are several skills and understanding that must be mastered by junior high school students.

Based on learning English in both the KTSP and K-13 curriculum, they still use genre-based text. The genre is included in the functional text. On this occasion the researchers only focus on functional texts (genre-based approach), for the junior high school level, the types of text genres studied are limited to only 5 types, namely: Descriptive, Narrative, Recount, Procedure, and Report.³

In this study, researchers will focus on one text, namely a narrative with the concept of a fable that is learned in the eighth grade of junior high school.

There are several reasons why the narrative texts is chosen: There are still many students who do not understand what they read, so chosen narrative text in the form of a fable because basically narrative text contains a series of interesting stories.

Students cannot express and answer questions well, when they do not understand what they read. Learning narrative text is indeed difficult for junior high school students, students have difficulty understanding the contents of the text they read so that the researcher use comic strips to improve students' reading comprehensions in the narrative text, the researcher use new media comic strips, so that students are motivated to be more enthusiastic about studying narrative text material with comic strips as media.

Narrative text is type of the text that tells a story that aims to entertain and inform the reader or listener and Fable is a story that tells the life of animals personification. Fables are fictional or imaginary stories. Sometimes fables include minority characters in the form of

³Sigityulianto, "RPP Kelas 8 Bab 12 K-13," <http://mgmpinggris.blogspot.com/2015/01/rpp-kelas-8-bab-12-k13.html> (Accessed on 15 september 2021)

humans. Fable stories are also often called moral stories because they contain messages related to morals.

Several factors are the result of the lack of skills and understanding of students when reading narrative texts. First, students are less efficient in reading because they feel bored with their class environment so they are less active in the learning process. Second, the lack of knowledge of students' vocabulary, third, the use of learning media used by teachers in while teachers still using old methods and media. These make students less interested in learning the material. As a result, their reading comprehension ability is still far from the expected goal.

Comic is a form of visual communication media that has the power to convey information in a popular and easy to understand manner. This is possible because comics combine the power of images and writing, which are arranged in a storyline, images make information easier to absorb.⁴ The text makes it more understandable, and the flow makes it easier to follow and remember.

According to Waluyanto, comics as learning media are tools that serve to convey learning messages.⁵

By using comic strip as learning media, it is expected that students can more easily understand reading well, and pay more attention to the material and produce fun English learning and achieve learning objectives.

A comic strip is a sequence of images that are combined into one, often cartoons, and arranged in interrelated panels so that they become short story lines that show humor or form a narrative, often serialized with captions in balloons.⁶

Based on the above background, the researcher will conduct experimental research. This quantitative research method is used to determine the effect of the independent variable (treatment) on the dependent variable (outcome), entitled "The Use of Comic Strips To Improve Students' Reading comprehension at SMP N 13 Palu"

B. *The Identification of Problem*

Problem identification based on the background above, the researcher can identify several conditions that encourage the occurrence of this research problem as follows:

⁴Ahmad dahlan, "komik sebagai media pembelajaran," <https://eurekapedidikan.com/komik-sebagai-media-pembelajaran> (Acces on 15 september 2021)

⁵Waluyanto, H, D. 2005. KomikSebagai Media Komunikasi Visual Pembelajaran.JurnalPendidikan, Vol. 7. No. 1:45-55.

⁶Ertuğrul Özdemir, 'Humor in Elementary Science: Development and Evaluation of Comic Strips about Sound', International Electronic Journal of Elementary Education, 9.4 (2017).

1. Student learning outcomes in reading comprehensions are still low.
2. Students have difficulty in understanding a reading because of the lack of mastery of students' vocabulary and do not know the meaning of the reading.

C. *Focus of the research*

To limit and direct this research, as well as the limitations of the researcher's ability, this research has given limitations, including:

1. The effectiveness of using comic strips to Improve reading comprehension for narrative text students.

D. *Problem Statement*

The Formulation of the Study according to the limitation above, the writer formulates the research questions as follows:

Is the use of comic strips effective in improving students' reading comprehensions in narrative texts at SMP N 13 PALU ?

Relate to the problem statement above, then the hypotheses of this research as follow:

$H_o : \beta = 0$: there is no significant of the use comic strips to improve reading comprehensions at the eight grade of SMP N 13 PALU

$H_a : \beta \neq 0$: there is a significant of the use comic strips to improve reading comprehensions at the eight grade of SMP N 13 PALU

E. *Objective of the Research*

The purpose of this study to know whether the effectiveness of comic strips in improving reading comprehensions for narrative text at SMP N 13 PALU.

F. *Significance of the Research*

The end of this research is expected to be useful theoretically and practically to the next generation. Theoretically, it is expected to be able to increase empirical reality to support reading learning theory and media to improve students' narrative text reading comprehensions, especially in the use of comic strips and increase knowledge and become more creative and use various media in learning reading texts in class. practically, hopefully it will be valuable information and provide facilities for teachers and students as well as SMP N 13 PALU. then the significance of this research is as follows:

1. For Teachers

Researchers provide benefits in determining the right learning media to teach reading comprehensions and improve reading learning outcomes. It is also useful for teachers to create a good teaching-learning environment that makes students comfortable and engaged.

2. For Students

This research is expected to increase students' motivation and understanding in learning English, especially in reading.

3. For School

This study is expected to be taken into consideration in making policies to improve the quality of the teaching and learning process. This includes teaching strategies, teaching media, and the classroom environment.

4. For Writers

For other researchers, the results of this study are expected to provide valuable contributions and information about the use of comic strips in the teaching and learning process of English.

5. Theoretical Significance

The results of this study are expected to create new ways to create a fun learning in teaching English, so that students will be motivated to read and pay attention to the material.

6. Other researchers

The results of this study can be used as a reference. Hopefully it can provide more information and contribute knowledge about story maps as a medium for teaching reading comprehensions.

G. Chapter Composition

In providing a systematic logical description of the discussion in the preparation of this thesis skripsi, the researcher set the discussion into five chapters, following are details of these chapters:

Chapter I contains introduction with a background, problem statement, the purpose and usefulness of research, the outline of contents.

Chapter II will be presented with a review that pleases with the title. This is used to a reference or guide and at the same time provides in discussing this thesis.

Chapter III will discuss approach and research design, population and research sample, research variable, operation definition, research instrument, technique collection data, and technique analysis data. These things are very important in conducting research.

Chapter IV Will research finding score used SPSS 25 to know effectiveness use of comic strips as a media in class.

Chapter V will conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. *Previous Studies*

In this study there are, two previous studies that were very useful as scientific references were used.

To strengthen the understanding, it is necessary to know research works that are related to the objective of the research variables. The author explores information from various sources and literature in the form of books, journals and other scientific works.

In every information, it is certainly different from the previous one, especially with regard to the theory that is relevant to the title that the author is studying. This is done to find out which side will be revealed in the study, so that it is different from previous research.

Nurul Fajriah research, entitled on "The Use of Comic Strips to Improve Students' Reading Comprehension in Text Recount, this research used classroom Action Research to find the data and result of tests that have been done by the researcher to see the improving reading comprehension. The researchers uses a non-equivalent control group design, the data are populated from tests (pre-test and post-test). This research was conducted at SMP N 1 Kledung in the 2017/2018 involving two classes, where each class was divided into a control class and a treatment class as the research sample. This research show that applying word sort strategy can improve students' reading. It was proven that at the end of the research there was a significant improve in students' reading.⁷

The similarity between Nurul's research and this research is about the independent variables, both studies discuss the improvement of students' reading skills, and the difference between research's and his research is about improving reading comprehension in recount texts and use fable texts, and the sample of this study used two classes as samples, the place of research and the time of the study.

Rosa Junia Utami research, entitled "Effectiveness of Using Comic Strips in Teaching Ekstensive in Reading Learning (Study in Class 8 Grade Students of SMPN 2 South Tangerang, 2017/2018 Academic Year), This research was quantitative design with a quasi-experimental study. And each has 4 meetings the data are populated from the test (pre-test and post-test). As the result, the effectiveness of using comic strips in teaching reading. The students have become more excited, enthusiastic, and active in the learning process. and its finally able to foster their ability in reading. Moreover, this study shows the significant improvement of the students' reading mastery in his research, there were significant results, comic strips

⁷Nurul Fajriyah, '*The Use of Comic Strips to Improve Students' Reading Comprehension (A Classroom Action Research of the Eight Grade Students of SMP N 1 Kledung in the Academic Year of 2017/2018)*', 2018.

were able to improve students' reading comprehension by finding an understanding of the meaning of words, sentences, paragraphs, and texts.⁸

The similarities between the previous research with my research are about, independent variables, using a quantitative approach, and the design quasi-experimental. While the differences are about, dependent variable and this research uses extensive reading, the sample, research time.

Several previous studies have focused on the use of comic strips to improve students' reading skills in recount texts and extensive reading. In this study, researchers will focus on improving students' reading skills by using comic strips using narrative texts.

From the two studies above, the researcher can conclude that reading comprehension is an important aspect. To be able to master reading comprehension, a teacher needs to have a strategy so that students can easily understand it. Using comic strips is one of the right strategies to improve reading skills effectively.

B. Theoretical Review

1. Reading Comprehension

Reading is one of the four basic skills in English, according to Davies, F.B reading comprehension are an understanding process to identify, draw conclusions, find main ideas, find answers to questions.⁹

According to Mikulecky and Jeffries, reading can help a reader to improve their English skills and level of understanding in general, as well as increase their English vocabulary.¹⁰

In Islam, reading is also considered as one of the important skills, our beloved prophet Muhammad SAW received revelations from Allah SWT through Jibril which reflected the command to read (Iqra) as stated in Q.S. Surah Al Alaq /1: 104 as follows:



⁸A Skripsi and Rossa Junia Utami, 'The Effectiveness of Using Comic Strips in Teaching Ekstensive Reading Faculty of Educational Sciences', 2019.

⁹Davies, F. B. "Research in comprehension in reading," Reading Research Quarterly, vol. 3, pp. 499-545, July 1968.

¹⁰ Beatrice S. Mikulecky and Linda Jeffries, More Reading Power: *Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster*, Second Edition, (New York: Pearson Education Inc., 2004), p.vi.

Proclaim! (or Read!) in the name of the God,Who created (AlAlaq :)

Grabe and Stoller stated, reading comprehension in the clearest sense are the ability to understand information in a text and interpret it appropriately.¹¹

In reading, reading comprehension is one of the skills that must be mastered. reading comprehension an interactive process involving the reader, the reading, and the context. This skill involves the ability to derive meaning from written texts as stated by Silliman and Wilkinson "Reading comprehension is generally defined as the ability to derive meaning from writing texts". Through the process of reading comprehension,¹²every reader can understand the writing and get the meaning of what he reads whether it is related to information or getting new vocabulary.

Basically, interest on reading is one of the internal factors that has influence in reading comprehension. By the interesting material, interest in reading could be increased. It can be assumed that the role of text including their elements in reading comprehension is very important. One of interesting material is by using comic strips that students have already known. Many reading comprehension studies consider the extent to which visuals, that is any graphic display that portrays all or some accompanying text's content, help reader to comprehend information from text. Reading comics is more than the material in hand, that it involves a certain immersion into the visuals to facilitate students. because, visuals have good effect on readers. Researchers have outlined five major functions of visuals in reading.¹³

a. Representation: visuals repeat the text's content or substantially overlapwith

¹¹WilliamGrabe and Fredericka L. Stoller, *Teaching and ResearchingReading*, (Harlow: Pearson Education Limited,2002) ,p.17

¹²Herlina Herlina, 'Meningkatkan Keterampilan Membaca Pemahaman Bahasa Inggris Melalui Metode Sq4R', *JIV-Jurnal Ilmiah Visi*, 11.1 (2016), 29–35 <<https://doi.org/10.21009/jiv.1101.4>>.

¹³Jun Liu, Effects of Comic Strips on L2 Learners" Reading Comprehensio , in *Tesol Quarterly*, (vol. 38, no. 2/ June, 2004), p.226

text

b. Organization: visuals enhance the text's coherence Interpretation: visuals

provide the reader with more concrete information

c. Transformation: visuals target critical information in the text and recode it in a more memorable form.

d. Decoration: visuals are used for their aesthetic properties or to spark readers' interest in the text

From some definitions above can be simply that reading comprehension relates to understanding and thinking process to get the message from the reading material. In other words, the reader is understanding all or most of the thoughts the author intended to communicate. Thus, reading comprehension involves other skills such recalling word meaning, finding answer to questions answered explicitly or in paraphrase, drawing inference from the context, and grabbing idea in the content.

According to Longman Dictionary of Applied Linguistics,¹⁴ there are four types of reading comprehension often distinguished based on the reader's purpose and types of reading used. These are the level of reading comprehension, as follows:

- 1) Literal Comprehension Reading is order to understand, remember or recall the information explicitly contained in a passage.
- 2) Inferential comprehension Reading is in order to find information which is not explicitly stated in passage using the reader's experience and intuition and by referring.
- 3) Critical comprehension Reading is in order to compare information in a passage with the reader's own knowledge and values.
- 4) Appreciative comprehension Reading is in order to gain emotional or the kind of valued response from passage.

From the statement above, to achieve comprehension in reading, in literal comprehension the readers has to know the information explicitly. it can simply be concluded that reading comprehension skills are a process of one's ability to understand and are understanding to capture the meaning of words or sentences that are read. This skill is carried out to obtain meaning from the message conveyed by the author, this skill is related to the thought process to get the meaning and understanding contained in it.

C. Narrative Text

1. General concept of Narrative Text

There are several types of texts that are studied by junior high school students, one of them is narrative text.

¹⁴Jack C Richard, John T Platt and Heidi Weber, Longman Dictionary of Applied Linguistics, (Harlow : Longman, 1990), p.233)

Generally, there are two main categories of texts, they are literary and factual.¹⁵ Anderson states Narrative is a type of literary text besides poetic, and dramatic, This text also tells a story, with the aim of entertaining the audience.¹⁶

Anderson and Kathy explain that there are different types of narratives; namely humor, romance, real life fiction, mystery, fantasy, diary novels and adventure.¹⁷

Macmillan, states Narration is a text that tells a story.¹⁸ So to be interesting, the selected story must have something that can be interesting. From the statements of the experts above about narrative, it shows that narrative is one of the reading texts that tells about a story or event and has a social function or purpose to entertain the reader.

Based on the KTSP and K-13 Curriculum (Kurtilas) There are examples of genres in the form of narrative texts that are studied in schools for eight grade namely:

- a) Legend according to the KBBI, the legend is a folk tale in ancient times that has to do with events. Some people define legends as folk tales. Examples of legends are: Sangkuriang, Malin Kundang.
- b) Fairy tales, fairy tales are folk tales (folktales) which scope is quite diverse. The term fairy tale can be understood as a story that did not really happen and in many ways is often absurd or fantasy. Fairy tales are fun entertainment for children and provide positive benefits for children. Fairy tales can be a means of character education whose impact has been felt since long. Fairy tales usually feature folk characters such as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. Examples of fairy tales are Cinderella, Snow White, Beauty and the Beast, etc.

¹⁵M, Anderson. & K, Anderson. (2003). Text Types in English 3. Macmillan Education Australia PTY, Ltd.
p.ii

¹⁶M, Anderson. & K, Anderson. (2003). Text Types in English 2. Macmillan Education Australia PTY, Ltd.
p.6

¹⁷Ibid p. 18

¹⁸ Sadler, R.K. and T.A.S Hayllar, Text in Action I, an English Workbook, (Macmillan: Macmillan, 2000), p.12

- c) Fables are stories that tell the lives of animals that behave like humans. Fables are fiction or imaginary stories. Sometimes fables include minority characters in the form of humans. Fable stories are also often called moral stories because they contain messages related to morals. examples of fables Rabbit and Tortoise, the Ugly Duck, Country Mouse and City Mouse, and Lazy Donkey.¹⁹

Therefore narrative text is a story related to a series of events. It can usually be found in picture books, short stories, or novels. The form of the story can be told by the narrator or the dialogue of the characters in the story.

2. The Purpose of Narrative Text

Basically, the purpose of narrative text is to entertain the reader and get a moral message from the story, so that the reader is expected to enjoy the text that is read. In line with that, Andersons stated that the purpose of narrative is to entertain the reader or audience.²⁰

So apart from providing entertainment, narrative can also make viewers think about a problem giving them lessons from the story while they are reading or listening.

3. Fable Text

According to Nurgiyantoro, animal stories (fables) Fables are stories about the lives of animals that behave like humans.²¹ Fables are a type of fiction, not stories about real life. Fables

¹⁹Almusto-kangmus, "Bahasa Inggris Untuk SMP/MTS," <https://bahasainggrismp-mts.blogspot.com/2017/10/genre-text-yang-dipelajari-di-smp-mts.html?m=1> (on acces 19 september 2021)

²⁰Anderson. Op. Cit., p.3

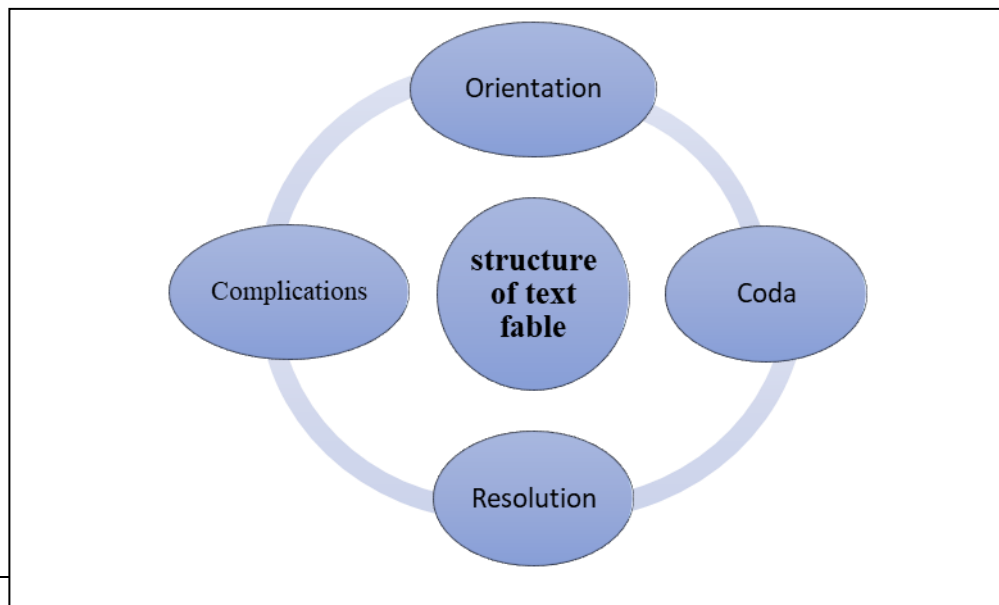
²¹Nurgiyantoro, Burhan. (2013). Teori Pengkajian Fiksi. Yogyakarta: Gadjah Mada University Press.

are often called moral stories because the messages in fables are closely related to morals. The text of the fable story not only tells the life of animals, but also tells the life of humans with all their characters. The animals in fables have characters like humans.

After reading and understanding the text of the fable story, students can learn about the characters of the animal. Fables were created not only to entertain but also as a medium for moral education because in it there are noble values, namely about character. complexity.²²

4. Fable Text Structure

Fable text has a flow structure in its preparation. In accordance with the 2013 Curriculum student handbook, the structure of the fable text consists of orientation, complication, resolution, and coda. The structure of the fable text is illustrated in the following chart.



²² Patrick Wagner and Aleta Baskerville, *Targeting Text: Narrative, Drama Poetry*, (Sydney: Blake Education, 2000), pp. 8-9.

Description:

- a. Orientation: The orientation section is explained as the beginning of the story which contains an introduction to the characters, setting of place and time, and the introduction to the next stage.
- b. Complications: In this section the main character is dealing with problems (problems). This section is the core of the narrative text and must exist. If there are no problems, problems must be created.
- c. Resolution: This section is a continuation of the complication, namely problem solving. Problems must be solved in a creative way.
- d. Coda (input): This section is marked by a change in the character's attitude/nature.

Based on the structure of the fable text above, it can be concluded that the fable structure consists of orientation, complication, resolution, and coda. The orientation section is explained at the beginning of the story which contains the introduction of the character, the complication section is the part of the main character who is dealing with the problem, the resolution is the continuation part of the complication, and the coda is the part marked by changes in the character's attitude/nature.

D. Comic Strips

In the KBBI, comics are defined as illustrated stories (in magazines, newspapers, or book form), which are generally easy to be understood and funny. In the Popular Scientific Dictionary, comics are illustrated stories (about activities and so on) that are bound to be funny.

According to McCloud, "comics are juxtaposed with other images and images in a deliberate sequence, intended to convey information and generate an aesthetic response from the viewer."²³

1. Kind of Comics

There are generally two forms of comics, namely comic books and comic strips. Comic books are defined as multi-page paperback comics usually published in monthly series. In Indonesia, we can find many comic books in bookstores. However, With the development of technology, these can be found online today as well.

Comic strips it contains very few panels as it is meant to be read in seconds or minutes. It is well known that, not every moment of the story is presented in comics. In comic strips, generally the only unit of encapsulation is the panel. Meanwhile, comic books have a greater variety of encapsulations than comic strips, including panels, pages, spread panels and insets. They also have more sophisticated layouts and compositions

From the explanation above, there are two types of comics. However, the comic strips are suitable for use on first-year students who at that age like things that make them interested in learning activities that are expected to improve students' reading skills.

2. Definition of Comic Strip

²³ Scott McCloud, *Understanding Comics*, (New York: Harper Collins, 1993), p.9.

A comic strip is a sequence of images, often cartoons, arranged in interlocking panels to display brief humor or form a narrative, often serialized, with text in balloons and captions. Traditionally, throughout the 20th century and into the 21st century, these have been published in newspapers and magazines, with the advent of the internet, online comic strips began to emerge as webcomics.²⁴

According to Lan Dong “comics can be used to help students acquire reading comprehension and critical thinking skills, become engaged readers and understand social, political and cultural issues.”²⁵

A comic strip is a series of pictures that tell a story and are often printed in newspapers. This is a sequence of pictures arranged in interlocking panels to provide brief humor or form a narrative, with captions in balloons. According to Liu J “A comic strip can be defined as a series of pictures in a box that tell a story”.²⁶ There are many definitions of “comics.” Will Eisner define comics simply as “sequential art”.²⁷ From the definition of similar experts, who focus on comics as a series of images that are read and tell a story that produces meaning.

Comic strips can help students in reading comprehension. Comic strips have the same verbal and nonverbal messages. The clues from the illustrations help convey an implicit message.

²⁴“Comi strips” wikiped the Free Encyclopedia. https://en.wikipedia.org/wiki/Comic_strip (20 august 2021).

²⁵Lan Dong, Teaching Comics and Graphic Narratives: Essays on Theory, Strategy and Practice, (North Carolina: McFarland & Company, Inc., 2012), p.5.

²⁶J, Liu. Effect of Comics Strips on L2 Learners Reading Comprehension, (vol. 38, no. 2 2004), p. 57

²⁷Will Eisner, ‘Comics & Sequential Art’, *Tamarac (Florida)*, 1985, p.7

The old adage "a picture is worth a thousand words" fits perfectly with the making of comic strips. Because comic readers find their true meaning by looking at narrative and non-narrative information, moreover, comic strips can be described as short versions of comics.

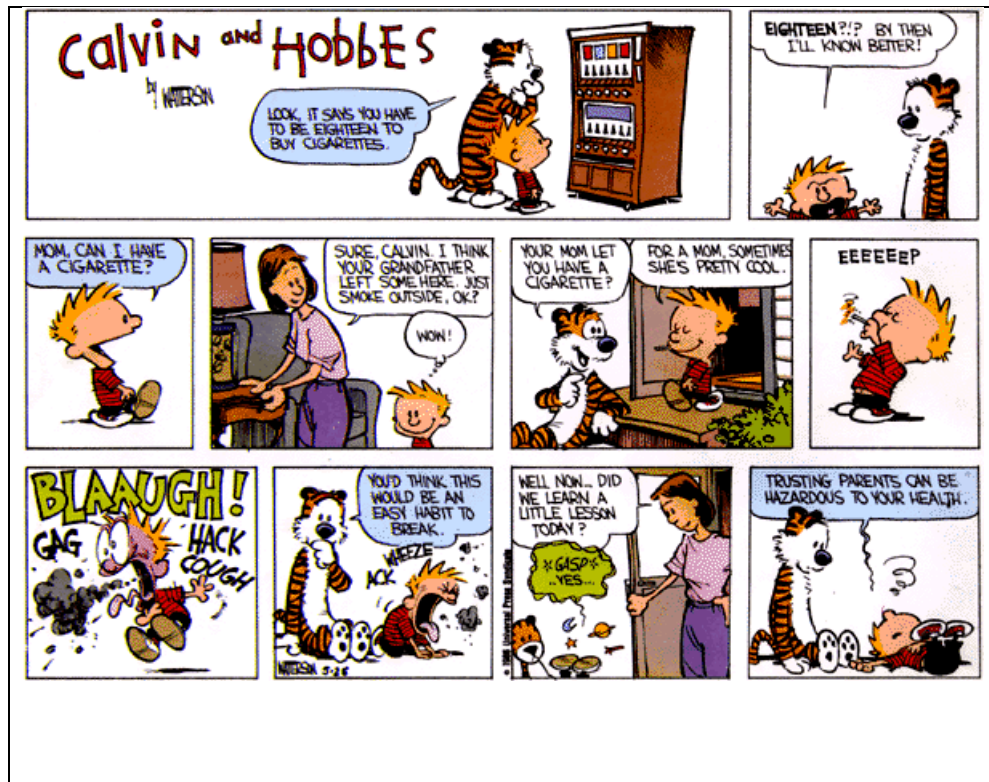
3. Design of Comic Strips

According to Saraceni, comics have several parts, namely.

- 1) Panels: Each page usually consists of a number of rectangular frames named panels,
- 2) Gutter: Each panel is separated from the others by an empty space called gutter.
- 3) Balloons: Use of balloons, where text or captions from images are entered into.²⁸

The following is an example of comic strips:

²⁸ Mario Saraceni, *The Language of Comics*, (London: Routledge, 2003), p.7-10



Basically, comic strips have the same components as comic books. This includes panels, letters, word bubbles, thought balloons, captions, sound effects, borders and gutters. Through comic strips, if students have difficulty understanding what they are reading, the pictures in the comic strip can help them understand the meaning of the text.

4. The Advantages and Disadvantages of Using Comic Strips

a) The Advantages

There are some advantages of the use of comic strips to improve reading skill student's

- b) students are easy to understand the content and context that the teacher has taught easily

- c) Using comics is expected to motivate students to read and pay attention to the material. Which is given.
- d) Comics can help readers get the right visualization
- e) improve students' creative work skills
- f) Students are encouraged to express their creativity
- g) Attract the reader's attention.

According to Drolet as quoted in Harwaningsing, the use of comics in language classes helps build skills in vocabulary, reading, critical thinking, problem solving, listening, speaking and writing. This means that using comics in language classes can solve students' problems such as: the presence of pictures in conversations or texts can help readers to guess the meaning of vocabulary difficulties.²⁹

- a) Disadvantages using comic strip
- b) Need more time to find or create comic strips.

So it can be concluded that comic strips are visual media that can be used as learning media that can make students interested in increasing student understanding in reading, and teacher's must help students to find good and fun comics that are suitable for students'. In addition, a teacher should help them get information and wider knowledge from comics.

E. TheTheoretical Framework

Based on the theoretical framework, the use of comic strips can improve students' ability to understand narrative texts, this media is very helpful for students because the presence of images can make it easier for students to understand what is meant by the contents of the text. However, many challenges are encountered when learning English because the language is not the native

²⁹C, A, Drolet. Using Comics in Development of EFL Reading and Writing, (2010) p.25

language of Indonesian students, but rather a foreign language and is used in certain situations such as place, time, and environment. One of challenges is the problem of understanding the text read in English.

The achievement of reading comprehension depends on how the teacher can overcome the problem. As a teacher, they use several types of interesting media so that the implementation of their learning goes well. One of the media that can be used is comic strip. It is good to use as learning media because there is a visual interpretation associated with the story. In this case, the researchers uses Comic Strips media to improve students' reading comprehension in narrative text.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Methodology is needed in every research to get accurate and effective research results. According to Suharsimi Arikunto states "The research method is the method used by researchers in collecting research data".³⁰

The researchers used quantitative research method because it used mathematical or numerical analysis.

Design of this study is a pre-experimental design, namely this design is not yet a real experiment, because there are still external variables that also influence the formation of the dependent variable. So the experimental results which are variables are not solely determined by the independent variables. This can happen, because there is no control variable, and the sample is not randomly selected, In trial activity³¹

There are several forms of pre-experimental design, however, the researcher uses the form of One-Group Pretest-Posttest design. In this design there is a pre-test, before being given treatment. Thus the results of the treatment can be known more accurately, because it can compare with the situation before treatment.

The researchers selected one class, the class will be given the pre-test to know their reading comprehension in narrative texts before treatment. After that, researcher applied a treatment in this class used comic strips. After treatment, the students will be given a post test to know whether any influence in students reading comprehension.

³⁰Daniel Lenox Fay, 'Metode Penelitian', *Angewandte Chemie International Edition*, 6(11), 951–952., 1967, 34 <<http://repositori.unsil.ac.id/615/7/8. BAB III.pdf>>.

³¹Sugiyono. Metode penelitian kuantitatif, kualitatif, R&D. (Bandung: Alfabeta, 2016), p74

B. Population and Sample

1. Population

Sugiyono stated that population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions.³²The population of this research is of Grade VIII SMP N 13 Palu, consisting of six classes, with 191 students, as the population.

2. Sample

samples taken from the population must be truly representative (representing). To determine the sample to be used in the study, there are various types of sampling techniques used, in this research used a technique of sampling namely quota sampling. This sampling technique takes the number of samples as much as the number that has been determined by the researcher. Quota sampling is also known as selective or subjective sampling. Quota sampling is defined as a non-probability sampling method in which the researcher makes a sample involving individuals who represent a population.³³

Thus, the researcher will take one class VIII C SMPN 13 PALU which will be the sample in this study. In this study, the class was treated using comic strip media after being given a pre-test to improve reading comprehension of narrative texts,

C. Variable of the Research

In this research there are two variables, called dependent and independent variables.

1. Independent Variable

The independent variable is usually denoted by the letter (X) which is an independent variable or a variable that has an influence on other variables. In this research the independent variable is comic strips.

2. Variable Dependent

The dependent variable is usually denoted by the letter (Y) which is a variable that is influenced by other variables. The dependent variable in this study is reading comprehension.

D. Research Instrument

³²Sugiyono. Metode penelitian kuantitatif, kualitatif, R&D. (Bandung: Alfabeta, 2011), p.80

³³Heri. "10 teknik pengambilan sampel dan penjelasannya lengkap (SAMPLING)",

<https://salamadian.com/teknik-pengambilan-sampel-sampling/> (accessed on September, 2021)

Research instruments in general is a tool to measure or collect quantitative as processing material with respect to the measuring object being studied.³⁴

The instrument in this study can be interpreted as a tool to measure the present value of an observed quantity. The pre-test and post-test were given to the eighth graders to be studied.

Pre-test is given before treatment and post-test aims to determine students' reading comprehension after treatment. In the treatment, reading using comic strip media will be given. This activity is also intended to determine whether students are able to maintain the material they have learned after treatment. The researcher used 20 items of narrative test questions in the form of multiple choices. The score for each correct item is 1 and 0 for incorrect items.

E. Technique of Data Collection

According to Sugiyono the method or technique of data collection can be done by interview, questionnaire, observation, and a combination of the three.

There were some steps that the researcher did in collecting the research data as follows:

1. Observation

Observation is defined as systematic observation and recording of the symptoms that appear on the object of research.³⁵

The observation technique used in this research is direct observation, the researcher conducts direct research to find out information related to this research, namely: location, facilities, teaching and learning process, condition of students at the research location. Researchers made observations about the situation in the classroom during the teaching and learning process.

2. Test

The purpose of the test is to determine the score of students' reading comprehension ability, In this research gives a pre-test and post-test. the test is multiple choice with 20 items.

Arthur Huges stated that there were many strategy that can asses the students reading comprehension, one of them was multiple choice strategy.³⁶ Multiple chooice strategy is a strategy

³⁴Zakki. " *pengertian instrument penelitian menurut para ahli dan secara umum* ", <https://www.zonareferensi.com/pengertian-instrumen-penelitian/> (accessed on september 3, 2021)

³⁵Ridwan karim. "Teknik Pengumpulan Data, Pengertiandan Jenis", <https://penerbitbukudeepublish.com/teknik-pengumpulan-data/> (accessed on september 4, 2021)

³⁶Arthur Huges, *Testing_for_Language_Teachers*: Second Edition, Cambridge : Cambrigde University, 2003, 143' (Cambrigde university: 1989, 2003), p. 143.

designed by using four choices and the participants choose one of the correct answer this strategy could assess the reading comprehension

The tests referred here are as follows:

a. Pre test

The pre-test takes place before the treatment to find out the qualities the students' reading skills are in narrative text, so that it will be carried out at the first meeting. Test in written form of multiple choice consists of 20 questions. The purpose of this test is to measure students' competence in reading skills before treatment.

3. Treatment

After giving the pre-test to the students, at the beginning of the meeting the researcher gave treatment in the form of an explanation of the material and 10-15 minutes of reading comic strips. The research method for using comic strips in class is as follows:

1. The teacher explains about narrative text
2. function and fable texts
3. The teacher introduces comic strips as a medium
4. The teacher gives a narrative text in the form of a comic strip
5. The teacher asks all students to read the comic strip, after 5-10 minutes of reading text the teacher asks students to review the story again based on their understanding.

6. After students review the story in presentation orally, the teacher will convey the results of the review. After the treatment is complete, the teacher enters the lesson according to the syllabus.

a. Post-Test

Post-Test will be the second test. The treatment applied in the experimental class is comic strips as a medium to teach narrative texts. After the students were given treatment, the researcher gave them a post-test to determine the development of reading skills, the items from the post-test are similar test to the pre-test which is 20 items questions.

The pre-test and post-test reports from the class will be compared and observed to find out whether there will be a significant improvement in teaching reading skills with and without using comic strips as learning media.

3. Documentation

Suharsimi Arikunto defines the documentation method as "a way to collect data about things in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas, and so

on".³⁷The documentation in this study to are the data related to the utilization of the school environment as a source of learning for students at SMPN 13 Palu.

F. Technique of Data Analysis

"Data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials. So that it can be easily understood by readers, and the findings can be shared with others and can be used as a reference for future research".³⁸

After the score of experiment class and the controlled class had been gathered, the researchers will compare those data using SPSS version 25. The researchers will analyze the data using T-test formulation. However, before analyzing the data using T-test formulation, the researchers would conduct preliminary data analysis; normality and homogeneity test.

1. Test of normality

The normality test was conducted to determine whether the distribution of scores from the class were normally distributed or not. Normality test using Kolmogorov-Smirnov. The results of that can be declared norma if sig score in The table above is 0.05.

2. Test of Homogeneity

The homogeneity test was conducted to determine whether the variance data of the group data was homogeneous or not. Homogeneity test using Levene table. In order for the data to be homogeneously distributed, the results of Levene's table must be above 0.05.

3. Hypothesis test

After getting the results from SPSS and knowing whether the distribution of the data is normal and homogeneous, the researcher conducted a T-test to analyze the pre-test and post-test to see if there was a difference before and after the implementation of the media. the t-test helps researchers to find out the difference between the pre-test and post-test scores taught using comic strips without being taught using comic strips. In addition, researchers used SPSS to obtain the data.

To see if there is a significant difference between the mean scores of sig. 2 tails are used being hypothesized:

³⁷Suharsimi Arikunto, prosedur penelitian suatu pendekatan praktik (jakarta: rineka cipta, 2008), 274

³⁸Prof. Dr. Sugiyono, *Meode Penelitian Kuantitatif Kualitatif Dan R&D*, 2013.p. 244

$H_o = p > 0,05$:The comic still does not have a significant effect on improving students' reading comprehension of narrative texts on students

$H_a = p < 0,05$: The teaching using comics shows a significant effect in improving students' reading comprehension of narrative texts in ninth grade students of SMPN 13 Palu. The hypothesis criteria can be seen as follows:

a. If t-test (t_o) > t-table (t_t) in the significant degree of 0.05, H_o (null hypothesis) was rejected. It means that the average post-test score is higher than the pre-test. Teaching using comic strips has an effect on students' reading comprehension of narrative texts.

b. If t-test (t_o) < t-table (t_t) in the significant degree of 0.05, H_o (null hypothesis) was accepted. That is, the average value between the pre-test and post-test is the same or lower than the class. so comic strips have no significant effect on students' reading comprehension of narrative texts.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. *Current Condition Of The School*

SMP Negeri 13 PALU is located at Jalan Munifrahman II Palu Ulujadi. SMP Negeri 13 Palu was established in 1992 but this school only started operating in 1993. The school area is 18,330 m² with building area is 815 m².

Detail of school condition is as follows:

Name of the school	: SMP Negeri 13 Palu
Head Master	: Masnur. H.Lapenna, S.Pd., M.Pd
Addres	: Kabonena, ulujadi palu

B. *Finding of The Observation*

The observation here aimed to obtain the data based on visions and observations made by researcher during the research process. The observations of this research devide into two parts. The first observation was carried out before the researcher entered the classroom to teach, and the second, during the teaching proces. At firts observation, the researcher followed the teacher to enter the class and paid attention to the learning activities. Thus, the researcher made notes about the activities in the class as follows.

At the first observation, the researcher made the checklist sheet about the process of learning in the class as follows:

Table 1.1
The Checklist of The Learning Process in The Class

o	Obaerved Aspects	Description	
		Yes	Not
.	The sudents pray before the class began	✓	
.	Attendance	✓	

1.	Readiness to study	✓	
2.	The students listen and answer the initial explanation	✓	
3.	The courage of the students to take apart of the reading activity in the class		✓
4.	The students pay attention to the teacher's explanations given		
5.	Actively notes the various explanation given		✓
6.	All of the students submit the assignment to the teacher	✓	
7.	The teacher together with the students to conclude the learning	✓	
8.	The students pray before leave the class	✓	

Source : the reseacher's observation checklist

Based on the checklist above, namely giving the reinforcement to the students before closing the class. Giving the reinforcement before the teacher left or before thr Class ended is importat and complusory to do as the teacher because the students have to get the reinforcement of whathave learned. So that they can remember what they have learned about. Moreover, giving reinforcement included in the lesson plan. Sanjaya said that the reinforcement process can give a positive effect on the students attitude.

After the class was over, the researcher observations were based on the notes of the writer above, the researcher concluded that the teacher as a whole carried out the procedures for the class activities properly and sequentially.

The next observation conducted by the researcher during the treatment by using of comic strips reading comprehension. At this stage, the research tried to find the differences about the students attention of the learning strategy that the teacher applied at the first observation and when the researcher give the treatment by using comic strips, the writer made the note about the learning process in the class during the treatment process. Based on the observation result, the fact was the students more active in the class when they were taught by using of comic strips reading comprehension compared to the method applied by the teacher.

C. Research Finding

The witer obtained the data of this research trough some steps. firstly, from the observation that was conducted. Secondly, from the observation during the teaching in the class. Thirdly, trough the test including pre-test and post-test, the test given was in the form of multiple choices, and the test material related to the analytical exposition text which was the material from the researcher. Lastly, the researcher tabulated the data by using SPSS version 25.

D. Findings of The Pre-test and Post-test

The was VIII C students of SMPN 13 Palu which consisted of 15 students" taught by using comic strips as a media of teaching narrative text. The data pre-test and post-tets is presented in table.

Table 1.3

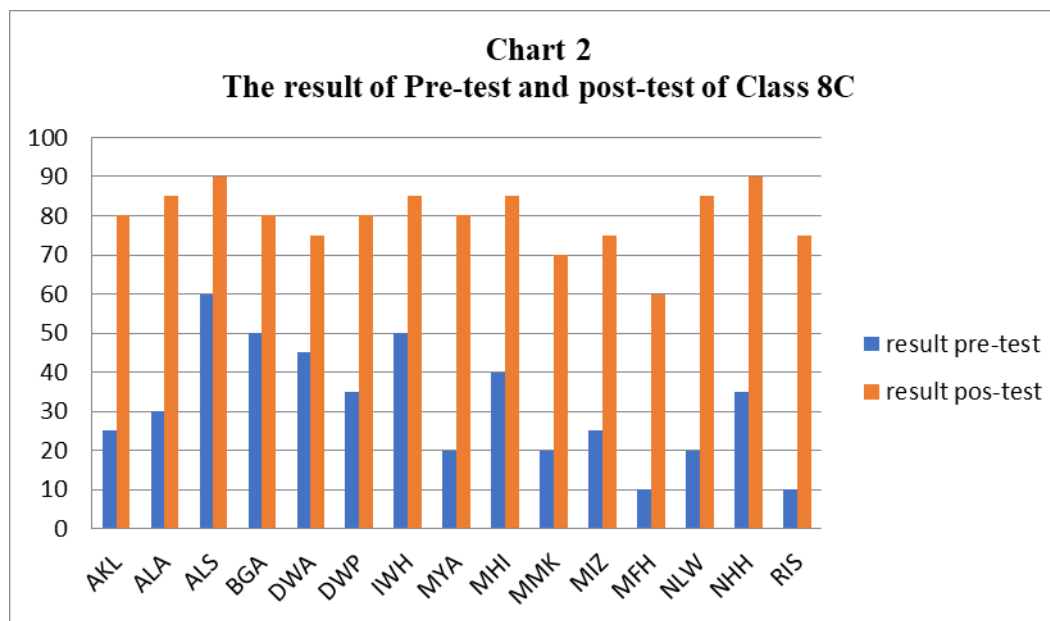
The result of Pre-test and Post-test of Class 8C

o	Initial Name	Core ct answer	Scor e Pre-test	Corec t answer	Score Post-test
	AKIL ADRIAN	5	25	16	80
	ALENG AKBAR	6	30	17	85

	ALFAT SAPUTRA	12	60	18	90
	BUNGA ADINDA	10	50	16	80
	DEWA	9	45	15	75
	DEWI PUSPITA	7	35	16	80
	IRWANSYAH	10	50	17	85
	MADYA ATILLAH	4	20	16	80
	MOH. HAIKAL	8	40	17	85
0	MOH. ALAM MAPPESANGKA	4	20	14	70
1	MOH. IRGI FAHREZA	5	25	15	75
2	MUHAAMAD FIRMANSYAH	2	10	12	60
3	NABILA MARWA	4	20	17	85
4	NURHIDAYAH	7	35	18	90

5	RISKI SAFITRI	2	10	15	75
Amount		95	475	239	1195

In addition to the result of the data above, the researcher also made it in chart form as follows :



After treatment it can be seen the improvement Score total pre-test 239 and score for post-test 1195 from all of the student, and than researcher obtained the data. Therefore, the researcher using SPSS to find the mean.

Table 1.3

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pre-test	15	10	60	31.67	15.079
post-test	15	60	90	79.67	7.898
Valid N (listwise)	15				

Based on the table and chart above, it can be seen the total correct answer from all of the students was 95, while the total score of all of them was 475. The passing grade of the English subject was 70. Then, if seen

from the result of each of them there was no one to reach the passing grade of English subject. It means that Class 8C (class treatment) were still low in reading comprehension on the first test.

According to the data shown, the mean score of pre-test was 31.67. Meanwhile, the result of the post-test, the mean score was 79.67. after calculates mean score to decide significant difference between students' before and After the teaching media.

Based on the data description from the pre-test to the post-test, it can be concluded that there was significant difference before and after the treatment.

E. Analysis of the Data

1. The Normality Test

Normality test was performed before calculating the t-test. The purpose of the normality test is to find out whether the data from classes are normally distributed or not. The researcher uses the Shapirowilk to test for normality because the condition for using Shapirowilk is the number of samples <100 , while the Kolmogorov-Smirnov is used to test normality in a large number of samples >100 .³⁹

In analyzing the data, the author uses SPSS 25. The results of the normality test can be seen as follows.

Table 1.4

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
class		Statistic	df	Sig.	Statistic	df	Sig.
student learning	pre-test	.137	15	.200*	.956	15	.630
outcomes	post-test	.183	15	.186	.913	15	.149

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The basis for testing the Shapirowilk test if sig (significance) > 0.05 then the data is normally distributed, if sig (significance) < 0.05 then the data is not normally distributed.

³⁹ <https://www.konsistensi.com/2013/04/uji-normalitas-data-dengan-spss.html>

The test results show the significance of the pretest value of 0.630 and the post-test after treatment is 0.149. It can be concluded that the data is normally distributed because the significance of the two tests is above 0.05.

2. The Homogeneity Test

After the normality test for the next step, the researcher conducted a homogeneity test which aims to determine whether a variance of the pre-test and post-test data from the group is homogeneous or not and the homogeneous test is one of the requirements for the independent *t-test*.⁴⁰ The researcher used Levene's statistical test to calculate the homogeneity test. The following are the results of calculations using SPSS 25.

a. Homogeneity Test for Pre-test

Table 1.5

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
result of pre-test	Based on Mean	.128	3	9	.941
	Based on Median	.084	3	9	.967
	Based on Median and with adjusted df	.084	3	6.348	.966
	Based on trimmed mean	.126	3	9	.942

The result of the data in Table 1.6 showed that the significance of pre-test class 8C was 0,941, we are known that the significance value (sig) > 0.05, and the test criteria are Ho is accepted if the confidence level is 5%. Based on the data of pre-test and post-test scores, the results of the homogeneity test showed that the data of the pre-test and post-test values for class 8C were homogeneous.

3. The Hypothesis Test

⁴⁰<https://text-id.123dok.com/document/4yro0gwvy-uji-normalitas-pre-test-dan-post-test-uji-homogenitas.html>

After the normality test and homogeneity test, the researcher tested the hypothesis to find out whether there was a difference in the average of the two score. SPSS 25 was selected and used to test the hypothesis of this study. Then, using the formula for the average value of the pre-test and post-test, the data is input and calculated. Furthermore, the significance value or alpha (α) is 5% or 0.05. While the calculation is done testing the hypothesis by using the t-test.

The purpose of t-test is to answer the formulation of the problem, the independent sample t-test is carried out on the post-test data.

Table 1.6

Group Statistics					
	class 8c	N	Mean	Std. Deviation	Std. Error Mean
result before and after treatment	pre-test	15	31.67	15.079	3.893
	post-test	15	79.67	7.898	2.039

Table 1.7

Independent Samples Test

Levene's Test for Equality of Variances

		F	Sig.	t	df	Sig. (2-tailed)
result before and after treatment	Equal variances assumed	7.570	.010	-10.921	28	.000
	Equal variances not assumed			-10.921	21.144	.000

t-test for Equality of Means

Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper
-48.000	4.395	-57.003	-38.997
-48.000	4.395	-57.136	-38.864

Thus, based on the calculation above, the degree of freedom (df) is 28 and the critical value of the df by using the degree of significance of 5% is 1.70 (t_{table}) and the $t_{observe}$ is 10.921. It means that the post-test score is higher than the score of pre-test. The result of the comparison between $t_{observe}$ and t_{table} were $10.921 > 1.70 = t_{observe} > t_{table}$.

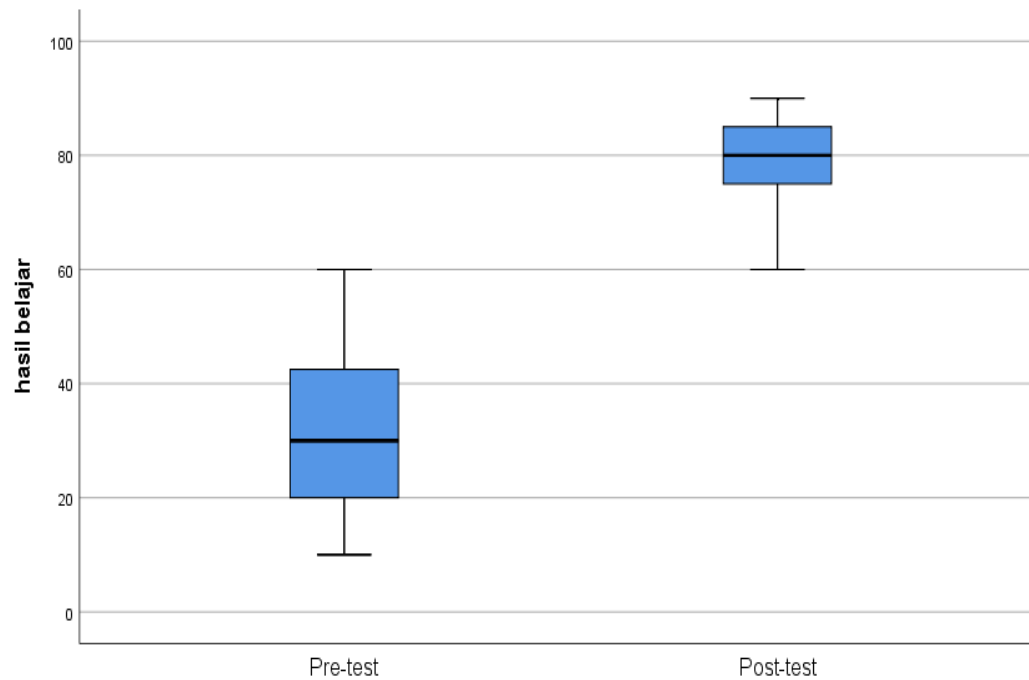
In conclusion with the $df = 28$ and degree of significance 5% the value of degree of significance is 1.70 (gained based on $df = 28$ and $\alpha = 0.05$). By comparing the value $t_{observe}$ is higher than t_{table} that is $10.921 > 1.70$, so the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It could be proved that there were significant differences between the results of using comic strips in teaching reading comprehension of narrative text at second-grade students of SMPN 13 Palu.

F. Interpretation

Teaching and learning activities are carried out in seven meetings in each class. classes did a pre-test at the first meeting. Then, the second and third meetings in the experimental class discussed the definition of narrative text. It included objectives, generic structure, characteristics, examples, and narrative text exercises and at the next meeting discussed other materials but still used comic strips in class for treatment. The last meeting was a post-test which was held in class 8C.

In the description data, the experimental class consisting of 15 students had an average pretest score of 31.67 before the comic strip media was applied. After the comic strip teaching media was applied in the classroom, the average post-test score was 79.67. Based on pre-test and post-test after being given treatment, class 8C experienced an increase in the average score. Based on statistical analysis, it can be seen from the results of SPSS analysis:

Table 1.9
Result of learning score



From the hypothesis, that at $df = 28$ and at the 5% or 0.05 significance degree, the value of the significant degree is 1.70. By comparing the value of t_{observe} is higher than t_{table} , namely $10.921 > 1.70$. It can be proven that there is a significant effect of using comic strips in teaching reading comprehension of narrative texts to second-grade students of SMPN 13 Palu. Therefore, the data shows that comic strips in teaching narrative text reading comprehension have a positive effect on students' reading skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. *Conclusion*

Students may find some difficulties when trying to understand the reading text, it is caused by many factors. Students have a limited variety of vocabulary use grammatical problems or less, and have no interest in reading. These factors may be reduced by the application of interesting media such as comic strips which are not only able to attract students' attention to reading but also help students better understand the content of a text with supporting visual media.

Based on the data and interpretation, it can be concluded that the use of comic strips in teaching reading comprehension of narrative texts to second-grade students of SMPN 13 Palu has a positive effect. This can be seen from the data with a statistical significance level of 5% calculated using SPSS Statistics 25 showing that the average value of the class 8C after being taught using comic strips in teaching reading comprehension of narrative texts is 79.67 and it is higher than the score before using comic strips in teaching reading comprehension of narrative texts is 31.67. Data analysis also shows that $t_{\text{observe}} > t_{\text{table}}$; $10.921 > 1.70$. This means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Finally, the authors conclude that teaching using comic strips shows a significant effect on students' reading comprehension of narrative texts in second-grade students of SMPN 13 Palu in the 2021/2022 academic year.

B. *Suggestion*

There are several suggestions that can be suggested related to the research results. Hopefully, these suggestions are useful for teachers and other researchers who are interested in doing reading activities using creative media such as comic strips. The following suggestions:

1. English teachers must be more creative in choosing methods, approaches, techniques, or learning strategies to teach reading comprehension. Teachers can use comic strips in teaching as a good choice to influence students' motivation in learning English, especially in reading. To use comic strips as a medium, the teacher must understand comic strips first before teaching students to use this instrument. The teacher must provide a clear explanation of the comic strip so that students have the same perspective first. The teacher must know the level of the students in the class and activate the students' prior knowledge before giving the section related to the type of text. This will help students and teachers in teaching and learning activities.

2. For other researchers, the results of this study can be used as basic information or references about the implementation of media such as comic strips in reading narrative texts for further research in conducting similar research.

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INSTITUT AGAMA ISLAM NEGERI PALU
FAKULTAS TARBIYAH & ILMU KEGURUAN
Jl. Diponegoro No. 23 Telp. 0451-460798 Fax. 0451-460163 Palu 94221 email:
hunasia@iainpalu.ac.id - website: www.iainpalu.ac.id

PENGAJUAN JUDUL SKRIPSI

Nama	: NISPA	NIM	: 181160106
TTL	: Ogoamas, 05-11-1999	Jenis Kelamin	: Perempuan
Jurusan	: Tadris Bahasa Inggris (S1)	Semester	: VI
Alamat	: Jl. Tomampe	HP	: 082290246671
Judul	:		

☒ Judul I

The use of comic strips to improve students' reading skill at SMPN 13 PALU

☐ Judul II

Analysis of grammatical error made by students' in changing active sentences into passive sentences

☐ Judul III

Using audio visual (animated slide show) to increase students' interest in learning english

Palu, 01-Juli-2021
Mahasiswa,

NISPA
NIM. 181160106

Telah disetujui penyusunan skripsi dengan catatan :

Pembimbing I : Drs. MUHAMMAD IHSAN, M.Ag

Pembimbing II : MOH SYAFRI, S.pd., M.pd

a.n Dekan
Wakil Dekan Bidang Akademik

Ketua Jurusan,

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALU
NOMOR 604/TAHL/2021

TEMA
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Sarjana S1 di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di atas ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2006 tentang Dosen;
5. Peraturan Menteri Agama Nomor 23 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/0 /2018 masa jabatan 2020-2021

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

- KESATU : Menetapkan saudara :
1. Drs. Muhammad Ihsan, M.Ag
2. Moh. Syafri, S.Pd., M.Pd
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Nispa
- NIM : 18.1.16.0106
- Program Studi : Tadris Bahasa Inggris
- Judul Skripsi : THE USE OF COMIC TO IMPROVE STUDENS' READING SKILL AT SMPN 13 PALU

- KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2021
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 31 Agustus 2021
Dekan,

Dr. Hamian, M.Ag
NIP. 196906061998031002

CURRICULUM VITAE

A. Researcher Identity

Name : Nispa
Place and Date of Birth : Ogoamas, 5th Novemper 1999
Gender : Female
Religion : Islam
Major : English Tadris Department
Faculty : Teacher Training and Tarbiyah Faculty
Number of Student : 18.1.16.0106
Address : Jl. Tomampe, KelurahanLere, KecamatanPalu Barat, Palu,
Sulawesi Tengah



B. Parent Identity

1. Father
Name : Wahab
Religion : Islam
Profession : Farmer
Address : Ogoamas, kecamatan sojol utara, Kabupaten Donggala
2. Mother
Name : Selfiah
Religion : Islam
Profession : URT
Address : Ogoamas, kecamatan sojol utara, Kabupaten Donggala

C. Educational Background

1. SD Impres Sampini Ogoamas II 2006-2011
2. SMPN 1 Sojol Utara 2011-2014
3. SMKN1 Sojol Utara 2014-2017



**PEMERINTAH KOTA PALU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 13 PALU**

Alamat : Jl. Munif Rahman No. 2 Telp. 462862 (0451)



SURAT KETERANGAN

NO. MN.14/38 /421.3/Pend

Yang bertanda tangan di bawah ini :

Nama : MASNUR, S.Pd.,M.Pd
NIP : 19640108 198901 1 003
Jabatan : Kepala Sekolah
Alamat : Jl. Munif Rahman No. 2

Dengan ini menyatakan :

Nama : NISPA
NIM : 181160106
Program Studi : Tadris Bahasa Inggris
Judul Penelitian : *The Use Of Comic Strips To Improve Student Reading
Comprehension At SMP N 13 Palu*

Bahwa benar Nama tersebut di atas telah selesai melaksanakan Observasi dan Penelitian di SMP Negeri 13 Palu, untuk memperoleh data dalam rangka penyelesaian Skripsi.

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya.

Palu, 11 Juni 2022
Kepala Sekolah



MASNUR, S.Pd.,M.Pd
NIP 19640108 198901 1 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165

Website : www.uindatokarama.ac.id, email : huimas@uindatokarama.ac.id

Nomor : 1468 /Un.24/F.I/PP.00.9/4/2022
Lampiran :
Hal : Izin Penelitian Untuk
Menyusun Skripsi

Palu, 04 April 2022

Yth. Kepala SMP Negeri 13 Palu

Di
Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Nispa
NIM : 181160106
Tempat Tanggal Lahir : Ogoamas, 05 November 1999
Semester : VIII (Delapan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Nurul Amal Kabonena
Judul Skripsi : The Use Of Comic Strisp To Improve Student Rading
Comprehension At SMP N 13 Palu
No. HP : 082290246671

Dosen Pembimbing :
1. Drs. Muhammad Ihsan, M.Ag.
2. Mohamad Syafri, S.Pd., M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.





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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Lamp : 1 (satu) berkas
Hal : Permohonan Pembuatan Surat Izin Penelitian

Kepada Yth.

Subbag. AKMAH FTIK

Di-

Tempat

Yang bertanda tangan dibawah ini :

Nama : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP : 19690215 199203 1 013
Jabatan : Ketua Jurusan Tadris Bahasa Inggris

Menerangkan :

Nama : Nispa
NIM : 181160106
Jurusan / Kelas : Tadris Bahasa Inggris (TBIG - 1)
Semester : VIII (Delapan)
No. HP : 082290246671
Judul Skripsi : The Use of Comic Strips to Improve Students' Reading Comprehension at SMPN 13 Palu

Pembimbing : 1. Drs. Mohamad ihsan, M.Ag.
2. Mohammad Syafri, M.Pd.

Penguji : Dr. Hj. Nurasmawati, S.Ag., M.Hum.

Bahwa mahasiswa/i yang bersangkutan telah memenuhi persyaratan dan layak untuk mendapatkan surat izin penelitian.

Demikian, atas perhatiannya terima kasih.

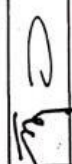

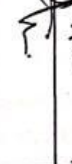
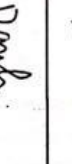






Palu, 04 April 2022

Ketua Jurusan
Tadris Bahasa Inggris,
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Catatan :

➤ Surat ini diserahkan ke Subbag AKMAH FTIK (Bagian Persuratan).

FOTO 3 X 4	KARTU SEMINAR PROPOSAL SKRIPSI		NAMA	: NISPA
	FAKULTAS TARBIYAH DAN ILMU KEGURUAN		NIM	: 181160106
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU			PROGRAM STUDI	: Tarbiyah Bahasa Inggris

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Jumat, 15-01-2021	Hidayati	Increasing Student Vocabulary mastery Through board game at the seventh grade of SMP 10 Palu	1. Drs. Muhammad Ihsan, M. Ag 2. Drs. Hj. Nur Aswawati, S. Ag, M. Hum	
2	Senin, 18-01-2021	Nabila Fairuz F.	The use of Please Teaching strategy to improve student's writing skill of present text at the tenth grade of Madrasah Alyah Al-Fatah Puseh Palu	1. Dr. Darwis Daulahani, S. Pd, M. Pd 2. Yuni Ananda, S. Pd, M. Pd.	
3	Selasa 19-01-2021	Siti Nur Hidayah	The effectiveness of audio media based on song creations in learning English To the Tenth grade students of SMP Al-Fatah, Jannah Palu.	1. Dr. Hj. Nur Aswawati, S. Ag, M. Hum 2. Afzal, S. Pd, M. Pd.	
4	Rabu, 20-01-2021	Ummatul Husna awwa	The use of Improve Technique in improving student's vocabulary mastery at the tenth grade student of SMP Muhammadiyah Al-Fatah	1. Prof. H. Nurhidayah, S. Ag, S. Pd, M. Ag, Pd 2. Dr. Darwis Daulahani, S. Pd, M. Pd	
5	Kamis, 25-02-2021	Wahya Cahyani	Peran Kesenangan dalam upaya meningkatkan kemampuan berbahasa Arab siswa di SMP Al-Fatah Palu	1. Dr. Hj. Watiyuni, S. Ag, M. Pd 2. Hidayati, S. Pd, M. Pd	
6	Kamis, 25-02-2021	Abd. Rahmad	Analisis Etnografi Budaya dalam Peningkatan prestasi belajar bahasa Arab siswa di SMP Al-Fatah Palu	1. Prof. Dr. H. Sopot S. Pd, M. Pd 2. A. Marwan, S. Ag, M. Pd	
7	Kamis, 25-02-2021	Moh. Zaidul Fuad	Upaya Peningkatan prestasi belajar bahasa Arab siswa di SMP Al-Fatah Palu	1. Huda, S. Ag, M. Ag 2. Hidayati, S. Pd, M. Pd	
8	Rabu 21-01-2021	Yuliana Iswan Kase	Implementasi Peningkatan prestasi belajar bahasa Arab siswa di SMP Al-Fatah Palu	1. Dr. Hj. Watiyuni, S. Ag, M. Pd 2. Hidayati, S. Pd, M. Pd	
9	Selasa	NISPA	The use of comic strip to improve Reading Comprehension At SMP 15 Palu.	1. Drs. Muhammad Ihsan, M. Ag 2. Dr. Hj. Watiyuni, S. Ag, M. Pd	
10		Nirnya Wati		1. 2.	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi



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UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Selasa, tanggal 22 Maret 2022 telah dilaksanakan Seminar Proposal Skripsi:

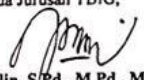
Nama : Nispa
NIM : 18.1.16.0106
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : The Use of Comic Strips to Improve Students' Reading Comprehension at SMPN 13 Palu
Pembimbing I : Drs. Mohammad Ihsan, M.Ag.
Pembimbing II : Mohamad Syafri, M.Pd.
Penguji : Dr. Hj. Nurasmawati, S.Ag., M.Hum

SARAN-SARAN PENGUJI/PEMBIMBING


No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	92	
2.	BAHASA & TEKNIK PENULISAN	88	
3.	METODOLOGI	90	
4.	PENGUASAN	90	
	Jumlah	360	
	Nilai Rata-rata	90	

Palu, 15 Maret 2022

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,


Ruslin, S/Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing I,


Drs. Mohammad Ihsan, M.Ag.
NIP. 19650530 199203 1 006

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	



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Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id email : humas@iainpalu.ac.id

**BERITA ACARA
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Selasa, tanggal 22 Maret 2022 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Nispa
NIM : 18.1.16.0106
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : The Use of Comic Strips to Improve Students' Reading Comprehension at SMPN 13 Palu
Pembimbing I : Drs. Mohammad Ihsan, M.Ag.
Pembimbing II : Mohamad Syafri, M.Pd.
Penguji : Dr. Hj. Nurasmawati, S.Ag., M.Hum.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	90	
2.	BAHASA & TEKNIS PENULISAN	92 91	
3.	METODOLOGI	91	
4.	PENGUASAN	91	
	Jumlah	365	
	Nilai Rata-rata	91,25	

Palu, 15 Maret 2022

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Rushin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19660215 199203 1 013

Penguji,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum
NIP. 19740726 200003 2 002

Catatan
Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Website : www.iainpalu.ac.id email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 2021/2022

Pada hari ini Selasa, tanggal 22 Maret 2022 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Nispa
NIM : 18.1.16.0106
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : The Use of Comic Strips to Improve Students' Reading Comprehension at SMPN 13 Palu
Tgl / Waktu Seminar : 15 Maret 2022/10.00 Wita

NO.	NAMA	NIM	SEM / PRODI.	TTD	KET.
01	IRFAN AT-TAM'IM	181160022	TBI		
02	NIRANA WATI	181160091	TBI		
03	Miftaha Hw Jannah	181160070	TBI		
04	Ambo Vire	181200015	TIPS		
05	Andi Sulis danayanti	181030076	MPI		
06	Nova Rianti	181160095	TBI		
07	Nurhikmah Annun	181160101	TBI		
08	Multazam		TBI		
09	Andi Sulis danayanti	181030076		MPI	
10	Nurkhaela	18.1.16.0074		TBI	

Pembimbing I,

Drs. Mohammad Ihsan, M.Ag.
NIP. 19650530 199203 1 006

Pembimbing II,

Mohamad Syafri, M.Pd.
NIP. 19930803 201903 1 004

Palu, 15 Maret 2022
Penguji,

Dr. Hj. Nurasmawati, S.Ag., M.Hum
NIP. 19740726 200003 2 002

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013



Palu, 15 Maret 2022

1. Drs. Mohammad Ihsan, M.Ag. (Pembimbing I)
2. Mohamad Syafri, M.Pd. (Pembimbing II)
3. Dr. Hj. Nurasmawati, S.Ag., M.Hum. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Nama : Nispa
NIM : 18.1.16.0106
Jurusan : Tadris Bahasa Inggris (TBIG)
Judul Skripsi : The Use of Comic Strips to Improve Students' Reading Comprehension at SMPN 13 Palu


 Kepala Kantor
 Kepala Kantor TBIG
 R. Rusli, S.Pd., M.Pd., M.Sc., Ph.D.
 NIP. 19690215 199203 1 013

- 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- 1 rangkap untuk Ketua Jurusan
- 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- 1 rangkap untuk ditempel pada papan pengumuman.
- 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

