THE EFFECTIVENESS OF USING GRAPHIC NOVEL AS A MEDIA TO IMPROVE STUDENTS' READING COMPREHENSION AT SMA N 2 SEMARANG IN ACADEMIC YEAR 2021/2022

A FINAL PROJECT

Submitted as partial fulfillment of the requirements for the bachelor degree

(Sarjana Pendidikan) In English Language Education

Written by.

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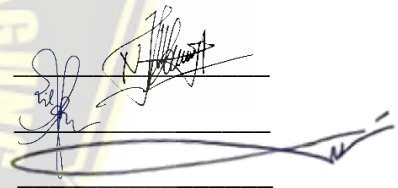**Bernan Sibgotallah Robbani**

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ABSTRACT

Rabbani, Bernan Sibgotallah, 2021. *The Effectiveness of Using Graphic Novel as a Media to Improve Students' Reading Comprehension at SMA N 2 Semarang in Academic Year 2021/2022.* A Final Project, English Department, Faculty of Language and Communication, Sultan Agung Islamic University. Advisor: Nani Hidayati, S.Pd., M.Pd.

This research aims at finding out whether or not the use of graphic novel as media is effective for teaching reading comprehension to the eleventh graders at SMA N 2 Semarang. Quasi experimental research was applied as the method with two groups: experimental and control group. The total subject of this research was 72 students which were taken from two classes of XI MIPA 3 as control group and XI MIPA 1 as experimental group. Face and content validity were done by asking the English teacher and lecturer to be expert judgements to validate the instrument by using a rubric appearance of test of face validity and its conformity by curriculum as a content validity. Inter-rater reliability in giving scores to the students was done to measure the reliability of the test. Thus, research use SPSS in analyzing the data of test through several activities. They were pre-test before treatments and post-test after treatment. The result of this research shows the significant difference in the reading ability of graphic novel between eleventh-graders who were taught by using graphic novel as media and those were not taught by using it. It can be seen in the result of mean score in the post-test of experimental class which is 76.03and control class which is 6.44 and as a result, Sig. (2-tailed) is $0.00 < 0.05$. therefore, the null hypothesis of this study is rejected. It means that the use of graphic novel as a media has significantly improved the eleventh-graders' reading ability of class at SMA N 2 Semarang in the academic year 2021/2022.

Keywords: Graphic Novel, Reading Comprehension.

INTISARI

Rabbani, Bernan Sibgotallah, 2021. *Efektivitas Penggunaan Novel Sebagai Media untuk Meningkatkan Pemahaman Membaca Siswa di SMA N 2 Semarang Tahun Ajaran 2021/2021.* Tugas Akhir, Jurusan Bahasa Inggris, Fakultas Bahasa dan Komunikasi, Universitas Islam Sultan Agung. Pembimbing: Nani Hidayati, S.Pd., M.Pd.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan novel grafis sebagai media efektif untuk pengajaran pemahaman membaca pada siswa kelas sebelas di SMA N 2 Semarang. Penelitian eksperimen semu diterapkan sebagai metode dengan dua kelompok: kelompok eksperimen dan kontrol. Subjek penelitian ini berjumlah 72 siswa yang diambil dari dua kelas yaitu XI MIPA 3 sebagai kelompok kontrol dan XI MIPA 1 sebagai kelompok eksperimen. Validitas wajah dan isi dilakukan dengan meminta guru bahasa Inggris dan dosen menjadi expert judgement untuk memvalidasi instrumen dengan menggunakan rubrik tampilan uji validitas wajah dan kesesuaiannya dengan kurikulum sebagai validitas isi. Reliabilitas antar penilai dalam memberikan skor kepada siswa dilakukan untuk mengukur reliabilitas tes. Oleh karena itu, penelitian menggunakan SPSS dalam menganalisis data tes melalui beberapa kegiatan. Yaitu pre-test sebelum perlakuan dan post-test setelah perlakuan. Hasil penelitian ini menunjukkan adanya perbedaan yang signifikan dalam kemampuan membaca novel grafis antara siswa kelas XI yang diajar dengan menggunakan media novel grafis dan yang tidak diajar dengan menggunakan novel grafis. Hal ini dapat dilihat dari hasil nilai rata-rata post-test kelas eksperimen sebesar 76,03 dan kelas kontrol sebesar 6,44 dan diperoleh nilai Sig. (2-tailed) adalah 0,00 < 0,05. oleh karena itu, hipotesis nol penelitian ini ditolak. Artinya penggunaan novel grafis sebagai media telah secara signifikan meningkatkan kemampuan membaca siswa kelas XI SMA N 2 Semarang pada tahun ajaran 2021/2022.

Kata kunci: Novel Grafis, Pemahaman Membaca.

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CHAPTER I

INTRODUCTION

This initial chapter prologue of further chapters that explains about Background of the study, Reason for choosing topic, Research Question, Objective of the study, Hypothesis, Significance of the study, Limitation of the study Definition of Key Terms and Outline of the study.

1.1 Background of the study

Nowdays, English language subject becomes an obligation for each student in the world since, it is considered as an international language. Therefore, English becomes one of compulsory subject in Indonesia's world academic of education. In addition, a whole of media platform are written in English and many academic books, articles, journals even magazines are written in English as well.

In Indonesia, English language is the first foreign language which is taught from kindergarten until university therefore, almost all population in the world use English language as second language after mother tongue. In short, English language has a high reputation usage in both academic and in daily life.

However, teaching English language is not as easy as imagine, there are so many components and formulas for teach it. On the other hand, teaching English has a lot of value, one of those values is that students will broaden knowledge cause a half of references using English language as reference.

Further, there are some skills which should be mastered in English. Brown (2007) stated "Actually, success of learning English is closely connected with the mastery of four language skills involving listening, writing, speaking and

reading". In addition, reading is one of the four language skills that the student has to master in learning English.

Reading is one of basic complementary skill in language. In fact, teaching and learning English in senior high school especially, reading skill are not easy both for teacher and student. The teacher must explain the material until student know the new words and structure of the language that are different from one language to others. For students, reading is very difficult and sometime it is very boring and not interesting. Especially, when using quite serious textbook. When student read a book, they need so much time to understand the meaning of the text and it needs a long day to finish it.

Reading is one of important skills in English teaching and learning process, Newnue (2010), stated that reading is an activity to get information, increasing perception through written text and also interpreting and analyzing text. The objective of teaching reading skill in the classroom it to enable students to be interested in reading text. It is very important to teach the students especially in, English for foreign language classroom to read in order to understand and comprehend the reading material.

Through reading, students are expected to be able to comprehend the material are given. Reading comprehension in reading becomes important because it makes students get meaningful information from their reading activities. In other words, they reading is not useless. It is process of using one's existing knowledge to interpret text in order to construct meaning. Reading comprehension has multiple definitions and explanation. Reading comprehension is also defined as the process

of readers interacting and constructing meaning from text, implementing the use of prior knowledge and the information found the text Pardo (2004).

In terms of understanding reading comprehension. Many students had difficultly for understanding various text book which is assume that it is caused by several factors. The first factor is the students' lack of vocabulary mastery. If the students did not have enough vocabulary, it would be difficult for them to comprehend the reading text. The next factor is the students' lack ability of recognizing the grammar because mastering grammar is also an important problem to understand the text, such as; sentence pattern, syntax, and others. Students must be familiar with those terms. Then, the last factor is about students' passiveness toward reading habit. It could be identified from the attitude toward the text they read, such as they were not curious to read and explore more details information from the text.

The problems arise more or less due to the teacher's method of teaching reading in classroom. In a reading class, teachers usually ask the students to read the page by reading it loudly. Then, the teachers explain difficult words if there are any or ask the students to answer certain question which is related to the text. This way of teaching is not interesting to the students. They easily felt bored with reading because the techniques or strategies of teaching reading is not following such kind of interesting reading strategies. As a result, students felt reluctant to read, and even do not understand the text optimally. Those problems above appeared because the teachers do not apply yet the effective reading strategies in order to motivate students to become active and creative in learning reading.

According to Anderson (2008), to make students become active and get involved in reading activities, various reading strategies and exposure to different media are needed because reading with various strategies and media will create students to be critical and became good readers. To solve those reading problems, this study will use certain reading media which is called Graphic Novel and is believed to encounter the reading issues.

A strategy is a method or plan chosen to bring about desired future, such as achievement of a goal or solution to a problem. Strategies should be introduce done two at a time, gradually increasing in number for students that are new to strategy instruction. Many strategies can be applied in teaching reading one of them is Graphic Novel to improve students' Reading Comprehension. In some previous researches, the conclusion stated Graphic Novel has proven to be an effective and helpful media.

Therefore, this Graphic Novel is recommended over other media because it offers several advantages for students as well as teacher. It is contained not only full text but also little illustrations to facilitate students who are more visual to understand the content better, making it easily adaptable to the different goals, background and skill levels of instructor and students. The use media to enhance teaching and learning complements traditional approaches to learning. Effective instruction builds bridges between students' knowledge and the learning objectives of the course. Using media engages students, aids student retentions of knowledge. Motivates interest in the subject matter, and illustrates of many concepts.

Graphic Novel makes the students easy in reading comprehensions in it is also attached with picture. Every student has a different ability in reading. By applying the Graphic Novel media students can improve their ability in understanding reading more. They can be taught, used in meaningful guided practice and try to be better in reading. Most of the students would likely not feel bored and uninterested while teacher teaching a reading subject by using this media.

The effectiveness of Graphic Novel is that it can make students curious to know the story. As a result, the student is expected to reading it enthusiastically. The teacher should be able to create a learning process which develops the ability of creative thinking, objective and logic to the student. Besides, the teacher should use various media to make reading lessons more enjoyable and create pleasant classroom atmosphere.

In order to reach such enjoyable and enthusiastic reading classroom this research focused using Graphic Novel for Improve students' reading comprehension. That is way this study has a title "The Effectiveness of Graphic Novel to Improve Students Reading Comprehension".

1.2 Reason for Choosing Topic

A number of considerations are proposed to the importance of conducting this research, as follows:

a. Reading is one the language skill which should be developed for students within Learning progress. On the other hand, reading has many impacts for student to improve their knowledge. It means that reading skill is the key for students to reach out their learning progress.

b. Graphic Novel is one of way to improve the student's reading skill. Unfortunately, almost all students have not been familiar with Graphic Novel. Hence, students are expected to be curious about Graphic Novel.

c. The result of the study can be mutually beneficial between students and teachers. It means when this topic is done, it is hoped that this method can develop the learning process.

1.3 Research Question

From the background, formulation the statement of the problem is as follows: Is the use of Graphic Novel as Media effective to improve the11[th] grade students' ability of SMAN 2 Semarang in the academic year 2021/2022 in reading comprehension?

1.4 Objective of the Study

The objective of this study is to find out whether or not graphic novel as media is effective to improve 11th students' ability in reading comprehension at SMAN 2 Semarang academic year 2021/2022

1.5 Hypothesis

Hypothesis is a researcher's tentative prediction if the result and research findings. There are two types of hypotheses, firstly, Ho is the hypothesis of choice when there is a little research theoretical support for a hypothesis. Secondly Hi is are search hypothesis states an expected relationship or difference between two variables.

Therefore 2 hypotheses in this research are as follows:

H_0: There is no significant difference in the result of 11th grade students'reading comprehension between students who are taught by using graphic novel, those who are not taught by using it at SMAN 2 Semarang in the academic year of 2021/2022.

H_1: There is a significant difference in the result of 11th grade students' reading comprehension between students who are taught by using graphic novel, those who are not taught by using it at SMAN 2 Semarang in the academic year of 2021/2022.

1.6 Significance of the Study

    a. Pedagogical Significances

The study is expected to have some significances that will be useful for the student, teacher, and researchers, as follows:

        1. Students

It is expected that reading can improve student's reading skill and also reading is not just for the sake of reading but also ways to find out something fun within. One of the ways is in reading the graphic novel in which student can find text as well as illustration in side it.

        2. Teacher

This research will be useful to help teachers to identify common problems in reading skills. In this case, the teacher is expected to be able to provide creative ideas and

various media in the teaching learning process, especially in reading classroom.

3. Researches

For other researches, this study is expected to be reference for conducting for their similar research. Other researches are able to apply this media to another skill e.g., speaking, writing, or vocabulary in teaching English language.

b. Practical Significance

Graphic novels develop and reinforce reading comprehension skills like inferencing, demonstrate punctuation and grammar rules, and explain figurative language.

1.7 Limitation of the Study

To make the problem easy to be discussed deeply, this research will focus the problem into some points as follows:

1. The study was limited to the use of are media which is graphic novel to teach reading skill to the 11th grade at SMAN 2 Semarang in the academic year 2021/2022.

2. The study focuses on the reading skill teaching especially reading comprehension.

1.8 Definition of Key Terms

Reading is one of important element in learning. According to Moss, Lapp, Grant, & Johnson (2015) reading is necessary and comprehending different types of text is crucial to increase reading comprehension and result in higher achievement.

According to Christoper Murray (2019) American and British usage, a type of text combining words and images. Essentially a comic, although the term most commonly refers to a complete story presented as a book rather than a periodical.

1.9 Outline of the Study

The proposal writing consists of three chapters.

Chapter I is Introduction which contains of Background of the Study, Reason for choosing topics, statement of the problem, hypothesis, objective of the study, significant of the study, limitation of the study, definition of the key terms and outline of the study.

Chapter II is Review of Related Literature which consists of Teaching English as a Foreign Language for Students, Principle of Teaching Reading, Review of the Previous Studies.

Chapter III is Research Methodology which covers Research Design, Subject of the Study, Variable of the Study, Instrument for Collecting Data, The Technique of Collecting the Data, Validity of the Study, Reliable of the Study, Procedure Gathering the Data, Data Analysis.

Chapter IV is Description of the Participants, Validity and Reliability of the Instrument, Analysis of Pre-Test, Analysis of Treatment, Analysis of Post-Test,

Discussion of the Research Findings.

Chapter V is about the Conclusion and Suggestion.

CHAPTERII

REVIEW OF RELATED LITERATURE

This chapter discusses Teaching English as a Foreign Language for Students, Teaching Media for Senior High School, Graphic Novel as Media of Teaching and Learning, Principle of Teaching Reading, Review of the previous Studies.

2.1 Teaching English as a Foreign Language for Students

Most people in the world must have Multi-lingual ability to communicate. English is a second language that must be learned during education. On the other hand, education in Indonesia has included English Language as a compulsory curriculum.

Learning a foreign language is not easy as learning a native language. In learning foreign language, it must be faced a learning problem such as structure, accent even vocabulary. Learning a foreign language needs a lot of effort and motivation. Motivation depends on the person who learn. For example, there are people who learning foreign language for work or study abroad and there are people who learn English just because they had an interested.

Learning a foreign language means acquiring new habits. Habits that can develop ability process in the form of words or even thoughts. According to Katie (2018) her stated on her book that "if you establish lots of tiny language learning habits, you won't need to feel highly motivated to do them and over time, you'll find it easy to make sustainable progress toward your language goals" The quote is very clear for students and teacher stop any more attention to how important small

habits is for students to be interested and can achieve goals in "English Reading Comprehension".

In this case, teacher has stake holder for create a comfort situation during their class especially, English Class. There are so many methods for make a student comfort with their class but there are still has a few classes that has affective and innovative during class.

Teaching a foreign language is not easy as imagine, there are so many cases that has to learn such as how to be affective during class? How many ways to teach so that student can understand-able within their English Subject? And so many cases. Teachers are required to has a big innovation for teaching some among students and teacher has a comfort connection and appear a good situation between teacher and students. In this case, there are good impact for students such as, students can understand and has deep passion within learning English Subject.

Teaching a foreign language, it means learning a second language after our mother language. Under my opinion teaching a foreign language would be more effective when we loved first that language. Afterword, it would be easy and fluently for deliver our knowledge into students. The best way to learn the language as it is actually spoken is to put yourself in context with native speakers, and listen carefully to what they say, then note down the natural sentence patterns you hear and given the may our self.

2.1.1English Curriculum for Senior High School

Language learning is expected to help learners know themselves, their culture and the other culture. In addition, language learning helps students to express their ideas, feeling or even participate in society.

Senior high school students are categorized adolescent's period they like to spend time with their friends and hanging around to the place what they like and sometimes, has a feral side on their behavior. However, they have a lot of potential within learning something new such as, English Language.

According to Mulyani (2013) English language curriculum is considered essential to be conducted appropriately and effectively. Curriculum development changes frequently happen in any educational domains. Its changes are often driven by dynamic aspects and political issues like the changes in government structures. Yet, there is also an attempt of the government in order to revise the old curriculum and gain an innovative and appropriate curriculum. Generally, curriculum is seen as the central basis in educational area developing and forming human resources especially learners to be more knowledgeable, skillful, and culturally developed.

Curriculum is a set of plans and arrangements related to the objectives, content and learning materials as well as the tools used to guide the implementation of learning activities in achieving specific educational objectives (UU No. 20 Year 2003).

Curriculum can be a basis for language teachers in developing creative work and ideas about teaching instruction. According to Graves (2008), in the curriculum, there are planning, implementation, and evaluation. To design a curriculum, these

three stages should be passed systematically. In addition, there are stake holders needed to be involved in designing a new curriculum such as government as policy makers, educational experts, politicians, press, local community, parents, principals, teachers, and students.

2.2 Teaching Media for Senior High School

Learning using media is not new in the academic of education there are many teachers who use media in the learning process. Using media for learning process give a good Impact for students such as, students' easily for absorb the topics and material. In addition, teaching media for senior high school has many impacts for students. One of positive impact using Media for teaching are teacher would be easy for explain what material while their teaching.

Media can be reached everything out of the class. There are so many things around the learners that cannot be reached by them, such as: virus, bacteria, etc. To know and see those tiny things, we must use a microscope as a media. We use a picture to present things which cannot be brought into the class room such as: stations, airport, subway etc.

Senior High School are full of teenagers who has a huge passion in their sense, there are huge things that students could be reach and absorb one of them are English. Students in this era has a different perspective. English Language already became popular issue. Senior High School would be known better with in trend and opinion through social media, internet etc. In addition, students not only learning inside of class however students learning everywhere. Therefore, teaching media for Senior High School is not just strict in that way there are a huge thing way for

prove students' passions, skills and thoughts.

2.2.1 Definition of Media

Media are being used to send messages to the students and stimulate them to learn, as Gagneet. al. (1992) defines that media are various components in learners' environment which support the learners learn.

Media is a tool to convey the message from a source who wants to begiven on the target, target is a message recipient. According to Sudjana (2009), the teaching method is a way that teachers use in interaction with students during the lesson. This interaction process will run well if the students are active in following the learning. Therefore, it is necessary for teaching to apply teaching methods that can foster student learning activities. The methods commonly used in learning are lectures, discussions, demonstrations, and so forth.

The use of learning methods cannot stand alone because the media is also required as a tool to convey materials or information to students. Learning media is used as a means of supporting the learning process for learning objectives can be achieved.

Learning media is defined as a tool in the form of physical and non-physical used by teachers in conveying material to students to be more effective and efficient. So that the learning materials more quickly accepted students in act as well as attract students to learn more. (Musfiqon,2012).

Media can be kept the basic, concrete and real concepts of the teaching. Students would be easy for pouring up their thoughts within media. Media could be delivering everything that makes difficult while there is no way for explain even

though, there are a hard thing comes out such us, place, transportation, science things etc. Using media could be makes students more concentrate and has a direction within deliver material.

2.2.2 Kinds of Teaching Media

According to (G.Dirk Mateer,2020) there are some components of media which can be used by the teacher in teaching learning process:

1. Audio Media

2. Visual Media

3. Audio Visual

2.2.3 The Advantages of Media

Media gives positive effects in teaching learning process. It has some advantages. According to Ruis et al (2009) there are some advantages of using media in Teaching Learning Process. Those are:

1. To increase the students' motivation.

2. To avoid the students' bored.

3. To make the students easy to understand the instructional material.

4. To make the teaching learning process more systematic.

5. To achieve the learning goals.

It can say that media are arisen the students' interest, stormed the students' brain to think creatively and concretely within understanding English effectively.

2.3 Graphic Novel as Media of Teaching and Learning

According to (Downey, 2009). Graphic novels may be beneficial in helping to decrease disparities in academic achievement among different races and ages Graphic novels are most likely to be used as a tool for reluctant readers and a motivator for those students who do not enjoy reading (Connors,2015).

Now days students have a different interest within learning way as technology increase, students would be easy for discovered what they interesting. Graphic Novel is an innovation for students within learning English Language especially, reading comprehension. There are so many things out if talking about Reading Comprehension but on the other hand, Graphic Novel is a new way for improve students' capability in their skill of reading comprehension.

Teacher would be easy for applying material due they would like to deliver their material with Graphic Novel. Students would be easy for absorbing the material. In this case, Graphic Novel has various attractive design. Therefore, students can be easy and has a new passion within learning English Language especially, Reading Comprehension.

2.3.1 Definition of Graphic Novels

Cary (2004) stated that "graphic novels span many literary genres and are often full-length books containing many of the literary elements that are found in the traditional text-only books such as novels''. Graphic Novel is an attractive thing that students would be has a new passion within learning English Language especially, Reading Comprehension. Graphic Novel has a huge design and unique rubric so that, students can be attractive and active due class material.

Similarly, Carter (2004) defines it as "a book-length sequential art narrative featuring an anthology style collection of comic art, a collection of reprinted comic book issues comprising a single-story line (or arc) or an original, stand-alone graphic narrative".

Graphic Novel has a thin range, every chapter has different sign and attractive picture so that students can be easy for absorbing. Graphic Novel intended for all students in addition, every student's character would be match and interest with Graphic Novel. In huge fact, Graphic Novel has a particular rule beside the page is a thing Graphic Novel has a strong messages and contents.

2.3.2 Function of Graphic Novel in Teaching Learning

Graphic novels rich in visual media enable students to develop more sophisticated cognitive strategies significant not only for the improvement of reading or writing skills but their overall language competence and intellectual development (Schwartz,2002). Although it is supported by research that graphic novels help students to acquire meta cognitive strategies. Graphic Novels has a few functions those are:

1. Graphic Novel can be solved the lack of the students' experiences.

2. Students has different background such as areas, family. Life, society, economic etc.

3. Graphic Novel can be reached everything out of the class. There are so many things around the students that cannot be reached by them, such as: virus, bacteria etc.

4. GraphicNovelarecreatedthepossibledirectinteractionbetweenlearners   and

their environment.

5. Graphic Novel can be kept the basic, concreate and real concept of the teaching.

6. The students' motivation is a roused by using Graphic Novel in learning.

2.3.3 Advantages of Graphic Novel in Reading Comprehension

According to Hope Lee (2016) there are several Advantages of using Graphic Novel in Reading Comprehension, such as:

1. It makes reading and taking in information a lot quicker. It can be exciting to see the story move along so fast.

2. In a graphic novel, you not only get to read the word son the page, but also the characters faces and body language. I wonder what this would do or helping foster empathy with characters? Especially when you can see them drawn on the page.

3. For all graphic novels, it often be better than the movie.

2.3.4 Disadvantages of Graphic Novel in Reading Comprehension

According Hope Lee who have researched by his Graphic Novel, there are some disadvantages of Graphic Novel used in teaching and learning process, such as:

1. Books give descriptions that can use to create characters and places in mind. Graphic novels don't really give this opportunity.

2. Graphic novels can feel clunky. It just takes time to get used to the way the comic is set out. Colors and outlines of speech bubbles denote who is speaking – narrator, character, etc. They can also denote if something is happening in the future or the past. Getting used to these codes is not always

a simple straight forward task, so it does require some commitment.

3. When reading graphic novels for the first time, it can feel like don't get all the 'inside' jokes. There truly is a world of graphic novels that refers too heir works and authors and artists.

2.3.5 Teaching Graphic Novel in Reading Comprehension

There are a few steps for Teaching Graphic Novel in Reading Comprehension those are:

1. Teacher prepared the Graphic Novel with contain a few pages.

2. Student would like to be able to read Graphic Novel's Format.

3. Vocabulary; student can understand the difficult word and student able to identify the vocabulary form the Graphic Novel.

4. Plot; student able to understand the plot from the Graphic Novel.

5. Reference; the teacher asked students to search reference through the pictures.

6. Synonym/anonym; Student identify the synonym and anonym form the text. Through the Graphic Novel.

7. Student would be able make conclusion from the Graphic Novel.

2.4 Reading Comprehension

Reading is an activity in which reader usually interacts with text in a close situation it would be start from Junior High School up to university level. Miller (1990) has said that "reading is a process of communication of ideas from one person to another through the medium of writing or printing to seek the ideas behind words". It means that reading is a process of understanding the meaning of a text

for readers to get knowledge and new information from what they have read.

Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the view so readers related to the text.

Comprehension is an important aspect to reading. Reading comprehension is basically the essence of the reading process. Snow (2014) has said that reading is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language that consists of three elements: the reader, the text, and the activity or purpose of reading.

In addition, comprehension is the whole of point of reading. Comprehension has a particular rule and involves prior knowledge, knowledge of text structure and an active looking for information. It has meaning that Reading comprehension is the search for meaning, actively using the reader's knowledge of vocabulary including knowledge of col locations and idioms with the text being studied to understand each new thing.

Reasonably, Reading Comprehension a combination of knowledge and previous experience that pouring up into text.

2.5 Kinds of Reading

There are two different kinds of reading. The first one is Extensive Reading and the Second one is Intensive Reading:

- Extensive Reading

  There are different definitions for extensive reading. Hedge (2003) described it as skimming and scanning activities while Hafiz and Tudor (1989 as cited in AL Yousef 2005) expressed those exposing learners to large quantities of meaningful and fascinating materials and activities will have a significant impact on the learners' knowledge of L2. A lot of researchers have shown great interesting extensive reading in the last years.

- Intensive Reading

  In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. The first involves recognition of text organization and this condition involves strategies such as linguistic, schematic, and meta cognitive strategies Hedge (2003).

2.5.1 Purpose of Reading Comprehension

According to William Grebe (2002), purpose for reading of the main ideas and supporting ideas and to relate those main ideas to background knowledge as appropriate:

1. Reading to search for simple information

2. Reading to skim quickly

3. Reading to learn from the text

4. Reading to integrate information

5. Reading to write

6. Reading to critique texts

2.6 Principle of Teaching Reading

Ahmadi and Pour Hossein (2012) stated that learners who learn reading strategies try to recognize the main point of a paragraph, to elaborate unclear words, phrases, or sentences, and to summarize their reading. These strategies aid readers to solve their problems when reading text sand assess their planning and its result students can get a whole of material that teacher deliver within using Graphic Novel.

2.7 Review of the Previous Studies

There are many studies in teaching English, by using various media. This study would refer into some previous studies to support the research. The first Research was conducted by Hüseyin Öz who is an assistant professor of applied linguistics in the Department of Foreign Language Education at Hacettepe University and Emine Efecioğlu is an EFL teacher and she has been working since 2000 at TED Ankara College Foundation Private High School. The title of Journal 'Graphic novels: An alternative approach to teach English as a foreign language'.

The purpose of this study was to explore the role of graphic novels in English language teaching. The subject of this study were International Baccalaureate students(aged15-16) in TED Ankara College Foundation Private High School. The researchers used A questionnaire, semi-structured interview and achievement test (post-test) were employed to gather data from the participants.

The instrument of this study where experimental groups was randomly chosen as they were all confirmed to have a proficiency level of 4(70-84 out of 100) in English. The results further revealed that the students showed more success in the interpretation of the literary devices and techniques.

The next study was conducted by Suriani Mohd Yusof, Zalina Mohd Lazim, Khazriayti Salehuddin from Faculty of Social Sciences & Humanities, Universiti Kebangsaan Malaysia by the tittle 'Teacher Trainees' Perspectives of Teaching Graphic Novels to ESL Primary Schoolers'. The purpose of thisstudywasenhancedourunderstandingontheutilizationofgraphicnovelsfromthe teacher trainees' perceptions in their ESL primary classrooms. The subject of this study was Primary Schools in Malaysia, as a genre to be taught in the Language Arts module of the English language subject in primary schools in 2011.

Therefore, to collect the data were gathered through has et of questionnaires with open ended items which were administered online. The results of this study also shed light on how the pupils perceive graphic novels and the potential problems the pupils may face in understanding the text if they fail to pay attention to both the visual and verbal elements.

The third study was conducted by Bret Ginsberg from Nova Southeastern University. The purpose of this study was to explore the perceptions of teachers in a suburban private school. The titled of the third journal was ''Teachers' Perceptions of the Use of Graphic Novels to Teach Reluctant Readers'' The subject at Florida serving prekindergarten through Grade 8 regarding the use of graphic novels to increase student motivation to read.

The research design used to help determine how the inclusion of graphic novels could benefit struggling and reluctant readers. The scope of the qualitative study was to understand the teachers' perceptions of the use of graphic novels in the classes. The result of this study Graphic novels could help reluctant readers by offering an alternative to those students who struggle to read traditional novels. Moreover, those three journals have a correlation for this research of advancing students' reading comprehension, even though a few of the using different media, meanwhile this final project uses Graphic Novel as the media to teaching reading comprehension for students. Furthermore, those three journals have an equality to others, in terms for improving students' reading comprehension by using graphic novel. The result from those journals research had been successfully improved their participants' achievement. However, the differences of those journals and this research method and the number of samples used in the research.

Inconclusion, since those three previous researched are related to this research and used as supporting literature, therefore, it can be said that this research is valid to be conducted to figure out further finding on education field.

CHAPTER III

REASEARCH METHOD

This chapter presents the research method. Which covers Research Design, Subject of the Study, Variable of the Study, Instrument for Collecting Data, The Technique of Collecting the Data, Validity of the Study, Reliable of the Study, Procedure Gathering the Data, Data Analysis.

3.1 Research Design

Research design is a way used to conduct research. In this study, the design was quantitative research method. Quantitative method means for testing objective theories by examining among relationship and variables in which these variables, measured typically on instrument. So that, numbered data analyzed using statistical procedures. Crasswell (2008) stated that the final study of quantitative report has a set structure consisting of introduction, literature and theory, methods, results, and discussions.

In this study, quantitative approach used in a form of experiment research. Airasian (2008) defined; there are three kinds of experimental design; pre-experimental design, true experimental design, and quasi experimental design.

This research will be more quasi experimental design with 2 groups pre and posttest design. The 2 group in this quasi-experimental design consist of an experimental group which is designed only to teach students' reading comprehension by using graphic novel of the text as experimental group, the group of sample test to measure the effect that students got after treatment. While another group namely control groups which has no treatment at all but also get the pre and

post-test. Further, the research design is pre-test, post-test, non-equivalent group design chosen in this quasi-experimental design. Therefore, the design of this study is adopted from Cosswell (1994) and has formula as follows:

Table 0of Research Design

Group A	O1	$\times$ O2
Group B	O3	O4

Whereas:

Group A	: Experimental Group
Group B	: Control Group
O1 and O2	: Pre-test
X	: Treatment using Graphic Novel of the text for Experimental
O3 and O4	: Post-test

3.2 Subject of the Study

The subject of this study will be the XI grade student of SMAN 2 Semarang. The school is located in Jl. Sendangguwo Baru No. 1 Gemah, Semarang, Indonesia, 50191, Central Java.

3.2.1 Population

Airasian (2000) said that population is defined as the group interest to the writer, the group to which she or he would like to the result of the study which can be generalized or is about the extent to which the result of one study can be applied to another situation.

3.2.2 Sample

Airasian (2000) stated that sample is the process of selecting a number of individuals for a study such a way that they represent the larger group from which they were selected. Sample is a part of population, sometime the number of populations is too big, thus it is out of the reach and limitation of power and time, it is impossible to research all of the population.

In this study, the technique sampling which is selected in this study is purposive sampling. Purposive sampling is the way of determining the subject based on the specific purpose. It is chosen by considering teacher's perspective class which selected to be sample. The sample is only 50 students consists of two classes an experiment class and a control class of tenth grade students of SMA Negeri 2 Semarang in the academic year 2021/2022.

3.3 Variables of the Study

Arikunto (2006) stated that experimental have one fundamental idea behind them, to test the effect of one or more independent variables on dependent variable it is possible have more than one depends variable in experiments. This study has two variables: independent and dependent variable. Brown (2004) stated that dependent and independent variable as follows:

1. Independent Variables

   Independent's variable is variable selected by the study to determine its effect on or relationship with its dependent variable. Independent variable in this study is the effect of using graphic novel as a teaching reading media.

2. Dependent Variables

Dependent variable is variable which focuses on another variable which is act if there is any relationship. Dependent variable in this study is students' reading comprehension.

3.4 Instrument of the Study

According to Arikunto (2006), instrument is a tool use by a writer in collecting data in order to case the data process. To collect the data, this study will use a test as an instrument. By using instrument, the data is easier to process. This study used a test as an instrument to collect data.

The instrument for collecting data in this study used a test in the form of pre and post-test. Pre-test is held before the treatment. This test has purpose is to know the ability of students before the treatment. While post-test is test which held after the treatment and has purpose to know whether the treatment is success or not.

3.5 The Technique of Collecting the Data

In this study, collecting data as an important role. Good and bad the data depends on the data collection instrument. The method of scoring technique data for this research used testing. Firstly, the teacher collecting the students' score to measure the students' achievement in pre- test and post-test of both classes experimental and control class. And then, the teacher will use rubric assessment of reading rubric to measure students' capability in reading. According to Miswardi (2000) capability level of students can be seen in the following tab

Table 3.2 of Grade and Criteria of Master

Grade	Criteria of Master
90 – 100	Excellent
80 – 90	Very good
70 – 80	Good
60 – 70	Fair
50 – 60	Poor
Less than 50	Very Poor

Reading score of the pre-test and post-test in the experimental and control class is gained from three categories of reading assessment rubrics. The range of each category score 0-5. The students' score gets from the sum of the total score of the category multiplied by 100 and divided by the total of category lists or maximum score. The total score is calculated by using formula from Miswardi (2000).

$$TS = \frac{SC}{MS} \times 100$$

Where:

TS   : Total Score

SC   : Students' Score

(100) : Perfect Score

MS   : Maximum score of the categorized

3.5.1 Pre-test

Pre-test is conducted to know the students' ability in reading comprehension and to find out initial differences between the experimental group and control group in reading comprehension skill before receiving the treatment.

Pre-test held in both experimental and control group. The test is about the reading comprehension consists 25 multiple choices. The pre- test taken from the material about reading comprehension. The students are asked to do the test in 25 Minutes.

3.5.2 Treatment

After giving the pre-test to the students, the next step then giving treatment procedure. Treatment in this study is teaching reading by using graphic novel Instruction of the Text for strategy. It was given to the experimental group (X.2) for two meetings, while the control group (X.1) was taught by using conventional textbook. The duration of every meeting was similar to the duration of English Teaching in SMA Negeri 2 Semarang which is 2×45 minutes.

3.5.3 Post-test

Post-test is conducted to find out the students' progress in reading comprehension. This study gave the post-test for both of experimental and control group. The post-test procedure is similar with pre-test procedure. The question is the same with pre-test, only the arrangement numbers which are jumbled. the post-test is held in both experimental and control group. The post-test consists of 25 items of multiple choices test. From the result of the post-test, it was known whether or not the treatment is successful to improve students' achievement in reading comprehension.

3.6 Validity of the Test

Arikunto (2006) stated that the validity is measurement that indicates by validity of research instrument. The function of validity is to determine the test whether the test is suitable or not to measure what supposed to be measured.

This study used content validity. Airasian (2000) stated that there is no formula of contents validity which could be computed and there is no way to compute and to express quantitatively. However, content validity is a certain instrument to measure the ability of the text by expert judgement. The rubric for expert judgement is attached is the attachment.

3.7 Reliability of the Test

In this study, reliability is a measure of consistency over time and over similar samples. A reliable instrument for a piece of research would be yield similar data from similar respondent over time. Airasian (2000) defines that reliability is the degree to which a test consistently measures whatever it is measuring. In other word, a test is called reliable where is shows the quality of consistency of the result or measurement. This study used inter rater as the reliability of the research in which there are 2 raters involved in this study.

3.8 Procedure Gathering Data

The procedures to conduct this research can be seen in the following points:

1. Asking permission to the headmaster and English teacher of SMA Negeri 2 Semarang to carry out the study.

2. Choosing the population of the study which is the tenth grade of SMA Negeri 2 Semarang.

3. Taking two groups from the population as experimental group and control group.

4. Conducting pre-test.

5. Conducting the experiment.

6. Collecting the answers of post-test and giving a score

7. Analyzing data.

3.9 Data Analysis

After collecting the data from pre-test, post-test and treatment the next step is analyzing the data by processing them statistically. The data is analyzed and proceed by using statistic computation through SPSS (Statistic Package for the Social Science) Program. The statistical computation is used to analyze the data of two groups. The objective of the study is to compare meaning of the two groups of score.

This research used SPSS for windows release version 22.0 to determine the hypothesis and standard normally. In addition, the criteria of hypothesis are:

- If sig (2-tailed) > 0.05 it means that H0 will be rejected and H1 is accepted.

- If sig (2-tailed) < 0.0 it means that H0 will be accepted and H1 is rejected.

In the last part, this research found the result of the significant differences between control and the experimental class and proved whether graphic novel is effective or not as an alternative media in reading comprehension.

CHAPTER IV

FINDING AND DISCUSSION

This chapter is consisted of Description of School's Profile, Description of Participants, Validity and Reliability of the Instrument, Analysis of Pre-test, Analysis of Treatment, Analysis of Post-test, and Discussion of the Research Findings.

4.1 Description of School's Profile

SMA N 2 Semarang is one of Senior High School is Semarang that has a good reputation. SMA N 2 Semarang is located on Jl. Sendangguwo Baru No.1 Pedurungan – Semarang. The quality of school is good which has an accreditation from BAN (Badan Akreditasi Nasional). Therefore, SMA N 2 Semarang is one of the best Senior High School in Central Java, it proved that this school is reliable in managing education services and completely offering the best hard and soft skill.

The headmaster of SMA N 2 Semarang is Drs. Yuwana, M.Kom. This school has 102 teachers and staffs. In addition, SMA N 2 Semarang has a few organizations for offering students skill such as SMANDA Security Army, Scouts, SMANDA Movie Society, Volley Ball, Traditional Dance, English Conversation Club, Bonjour Cheers Amis, Choir and one of them is English Club.

SMA N 2 Semarang provides 2 majors including XI MIPA and XI IPS for each grade. There are 40, 1 Library, Computer, Biology, Chemistry and Psyche Laboratory. The teacher of this school has a good skill and degree, in consequent the teachers capable for applying and get to close with students in effective way.

Furthermore, SMA N 2 Semarang serve a good and health environment,

especially due this Pandemic COVID-19 this school has a strict and safety protocol for straightforward students, teacher and staffs healthier. In this case, between students, teacher and staffs has sense of welcoming for each guest visits the school.

4.2 Description of the Participants

The participants of the study were the eleventh graders of SMA N 2 Semarang. This study took three classes as participants. They were XI MIPA 4 as try-out class, XI MIPA 3 as control class, XI MIPA 1 as experimental class. They were non randomly taken, but based on the English teacher suggestion.

Table 4.1 of the Students Total Number

Class	Group	Male	Female	Total
XI MIPA 3	Control	**22**	**14**	**36**
XI MIPA 1	Experimental	**10**	**26**	**36**
Total				**72**

From the table 4.1, it is revealed that total of respondent in control group 36 students, which consist of 22 males and 14 females and for respondent of experiment group consist of 10 males and 26 females. In addition, the total respondent were 72 students.

4.3 Validity and Reliability of the Instrument

An effective test supposed to full fill some qualities include validity and reliability. The test is valid if it measures what it intends to measure and the test is reliable if it measures consistently.

4.3.1 Validity

The instrument validation of this study was based on the content and face validity. This validity was assessed thorough the professional judgement of the content and appearance of the test. Moreover, the test content was suitable with the syllabus and clearly identified in appropriateness what would be measured. approval of the English teacher was also asked to validate the instrument test that was used in this study.

The rubric validation from the English teacher and lecturer can be seen in appendix 3. This study which used graphic novel has been supposed to be comprehended by eleventh graders.

4.3.2 Reliability

This study used inter-rater reliability to guarantee the reliability of the test, to avoid the subjectivity of the researcher and to check the ability of students. There were two judges who gave the score which are the English teacher and I am as the researcher. The test was held via online due the Pandemic Covid-19 in Google meet as the try out Group. It consists of 36 students. Below the result of Inter-rater reliability:

4.2 Table Inter-Reliability

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.467	.456	3

Based on the table above, it has appearance that the inter-rater reliability correlation was 0.467. It can be concluded that the score of the first correlates with the second rater, so it could be said that the test is reliable. The detail can be seen in appendix 7

4.4 Analysis of Pre-Test

A pre-test was given before conducting the experimental treatment. The pre-test aims to measure the students' ability in reading comprehension of graphic novel. The pre-test was conducted on 28th – 29thof September 2021.

The test is in a form of reading test. Both experimental and control class had a same instruction which had been tested its validity and reliability beforehand. Pre-test was conducted to measure students' ability in reading comprehension before they get the treatments. Two classes were tested in different times and then the students were asked to read a graphic novel text based on one of the graphic novels played before hand. The times allocation was 30 minutes. And after getting the result, the score was tabulated into the following criteria:

Table 4.3

The Level Ability of the Control and Experimental Group in Pre-Test

Group	Grade	Number of the Students
Control	Excellent	0
	Very Good	5
	Good	12
	Fair	4
	Poor	7
Experimental	Excellent	0
	Very Good	7
	Good	16
	Fair	5
	Poor	9

4.4.1 Pre-Test Standard Normality

After getting pre-test data of control and experimental class. It was important to analyze the normality of the data. The data can be said normal both control and experimental class data have significant above 5% or 0.05 of Kolmogorov-Smirnov Test from SPSS program. The result was appears as follows:

Table 4.4 of Normality Pre-Test

One-Sample Kolmogorov-Smirnov Test

		Pre-test Control	Pre-test Experiment
N		36	36
Normal Parameters^a	Mean	**80.03**	**68.03**
	Std. Deviation	19.332	12.664
Most Extreme Differences	Absolute	.260	.210
	Positive	.155	.210
	Negative	-.260	-.143
Kolmogorov-Smirnov Z		1.559	1.261
Asymp. Sig. (2-tailed)		.015	.083

a. Test distribution is Normal.

Based on the table above Kolmogorov-Smirnov test score of control group was 1.559 with Sig. (2-tailed) .015> 0.05, whereas Kolmogorov-Smirnov Test score of experimental groups was 1.261 with Sig. (2-tailed) .083> 0.05. It means that both of the samples based on experimental and control class were totally normal. The curves of result's data are as follows:

Figure 0.1 The Histogram of the Pre-Test Score in Control Group
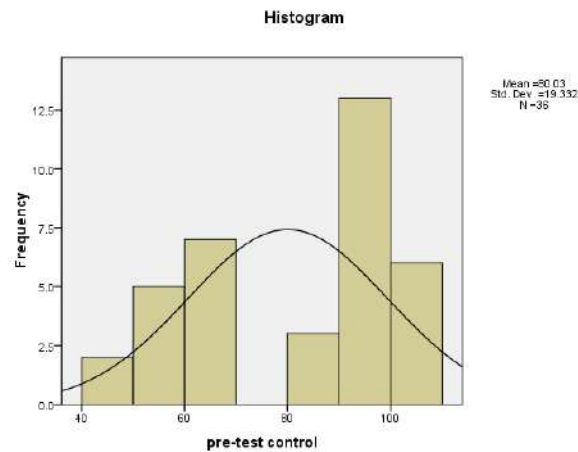
Figure 0.2The Histogram of the Pre-Test Score in Experimental Group
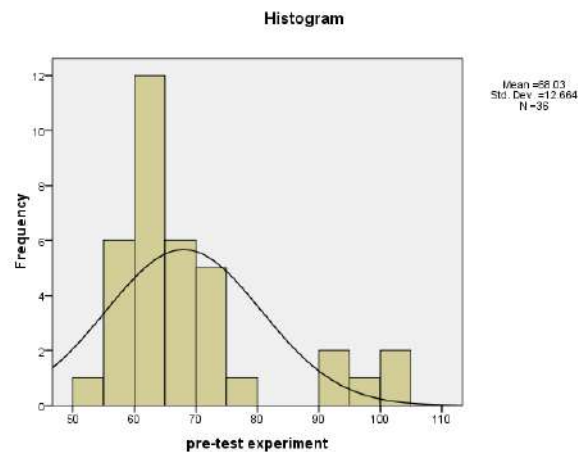
4.4.2 Pre-Test Standard Homogeneity

After checked the normality of pre-test data, the homogeneity was then checked. Homogeneity analysis was done by using Levene's Test which was used to analyze the variance pre-test data of both the experimental and control class. It tested by whether they were homogeneous or heterogeneous. The probability of this

were:

H0: if Sig. (2-tailed) > 0.05, the variance of two data were same and homogeneous

Ha: if Sig. (2-tailed) < 0.05, the variance of two data were different and heterogeneous

Table 4.5 of Homogeneity of Pre-Test

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.436	1	70	.511

Based on the table above it showed that the homogeneity test score using Levene Statistic was 1.436 with Sig. $0.511 > 0.05$. it means that both experimental and control group have homogeneous variance.

Table 4.6 Independent Sample test of Pre-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper
	Equal variances assumed	.436	.511	-1.362	70	.177	-4.083	2.997	-10.061	1.894
	Equal variances not assumed			-1.362	67.772	.178	-4.083	2.997	-10.065	1.898

In addition, Independent Sample Test of Pre-test showed that Sig (2-tailed) was $0.177 > 0.05$. It means that there was no significant difference between the mean score of experimental group and control group in pre-test. Therefore, it was

needed to do the treatment.

4.5 Analysis of Treatment

The research starts from 15th September – 29th September 2021. There were two classes used for this study, those are XI MIPA 1 as the experimental class and XI MIPA 3 as the control class. In this study, one class which is experimental class XI MIPA 1 was given the treatment and I was acted as the teacher within learning process. In doing research, the learning process was done through online learning process, I was using Google meeting to give the treatment and for the test I was using WhatsApp Group.

This experimental treatment was implemented in 3 meetings. The first meeting was held on 27th September 2021. The objectives of this meeting were to make students able to identify and analyze synonym, antonym, topic sentences, main idea and 5W+1H of reading comprehension using graphic novel as media. To begin with learning process first thing first, teacher did brainstorm to students about graphic novel. After that, a graphic novel under by title "The Little Prince" was shared to students and each student is required to read 1 chapter. In the end of learning process, the teacher reviewed and evaluated the lesson. In this first treatment, students have a good interested with using graphic novel for their study reading comprehension.

The second meeting was conducted on 28th September 2021. The target of this meeting was to make students understand to analyze the topic sentences, main idea and finding the antonym and synonym from what they had to read at previous meeting. After that, students asked to express their understanding of the chapter

they have read before. Students were very enthusiastic to discuss and finding the new vocabularies from the graphic novel. In the end of learning process, teacher reviewed and evaluated the learning.

The last meeting was conducted on 29th September 2021. In this meeting the material which had been taught to students about reading comprehension were discussed and reviewed again. Then, students have to explain what they have learned from the graphic novel. After that, students have to finding and read a wise word and quotation from the graphic novel. In a short, students have to express what their perspective about what they have learned while their read "The Little Prince". Students looked totally focused in the discussion, they asked and answer actively. After that, students have to read and analyze again about main idea, topic sentences, synonym antonym and references. In the end of learning process, teacher reviewed and concluded the lesson.

4.6 Analysis of Post-Test

A post-test was given after conducting the experimental treatment. The post-test aims to measure the students' ability within reading comprehension after they were treated by using graphic novel media. The post test was held on 28th – 29th of September 2021 for experimental group.

The test implemented by using worksheet via Google forms. Both experimental and control class had a same instruction which had been tested its validity and reliability beforehand. The time allocation was 30 minutes. And after getting the result, the score can be seen directly through Google forms and the score was tabulated into the following criteria:

Table 4.7

The Level Ability of the Control and Experimental Group in Post-test

Group	Grade	Number of the Students
Control	Excellent	0
	Very Good	2
	Good	20
	Fair	9
	Poor	3
Experimental	Excellent	0
	Very Good	3
	Good	18
	Fair	7
	Poor	12

4.6.1 Post-Test Standard Normality

After getting post-test data of control and experimental class, it was important to analyze the normality of the data. The data can be said normal when both control and experimental class data have significant above 5% or 0.05 of Kolmogorov-Smirnov Test form SPSS program. The result was shown as follows:

Table 4.8 Post-Test Standard Normality

One-Sample Kolmogorov-Smirnov Test

		post-test control	post-test experiment
N		36	36
Normal Parameters[a]	Mean	**6.44**	**76.03**
	Std. Deviation	2.990	11.274
Most Extreme Differences	Absolute	.220	.342
	Positive	.196	.342
	Negative	-.220	-.213
Kolmogorov-Smirnov Z		1.322	2.055
Asymp. Sig. (2-tailed)		.061	.000

Based on the table 4.7 Kolmogorov-Smirnov test score of control group was 1.322 with Sig. (2-tailed) .061> 0.05, while Kolmogorov-Smirnov Test score of

experimental groups was 2.055 with Sig. (2-tailed) .000> 0.05. It means that both

of the samples based on experimental and control class were totally. Normal. The

curves of result's data are as follows:

Figure 0.3The Histogram of the Post-Test score in Control Group

post-test control
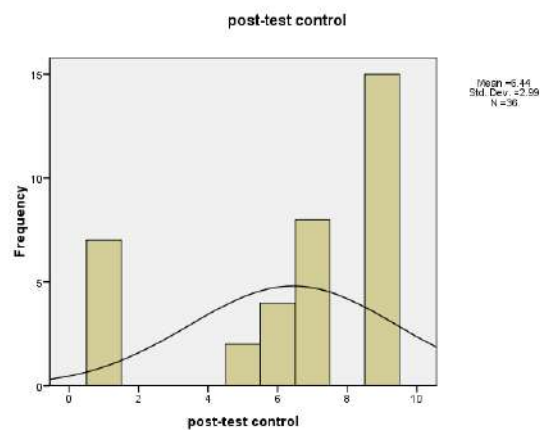
Figure 0.4 The Histogram of the Post-Test score in Experimental Group

post-test experiment
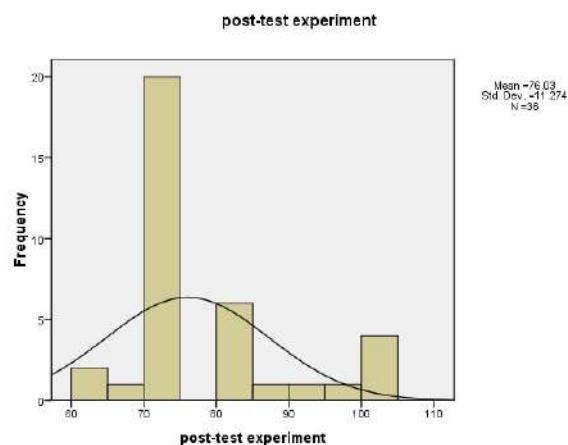
4.6.2 Post-Test Standard Homogeneity

After checked the normality of post-test data, the homogeneity was then

checked. Homogeneity analysis was done by using Levene's Test which was used

to analyze the variance post-test data of both the experimental and control class. It

tested by weather they were homogeneous or heterogeneous. The probability of this were:

H0   : id Sig. (2-tailed) > 0.05, the variance of two data were same and homogeneous

Ha   : if Sig. (2-tailed) < 0.05, the variance of two data were different and heterogeneous

Table 4.9 of Homogeneity of Post-Test

Test of Homogeneity of Variances

English Study

Levene Statistic	df1	df2	Sig.
15.383	1	70	.052

Based on the table above it showed that the homogeneity test score using Levene Statistic was 15.383 with Sig. 0.052> 0.05. it means that both experimental and control group have homogeneous variance.

Table 4.10 Descriptive Statistic of Post-Test

English Study	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Control	36	**84.03**	16.600	2.767	78.41	89.64	50	100
Experiment	36	**76.03**	11.274	1.879	72.21	79.84	60	100
Total	72	80.03	14.654	1.727	76.58	83.47	50	100

The table above showed that the mean score of control group was 84.03, despite the mean score of experimental groups was 76.03. It means that the ability of the control group was higher than that experimental group.

Table 4.11

Independent Sample Test of Post-Test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	15.383	.000	2.392	70	.000	8.000	3.344	1.330	14.670
Equal variances not assumed			2.392	61.624	.020	8.000	3.344	1.314	14.686

In addition, table above Independent Sample Test of Post-test showed that Sig. (2-tailed) was 0.00<0.05. It means that H0 was rejected Ha was accepted. Then, it can be concluded that graphic novel as media is effective to teach reading comprehension.

4.7 Discussion of the Research Findings

The purpose of doing the test was to know the effectiveness of using graphic novel to improve students' reading comprehension for eleventh grade of SMA N 2 Semarang in the academic year 2021/2022.

The average score of the pre-test in control group was 80.03 and experimental group was 68.03. Then, it could be concluded that the ability of control group was higher more than, experimental group. Beside that for the average of post-test the control group got 6.44 and the experimental group 76.03 In addition, the control group has decrease between pre-test and post-test while, the experimental class has increased between pre-test and post-test.

The post-test result showed that the Sig. (2-tailed) was 00.00 < 0.05, which mean that H0 was rejected and Ha was accepted. In could be concluded that graphic novel can be effective to improve students' ability in reading comprehension. Moreover, there were a few students who interested using graphic novel to improve their reading skill and a few students enthusiastic learning using graphic novel to improve their reading comprehension. Graphic Novel could be stimulated to improves student's reading skill by explore their ideas, give a valuable perspective and creativities.

In addition, graphic novel could be influence students to be interested in reading comprehension and for reaching up an alternative method while teaching and learning especially, in reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is about Conclusion of this study and Suggestion based on the result of the experimental study.

5.1 Conclusion

According to the result of chapter IV, this study has gained some conclusion. Based on the statistical analysis of the data, the students' mastery of narrative text using silent movies a teaching medium improved after the treatment was given.

It was supported by the differences in result of the average of the score of post-tests between the control group and experimental group. The average score of the experimental group was 76.03 and the average score of control group was 6.44 which means, the average of experimental group higher than, control group and has specific increased. Moreover, Sig. (2-tailed) showed $0.00 < 0.05$ which means that H0 was rejected and Ha was accepted whereas teaching reading comprehension by using graphic novel in the experimental group influenced students' ability and it considered effective to improve reading comprehension.

It could be concluded that using graphic novel as media to teach reading comprehension is effective. Therefore, graphic novel as media is effective to teach reading comprehension and could be help to improve students' ability in reading comprehension at eleventh graders of SMA N 2 Semarang in the academic year 2021/2022.

5.2 Suggestion

Based on the conclusion above, there are some suggestions for students, teacher and the next researchers.

1. For Students

   In this era students would be easy for absorb everything from Internet and students would be easy for study-independent by their gadget then, one of the ideas for improving students' ability in their reading is Graphic Novel that could be easy for read via electronic book and full of picture that makes students more interesting.

2. For teachers

   The teachers should be realized that Graphic Novel can be used alternative media to improve their students' reading comprehension ability therefore, teachers have an obligation for obey and consideration the ideas or giving any references for students' reading one of the ways is Graphic Novel that has benefitable sense for students' lesson and learn.

3. For next researcher

   It is suggested that the next researcher can also use Graphic Novel as teaching media to improve other skills like writing and speaking as well as other text type beside reading comprehension. Besides that, researcher could be improving any ideas within using Graphic Novel. One of them, to declare that there is something easier within reading is using Graphic Novel more interesting and attractive.

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APPENDICES

APPENDIX 1. Permission Latter

YAYASAN BADAN WAKAF SULTAN AGUNG
UNIVERSITAS ISLAM SULTAN AGUNG (UNISSULA)
Jl. Raya Kaligawe Km.4 Semarang 50112 Telp.(024) 6583584 (8 Sal) Fax.(024) 6582455
email: informasi@unissula.ac.id   web : www.unissula.ac.id

FAKULTAS BAHASA DAN ILMU KOMUNIKASI   **Bismillah Membangun Generasi Khaira Ummah**

Nomor : 086/D.1/FBIK/IX/2021   Semarang, 13 Shafar   1443 H
Lamp. : 1 (satu) berkas   20 September   2021 M
Hal   : Permohonan Izin Mengadakan Penelitian

Yth. Drs. Yuwana, M.Kom.
Kepala Sekolah SMA Negeri 2 Semarang
Jl. Sendangguwo Baru I, Gemah, Kec. Pedurungan,
Kota Semarang, Jawa Tengah 50191

Assalamu'alaikum wr. wb.
Dengan ini kami menyampaikan bahwa dalam rangka penulisan skripsi/ tugas akhir di
Fakultas Bahasa dan Ilmu Komunikasi UNISSULA, mahasiswa kami:

Nama   : Bernan Sibgotallah Rabbani
NIM   : 31801700008
Program Studi   : Strata 1 Pendidikan Bahasa Inggris

bermaksud mengadakan penelitian dengan judul :
"The Effectivenes of Using Graphic Novel as A Media to Improve
Reading Comprehension"

dengan Dosen Pembimbing   : Nani Hidayati, S.Pd.., M.Pd.
(NIK. 210809016)

Untuk itu dengan segala hormat dan kerendahan hati, kami bermaksud memohon kepada
Bapak untuk bersedia menerima dan mengijinkan mahasiswa kami tersebut di atas untuk
melakukan penelitian di tempat yang Bapak pimpin.

Demikian permohonan kami untuk dapat kiranya dikabulkan, atas kerjasama dan perkenan
yang diberikan, kami ucapkan terima kasih.
Wassalamu'alaikum wr. wb.

Dekan FBIK

Kurniawan Yudhi Nugroho, S.Pd., M.Pd.
NIK. 210813021

Tembusan:
1. Yang bersangkutan
2. Arsip

APPENDIX 2. Approval Letter

APPROVAL LETTER

All of the question of this research is made by the study with approval of

the English Teacher of SMA N 2 Semarang.

Submitted by:

Bernan Sibgotallah Robbani

31801700008

Semarang, September 2021

Approved by.

Umi Maftukhah, S.Pd.

NIP.3374106805700002

Checklist Validation Rubric

A. Instruction

Fill the blank column bellow according to your opinion! Checklist with alphabet. A. for Very Good // B. for Good // C. for Less

B. Scoring Aspect

Scoring aspect	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	26	17	18	19	20
1.Question Match																				
2.The material asked is in accordance with competence																				
3.The answer choices are homogeneous and logical in terms of Material.																				
Scoring aspect	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**31**	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
4.The subject matter is formulated briefly, clearly,																				

and firmly.																							
5.The subject matter is free from statements that are double negative.																							
6. Using language that is in accordance with the rules Indonesian.																							

Conclusion:
Based on this research, please provide your conclusion by circling one of the numbers in accordance with your opinion.
1. Valid to be tested without revision.
2. Valid to be tested with revisions and suggestions.
3. Not valid or yet to be tested.

Semarang, 26 September 2020
Validator

Umi Maftukhah, S.Pd.
NIP.3374106805700002

Checklist Validation Rubric

C. Instruction

Fill the blank column bellow according to your opinion! Checklist with alphabet A. for Very Good // B. for Good // C. for Less

D. Scoring Aspect

Scoring aspect	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	26	17	18	19	20
1.Question Match																				
2.The material asked is in accordance with competence																				
3.The answer choices are homogeneous and logical in terms of Material.																				
Scoring aspect	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**31**	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
4.The subject matter is formulated briefly, clearly, and firmly.																				
5.The subject matter is free																				

from statements that are double negative.																						
6. Using language that is in accordance with the rules Indonesian.																						

Conclusion:
Based on this research, please provide your conclusion by circling one of the numbers in accordance with your opinion.
1. Valid to be tested without revision.
2. Valid to be tested with revisions and suggestions.
3. Not valid or yet to be tested.

Semarang, 26 September 2020
Validator

Nani Hidayati, S.Pd., M.Pd.
NIK. 210809016

jjj

WORKSHEET

A. Read the instruction carefully

1. Pray before doing test!
2. Write your complete name and class in answer sheet
3. No cheating!
4. Collect the answer sheet after you have done
5. Your answer would evaluate based how many the right answer

Score: $TS - \frac{SC}{MS} \times 100$

6. The allocated time for doing the test is 30 Minutes.

Choose the right answer by crossing (X) A, B, C, or D on your answer sheet.

Read and analyse! This text for no. 1-2

A guy drives into a ditch, but luckily, a farmer is there to help. He hitches his horse, Buddy, up to the car and yells, "Pull, Nellie, pull!" Buddy doesn't move. "Pull, Buster, pull!" Buddy doesn't budge. "Pull, Coco, pull!" Nothing. Then the farmer says, "Pull, Buddy, pull!" And the horse drags the car out of the ditch. Curious, the motorist asks the farmer why he kept calling his horse by the wrong name. "Buddy's blind," said the farmer. "And if he thought he was the only one pulling, he wouldn't even try."

Source by. SOAL BAHASA INGGRIS READING COMPREHENSION(kaoskakipink.blogspot.com)

1. How many names di the farmer have to call before the horse puled the car out of the ditch?
   a. 3 names
   b. 4 names
   c. 5 names
   d. 6 names
2. The humorous point of the text is that the horse relied on its hearing to?
   a. To push the car
   b. To help the farmer
   c. To assist the boy
   d. To obey commands

Read and analyse! This text for No. 3-5
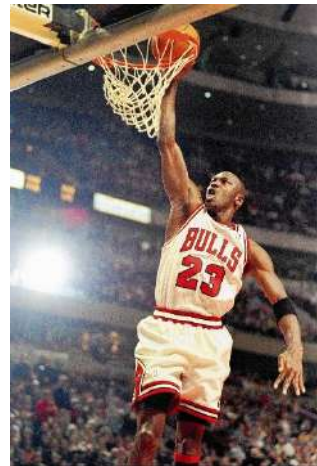
ct-xpm-2014-05-09-chi-michael-jordan-the 1

Michael Jordan has played for the Chicago Bulls for years, and everyone cheers for him. Fans have filled the seats at the United Centre ever since he led the team to six NBA championships, and many have watched each of his games on TV. Therefore, it is no wonder that he has attracted such admiration and fame. Jordan possesses all the qualities of an athletic superstar: extraordinary attractiveness, incredible physical talent, and exemplary character.

First of all, Jordan is a fine physical specimen of a man. He is not only handsome, but he has a magnificent

body on his six-and-one-half-foot frame. He always shaves his hair, which seems to symbolize his commitment to the game. With his broad and rippling muscle, he looks strong and formidable in his number 23 jersey.

Second, Jordan is a talented athlete who has developed a game of speed, agility, and intelligence. He quickly dodges the opposing teams defines and makes spectacular shots, sometimes as he falls away from the basket, other times when he drives toward it.

As a result, he always scores a lot of points, which makes him the top scorer on the Bulls and also within the rest of the NBA. Most amazing of all are his "Air Jordan" moves, which rely on agility and leaping ability.

He jumps up in the air and can stay there for a long time before coming down. He is also smart, and as the team captain he tries to keep his teammates as disciplined as he is on the court. Without Michael Jordan, the Chicago Bulls would not be where they are today.
Source by. [Michael Jordan | PDF | Nba Finals | Chicago Bulls](#)

3. One of Jordan's most spectacular abilities is his?
   a. Quick action
   b. Jumping movement
   c. Shooting skill
   d. Ball dribbling
4. He was appointed captain due to several reasons, one of which is?
   a. His being a model character
   b. His being a top scorer
   c. His speedy movement
   d. His discipline on the court
5. It can be implied from the text that Michael Jordan is?
   a. a basketball legend
   b. a very discipline

c. his club's most reliable player
d. NBA's most feared player

Read and analyse! This text for No. 6-7

A hare was very popular with the other beasts who all claimed to be her friend. But one day she heard the hounds approaching and hoped to escape them with the help of her many friends. "What are friends for," she asked herself, "if not to help out in time of need?" Furthermore, most of her friends were big and brave, so at least one should be able to help.

First, she went to the horse, and asked him to carry her away from the hounds on his back. But he declined, stating that he had important work to do for his master." I feel sure," he said, "that all your other friends will come to your assistance."

She then applied to the bull, and hoped that he would repeal the hounds with his horns. The bull replied: "I am very sorry, but I have an appointment with a lady. However, I feel sure that our friend the goat will do what you want." The goat, however, feared that his back might be harmed if he took her upon it.

The ram, he felt sure, was the proper friend to apply to. So, she went to the ram and told him the case. The ram replied: "Another time, my dear friend. I do not like to interfere on the present occasion, as hounds have been known to eat sheep as well as hares." The hare then applied, as a last hope, to the calf, who regretted that he was unable to help her.

He did not like to take the responsibility upon himself, as so many older persons had declined the task. By this time the hounds were quite near, so the hare had to take to her heels. Luckily, she escaped.
Source by. [The Hare With Many Friends - Fables of](#)

6. The hare was confident she would find a friend to held for all the following reasons except:
   a. She knew she was popular
   b. She assumed friends were there to help
   c. Most of her friends were big and strong
   d. Her friends had promised help whenever she needed it
7. A suitable moral for this story would be?
   a. A friend in need is a friend indeed
   b. Never rely on your friends in a time of crisis
   c. Popularity does not mean friendship
   d. Friendship does not exist among animals

8. *"He was **morose** man, so people tended to avoid him"*
   The word "**morose**" in this sentence means?
   a. Large
   b. Cheerful
   c. Idiotic
   d. Sullen
   e. None of these

Read and analyse! This text for No. 9-10

The debate on whether Australia will have a nation-wide carbon trading scheme ended last week with the government committed to a national emissions scheme from 2012. However, the decision making as to how we power the economy in a carbon constrained world is only just beginning.

Fossil fuels like coal and oil have underpinned our economic growth and standard of living for decades. The current resources boom is there because other countries want our fossil fuels, and for all these reasons it is profitable to keep mining them.

Ironically, the income may help develop the technologies to replace them, but it is a matter of which and when. Almost certainly, in the race to reduce emissions, new technologies such as solar, wind and geothermal (heat from rocks) power will compete against gas, clean coal and perhaps nuclear energy to win the hearts and minds of the business world.

In the end, business will favour whatever is a cheap, abundant and reliable solution. You can imagine the lobbying that will ensue from the different interest groups, to attract business capital and government support so that their technology wins out. There may be many collapsed ventures and lost fortunes along the way.

9. Fossil fuels will be in demand for some time yet because:
   a. We have no other options
   b. They are plentiful and cheap in Australia
   c. Our wealth and lifestyle are at present depend on them
   d. A and B together
   e. B and C together
10. In the writer's view 'there may be many collapsed ventures' along the way because:
    a. Cheaper fossil fuels will continue to be used for a long time
    b. Business will favour existing sources, rather that undergoing expensive change
    c. Carbon emission rules will cripple new energy sources
    d. Do all the options will be adopted, so the cheaper

and more efficient will survive

Read and analyse! This text for No. 11-12

Until widespread clearing of land began after 1861, the Tweed Valley, from the beach dunes to the mountains, was covered by dense wetland forests and rainforest. The rainforest had plenty of red cedar, which grew along the river banks and over the floodplains and foothills. Some of these trees were huge, up to sixty metres tall and as much as two thousand years old. Cedar was highly valued for its light weight, rich pink to red colours and interesting grain patterns.

The tall trees provided magnificent lengths for the mills. Much early Australian furniture was made from cedar. The timber of the Tweed Valley was felled close to the river banks and then was tied and floated downstream to the river mouth for shipping to the big cities. The river provided the only means of removing the timber, because the felled trees were so bulky. By the 1870s, the cedar industry was in decline.

Land cleared for farming was on the increase and easily obtainable, and large cedar trees were becoming scarce. It was purely an extractive industry, which put nothing back. Given that many original trees were thousands of years old, it would have been hundreds of years before the plantings could have been harvested in any case.

Source by. the Tweed Valley Until widespread clearing of land began after 1861, the Tweed Valley,

11. Tweed Valley cedar was valued in colonial Australia for all the following reasons **except:**

a. The trees were easy to fell and remove
b. The timber was sought after for furniture making
c. The timber was light in weight
d. The timber was prized for its colour and grain variations

12. Which of the following can we say caused the decline of the clear industry?
a. Clearing for farming land was reducing the rainforest
b. Suitable trees closer the river grew scarce
c. Felled trees were not replaced
d. A and B together

Read and analyse the text below!

My friends, like myself, have been **skirting** this **danger** for a long time, without ever knowing it; and so, it is for them that I have worked so hard over this drawing. The lesson which I pass on by this means is worth all the **trouble** it has cost me.

13. What the synonym of "**skirting**"?
a. Edge
b. Low
c. Near
d. Below

14. What the synonym of "**danger**"?
a. Hazard
b. Watchout
c. Neglect
d. Squirt

15. What the synonym of "**trouble**"?
a. Difficult
b. Problem
c. Matter
d. Bad

Read and analyse the short text below!

The **shrub** soon stopped **growing**, and began to get ready to produce a flower. The little prince, who was present at the first appearance of a huge bud, felt at once that some sort of **miraculous** apparition must **emerge** from it. But the flower was not **satisfied** to complete the preparations for her beauty in the **shelter** of her green **chamber**.

16. What's the meaning of "**shrub**"?
    a. Large plant that is smaller than a tree and that has several stems of wood coming from the ground.
    b. a living thing that grows in the earth and usually has a [stem](#), leaves and roots, especially one that is smaller than a tree or bush
    c. the world; the planet that we live on
    d. the main long, thin part of a plant above the ground from which the leaves or flowers grow; a smaller part that grows from this and supports flowers or leaves
17. What the synonym of "**Growing**"
    a. Developing
    b. Demanding
    c. Dividing
    d. Resuming
18. What's the synonym of "**satisfied**"
    a. Contented
    b. Concerned
    c. Bushed
    d. Arranged

19. What's the meaning of "**Miraculous**"?
    a. like a [miracle](#); completely unexpected and very lucky
    b. The secret power of appearing to make impossible things happen by saying special words or doing special things
    c. the ability to control people or things
    d. an act or event that does not follow the laws of nature and is believed to be caused by God
20. What's the synonym of "**emerge**"?
    a. Appear
    b. Loafer
    c. Murderer
    d. Divider
21. What's the meaning of "**shelter**"?
    a. the fact of having a place to live or stay, considered as a basic human need
    b. a particular position, point or area
    c. part of a place, town, etc., or a region of a country or the world
    d. a large area of land, usually without exact limits or borders
22. What's the meaning of "**chamber**"?
    a. a hall in a public building that is used for formal meetings
    b. a structure such as a house or school that has a roof and walls
    c. the way in which the parts of something are connected together, arranged or organized; a particular arrangement of parts

d. to plan or organize something in advance

Read and analyse! This text for No. 23-27

https://www.bing.com/images/search?view= 1
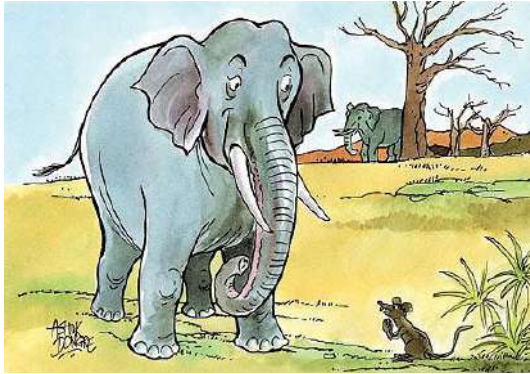
The Rats and The Elephants

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so, the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

Source by. narrative text – English Fisabilillah (wordpress.com)

23. What type of text is the above text? It is?
    a. A narrative text
    b. A description text
    c. A recount text
    d. An anecdote text
24. What destroyed the homes of all rats?
    a. A group of mice did
    b. The hunter did
    c. Elephant-hunter did
    d. A group of elephants did
25. What helped the elephant's herd free?
    a. the elephant-hunter did
    b. the hunters did
    c. the trapped elephants did
    d. entire group of rats did
26. What is generic structure of *"once upon a time there lived a group of mice under a tree in peace"*?
    a. Identification
    b. Orientation
    c. Complication
    d. Resolution
27. At the end of the story, how was the elephant's herd?
    a. Angry
    b. Sad
    c. Happy
    d. Dead

Read and analyse! This text for No. 28-31

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I've tasted in all my life. **Come down and try it yourself.**

"The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well.

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turns to him and said, "if you only had thought carefully about getting out, you wouldn't have jumped into the well." The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

28. The text tells the story of?
    a. a fox
    b. a goat
    c. a fox and a goat
    d. the goat and an old man
29. What do we learn from the text?
    a. The fox's idea of how to get out of the well
    b. How the fox helped the goat
    c. How both the goat and the fox got out of the well
    d. Why the fox got into the well
30. "The goat did as he was asked ...."What does the above sentence mean?
    a. The goat drank enough and looked around**.**
    b. The goat came down to the well and drank.
    c. The goat called out loudly after the fox got out.
    d. The goat waited someone who might help him.
31. **"Come down and try it yourself."**(Paragraph 1). The bold word refers to?
    a. a well
    b. a fox
    c. Life
    d. Water

Read and analyse! This text for No. 32-35

In one sense, the New Deal merely introduced social and economic reforms familiar to many Europeans for more than a generation. Moreover, the New Deal represented the culmination of a long-range trend toward **abandonment** of "Laissez-faire" **capitalism**, going back to the regulation of the railroads in the 1880s, and the flood of state and national reform legislation introduced in the Progressive era of Theodore Roosevelt and Woodrow Wilson.

32. The New Deal pre-dated social and economic reform in Europe.
    a. True
    b. False
    c. Both of are correct
    d. None of these
33. The New Deal represented a commitment to traditional "Laissez-faire" capitalism
    a. True
    b. False
    c. Both of are correct
    d. None of these
34. What's the synonym of "**abandonment**"?
    a. Dereliction
    b. Divided
    c. Development
    d. Demonstration
35. What's the meaning of "**capitalism**"?
    a. an economic system in which a country's businesses and industry are controlled and run for profit by private owners rather than by the government
    b. an organized set of ideas or theories or a particular way of doing something
    c. a plan, thought or suggestion, especially about what to do in a particular situation
    d. to have or take control of the largest part of something so that other people are prevented from sharing it.

Read and analyse! This text for no. 36-37

One day an old lion realized that he was too tired and too weak to look for food because of age. Unfortunately, he approached his nest and knew that he would die soon. He stopped at the entrance, panted, and spoke in a low, gentle voice to the group of wolves that walked through the nest at that moment. He told them about his poor condition.

Soon news of lion's disease spread in the forest and caused great concern for other wild animals. The animals feel sorry for paying their last respects.

The old lion was very happy. When every animal enters a nest and it's within reach, the lion overturns it and makes it feed. The lion soon became fat

The fox came very early in the morning. He also came to pay his respects. The fox, famous for its intelligence and intelligence, approached the lion's lair very carefully. Standing some distance away, he politely asked about the health of the lion and asked if he felt better.

My friend," said the lion, "you? I can hardly see you. You are very far away. Please come closer and whisper a few words in my ear to cheer me up because I haven't lived long.

Meanwhile, the fox watched the floor in front of the lion's room. In the welding he looked up and left. He said, "Sorry if I didn't stay because I felt very uncomfortable seeing a lot of footprints that lead to your workplace, but

Source by. Soal Bahasa Inggris Kelas 11 SMA-SMK-MA-STM, PG/Essay 2021 (materibelajar.co.id)

36. Why does the lion hunt day end?
    a. Animals know about lion disease
    b. There is no more animal's hunt
    c. Wolves always defeat lions
    d. Lions grow older and weaker
37. These words support the view of the lion's sad code, **except?**
    a. Age
    b. Too tired and weak

    c.   Approaching the hive

    d.   Difficulty breathing

38. Old lions are very happy. It means?

    a.   Many animals visit the lion out of pity

    b.   A lion doesn't have to look for food

    c.   The lion gets fat

    d.   The lion is hopeless

39. The trail tells us that …

    a.   Pack the wolf through the lion room

    b.   So many animals pay their respect to the old lion

    c.   Animals that the enter, the cave do not let me live

    d.   Lions get better and healthier

40. How lions and foxes are like?

    a.   Lions and foxes are equally respectable

    b.   The lion and the fox are as strong

    c.   Lions and foxes are smart bastard

    d.   The lion and the fox are both honest

APPENDIX 5. STUDENTS' SCORE OF CONTROL CLASS

STUDENTS' SCORE OF CONTROL CLASS

NAMA	PRE-TEST	POST-TES
AGUNG ZANUAR MUSTOFA	68	70
AGUS RIYADI	58	60
AISYAH NUR AZIZAH	92	97
AMANDA VALENTINA TOTI	44	50
ARDISA DIAN ANJANI	100	100
ARKAAN FADHIL SINATRYA	96	97
AULIA MARGANI SAFITRI	96	97
DHIMAS DWI HARTANTO	84	90
ERIKA DEWI RAHMAWATI	60	65
FABITA PUTRI ISMAURA	100	100
HIDAYAH FAIZ WIBOWO	96	90
HILDA ZIDNA ILMAN N	96	97
IKA RIHMA WIJAYANTI	92	99
ILHAM ALDO A	44	50
ILHAM DWI CAHYO	84	90
JASMINE ADJANI	92	95
MAUDY WAHYU SAFITRI	60	70
MEIRITA AYU ANGGRAINI	92	95
MUHAMAD DWI SAPUTRA	88	90
MUHAMMAD AQIL ROSYIED	96	90
MUHAMMAD FAUZAN PUTRA ADHITYA	100	100
MUHAMMAD RAFA ADI HERMAWAN	56	60
MUZAKIYAH RAMADHANI	60	70
NADIA AGUSTINA INDRIANI	96	100
NAFI DHAFIN FAZA MAWARDI	92	98
NAJWA MEUTIA SAVITRI	92	98
NARDINIA DZAKYYAH MUSLIH	56	70
QUTFATUL AZHARI	64	70
RICHA RAHMA ARDIYANTI	50	60
RIFQI ABDILLAH	100	100
SALSABILLA	96	97
SHAULA NOVA AFIANA	100	100
SHINTA AULIDAFITRI ZULFANA	60	70
SITI FATKU ROHMAH	56	70
VIRAGITA DESY NATALIA RIZKY	100	100
YUSUF SAGERI	65	70

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APPENDIX 6. STUDENTS' SCORE OF EXPERIMENTAL CLASS

STUDENTS SCORE OF EXPERIMENTAL CLASS

NAMA	PRE-TEST	POST-TEST
AHMAD HIKMAL ZANOVELLO	56	70
AISYAH MALIKHAH SHABIRA	52	60
AJENG AYU ANGGAINI	76	70
ANDREW SATRIO ANUGERAH SEJATI	56	80
ANNISA ALYA RAMADHANI	100	100
ARTIKA FITRIANA DEVI	64	70
ARYASATYA YUSUF WIRYAWAN	96	96
CEICILIA LARSIWI ANGGITA	60	70
DHIYA ULHAQ KHOIRUNNISA	68	70
ELIZA EKA FEBRIANA	67	70
EUGENIA BERLYN ADIWIDYARTANTO	68	70
FALAHAFIZH RAZZAQI VIO ALDIRA	70	80
FARADILA DEVI WULANDARI	72	80
FARREL AMADEO M	60	70
FELICIA ELSA ANNARIA J T	60	70
HELENA BEATRIS GUMOLUNG	56	60
HERNA ANGGIANI	72	80
IHZA FERDINA	56	90
IRAWAN JAYA NEGARA	56	70
IRYANTI PUTRI DEVITASARI WIDAGDA	68	80
KARINA MARGARETA	60	70
KINANTI AYU SEKAR A	70	86
MARGARETHA AJENG NARESWARI	64	70
MUHAMMAD DAFFA MAHRAN	68	70
MUHAMMAD DAFFA MAHRAN	64	70
NABILLA LUTFI FITRIA	92	100
NATHANIA FLORENCIA ADIARTO	68	70
NAYLA MAYASARAH IZZATI	56	70
NEVRITA NATASYA PUTRIANA	64	70
RACHENDA GOSYEN NADINDRA MAHADAYA	64	70
ROSA MYSTICA LUNA BERTHA	64	70
SADITHA VANIA JUSTININGRUM	100	100
SYEFINA RIFA' MAHESWARI	72	80
TIARANISA RAHMA	60	70
VANDEGA AROZAN MUSHOLINE	90	100
ZAHRA SEPTYA PERMATASARI	60	65

APPENDIX 7. STUDENTS'S SCORE OF TRY-OUT CLASS

STUDENTS SCORE OF TRY-OUT CLASS

NAMA	TRY-OUT
ADHYATMA PUTRA RAJENDRA	75
AKMAL FAUZI RAHMAN	55
ALAWI MUHAMMAD ILMI	62
ALIQA IMTANIA KHALISHA	34
ANNISA PUTRI SARASWATI	53
ARA FISKHA DIMA	86
ARIO DAMAR MAULANA	52
AULIA PRISCA HERNANDA	69
BINTANG MAHAWIRA SANDYA PRASETYO	59
HASNA ULAYYA WIDAYAT	61
IKHSAN WAHYU AQILLA	59
IMMANUEL OKKY KURNIAWAM	59
ISYA MAHERA	46
KARINA SIFA QOTRUNADA	66
KEYSHA PUTRI CECILIA	70
LAILI IFTINANNIDA WIBOWO	63
LEMBAYUNG INDONESIA OENTORO PUTRI	94
MARSHA KANAIYA AGUSTIN PUTRI	56
MEKAR HANNY YONATHAN A	82
MERDEKA DEWA	85
MOHAMMAD IKSAN	50
NAILA SHOFA A.	50
NAJWA KAYLA PRIYANDANI	52
NAUFAL HAFISH ASA PUTRA	97
NAYLA EKA SAFITRI	72
NURSAIDA ALISSA FIRDAUS	68
RADINKA ZAHRA ZURAFA	59
RAHELA PUTRI ISNAYYARA	62
RAIHANDHIKA DAVIN RIZALDY	59
RAMA ARIFTA YAFI	59
RIKO PANJAITAN	50
ROFINA RIMA PERMATASARI	59
SOFIE RAHMADHITA ERSAPUTRI	59
SURYA NATANEGARA	59
SYAFIQ MAULANA	84
TIARA OKTAVERINA SIH WULANDARI	50

APPENDIX 8. DOCUMENTATIONS