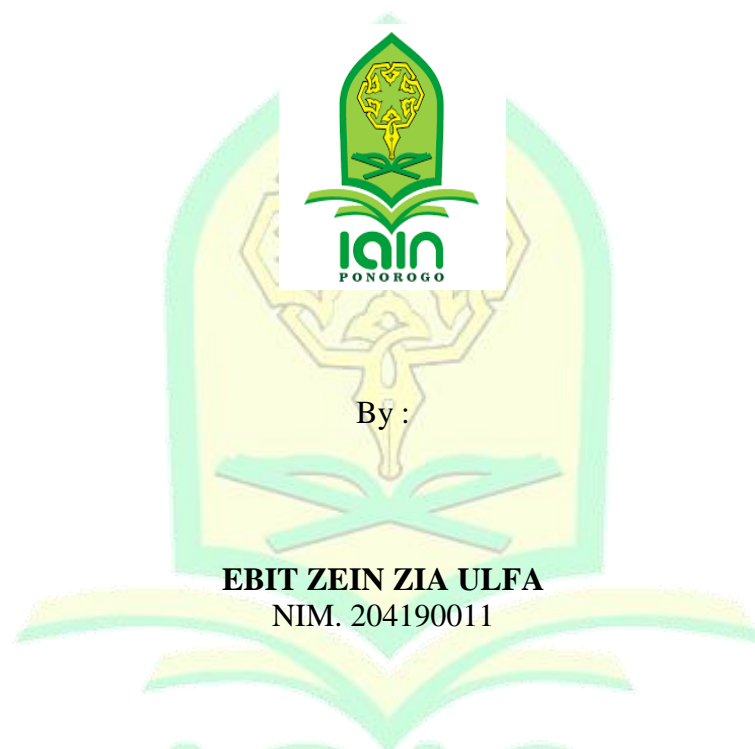


**THE EFFECTIVENESS OF “MANGA” TOWARDS STUDENTS
READING COMPREHENSION AT SMAN 1 SAMBIT
PONOROGO**

THESIS



By :

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2023

ABSTRACT

Ulfa, Ebit Zein Zia. 2023. The Use Of “Manga” to Improve Students Reading Comprehension at SMAN 1 Sambit. Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor : Wiwin Widyawati M. Hum.

Key Word: Manga, Reading Comprehension, Narrative Text, student’s score

Reading comprehension is one of the most important skill in English learning. Mastering reading comprehension in learning helps students build a good understanding in learning material as well as developing other skill such as writing. Manga is one of many kinds of available learning media today especially for reading. As learning media in reading, manga offers a range of reading levels and genres, allowing educators to cater to diverse learners.

The purpose of this research is to examine whether there is a significant difference between students’ reading comprehension between who were taught by Manga as learning media and those who were not taughtby Manga as learning media at SMAN 1 Sambit.

This studies applied quantitative approach and used the quasi experimental design. This research, used two classes as experimental group and control group. The population were taken from the tenth grade students at SMAN 1 Sambit. The number of sample in this research were 28 students of experimental group and control group. Researcher collected the data by using test technique. Researcher analyzed the data used t-test formula to know whether there was significant difference on students’ reading comprehension between who were taught by Manga as learning media and those who were not taughtby Manga as learning media

The results of the research showed that the value of t-test between student’s reading comprehension between who are taught by Manga as learning media and those who are not taughtby Manga as learning media is 11.335. The results of computation using t-table formula of 5% signification level is 2.004. The t-test was higher thant-table, so that H_a is accepted and H_0 is rejected.



APPROVAL SHEET

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Date : 1st November 2023

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Pendidikan on :

Day : Thursday
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Ponorogo : 9th November 2023

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I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted title assessment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere

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Thank you for your attention to this matter

Ponorogo, 29 september 2023
Sincerely,



[Ebit Zein Zia Ulfa]

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Ponorogo, 10 Desember 2023

Penulis,



Ebit Zein Zia Ulfa

CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

The development of technology and media evolved along with the era of society in various aspects of life and society such as education. The development in teaching indirectly pushes educators to be more creative. Teacher competencies and skills must be improved to adapt along with the development of technologies. The development of education can be seen with the renewal of curriculum, for example, the renewal from curriculum 13 (K13) to Merdeka Belajar. The Merdeka Belajar curriculum is a curriculum with various intra-curricular learning where the content will be more optimal so that students have enough time to deepen their concepts and strengthen competence. In the learning process, the teacher has the flexibility to choose more variety of learning tools so that learning can be applied to the learning needs and interests of students. This project does not aim to achieve certain learning achievement targets, so it is not tied to subject content. Applying the Merdeka Belajar Curriculum in various school institutions starting from elementary school to high school, proves the teacher is required to utilize technology in learning activities with the learners.

One of the goals of education is to achieve good learning effectiveness. In this regard, teachers have to do many things as an educator. With the use of technology as a learning media, the teacher is expected to create an appropriate learning environment with an enjoyable atmosphere for the students Harmer states that the teachers need to make an interesting class¹. Utilizing technology to access various media in the learning process will be very useful to solve the problems that are faced in learning and make the learning process more attractive and innovative so the students can become increasingly passionate about learning and avoid the monotonous.

Media is anything that can be used to transfer messages that can stimulate the mind, feelings, attention, and the willingness of students to study. Media is a tool that is used by teachers to deliver the material. Teachers should use interesting media in the teaching-learning process so the students can give good attention to the materials as well as the teacher.

Nowadays many kinds of learning models and media are increasingly available. The development of technology helps teachers access more learning media. Various kinds of teaching learning media make the teacher have many choices in choosing learning media and models that are certainly adjusted to the expected learning objectives. A good utilization of media makes learning more effective, and efficient and gives students

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman Publishing, 1996), p. 54.

more learning experience². Media also can support students in achieving previously established educational goals. One of the examples of viable learning media is manga.

Manga is one of many kinds of viable learning media today, especially for reading. Manga itself is an original Japanese comic most manga conform to a style developed in Japan in the late 19th century³, and the form has a long history in earlier Japanese art⁴. The term manga is used in Japan to refer to both comics and cartooning. Outside of Japan, the word is typically used to refer to comics originally published in the country. Nowadays, with the increasing availability of digital manga platforms and online resources, educators have access to a vast collection of manga titles for educational purposes.

As learning media in reading, manga offers a range of reading levels and genres, allowing educators to cater to diverse learners. Students with reading difficulties or English language learners can benefit from manga's visual support, as it helps scaffold their understanding of the text. Manga's inclusion of diverse characters and storylines also promotes representation and inclusivity in the classroom. Manga's sequential panel

² Sadiman, A.S., Rahardjo, R., Haryono, A. (Eds.). *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta: Rajawali Pers.2011.

³ Lent, John A. *Illustrating Asia: Comics, Humor Magazines, and Picture Books*. Honolulu, Hawaii: University of Hawaii Press.2001. ISBN 978-0-8248-2471-6.

⁴ Ito, Kinko. "A history of manga in the context of Japanese culture and society". *The Journal of Popular Culture*.2005. 38 (3): 456–475. doi:10.1111/j.0022-3840.2005.00123.

structure encourages sequential thinking and enhances students' understanding of cause-and-effect relationships, timelines, and storylines. The visual flow of panels helps students grasp the progression of events and concepts, promoting critical thinking and logical reasoning skills.

Manga can be a valuable tool for language learning. For students studying a foreign language, manga provides authentic and contextualized language use, colloquial expressions, and cultural references. It helps develop vocabulary, reading fluency, and comprehension skills in a fun and engaging way.

Teaching and learning using comic or Manga media has been applied in several countries, such as Japan. To support the existence of cartoons and comics in Japan itself, Japan has also established a faculty that deepens the field of cartoons and comics⁵. Comic-shaped textbooks are an effective educational tool to arouse the enthusiasm for learning and motivation to read students. Manga's visual storytelling format captures students' attention and engages them in the learning process. The combination of expressive illustrations, character designs, and panel layouts makes complex concepts more accessible and memorable. Visual elements help stimulate students' imagination, making abstract or

⁵ Wakhyudin, H., & Permatasari, R. R. N. Pengembangan Media Komik Misugi Anaya Pembelajaran IPA Kelas III Materi Sumber Energi dan Kegunaannya. PSEJ (PANCASAKTI SCIENCE EDUCATION JOURNAL).2017. 2(2), 98 – 103.
<https://doi.org/https://doi.org/10.24905/psej.v2i2.743>

challenging topics easier to comprehend. It is in line with the statement expressed by Luawo and Nugrogo that comic media has a function in fostering reading interest in students⁶.

Based on the researcher's observation when doing The Internship activity (Magang 2) in SMA Negeri 1 Sambit, the students' reading motivation was below expectation. As we know reading is very important in English learning which every student in the class is expected to acquire. Reading, arguably the most essential skill for success in all educational contexts remains a skill of paramount importance as we create an assessment of general language ability⁷. Reading comprehension itself is a process by students to build an understanding of the meaning of a reading text, who then students can create meaning of themselves by their understanding from the text. So, reading comprehension is an important skill to get a good understanding of the content or learning materials.

When the teacher asked students to read the passage that was already given before, the students still did not fully understand what is the passage about. Furthermore, the teacher tried to give the students more time to think and asked again about the content of the passage but still none of the students gave an appropriate answer. It can be seen that the students did not

⁶ Luawo, M. I. R., & Nugroho, I. T. (2018). Media Komik untuk Mengembangkan Pemahaman Kemandirian Emosional Siswa Kelas XI SMA Negeri 111 Jakarta. *Insight: Jurnal Bimbingan Dan Konseling*. 2018. 7(2), 121 – 132.
<https://doi.org/https://doi.org/10.21009/Insight.072.01>

⁷ H Douglas Brown, *Language Assessment Principle, and Class Room Practices*, (New York: Longman, 2004), 185.

comprehend the passage quite well. Another difficulty is that most of the students do not get used to reading, when the teacher gives a long text as learning materials, the students seem pessimist and lazy before trying to read the text. It happens to be because the students are lacking interest in the reading material which leads to their motivation to read can be decreased, the lack of vocabulary also becomes one of many factors the students face.

Based on the explanation above, it is important to take a consideration to solve the problem and to help students to improve and gain achievement in reading comprehension. The teaching method of the teacher is one of the essential elements in achieving the aims of the learning process. Some teaching methods, strategies, or media have been used to make students interested in learning English. One of the interesting media that can be used to gain students' comprehension in reading is Manga. The reason why the researcher chooses to use manga as the learning media because Manga is available reading medium in English learning. Moreover, based on the observation, manga and anime are very popular among students nowadays especially at SMAN 1 Sambit. Therefore, the researcher decided to take a quantitative research studies entitled "The Effectiveness Of "Manga" towards Students Reading Comprehension at SMAN 1 Sambit".

B. IDENTIFICATION OF THE PROBLEM

Most of the students in the tenth graders of the SMAN 1 Sambit have difficulties in Reading comprehension. Students tend to use Google Translate to do their work. When students were asked to do the Reading task without the help of Google Translate, the students found a lot of difficulties with the meaning of the text, what the text wanted to tell and the information contained in the text. This situation happened because, in the middle of junior school the students were in online classes because of the COVID-19 pandemic. Teachers can't observe the students when work on the tasks. Furthermore, in the reading, students lack of motivation to read something because some students are bored with the usual learning materials and the text is too long.

C. LIMITATION OF THE STUDY

This study only focused on the effect of the use of Manga as learning media to improve students' reading comprehension in narrative text. In this case, researchers selected SMA Negeri 1 Sambit as the research population and the sample is the two classes from X IPS A and X IPS B. Data collection was carried out in a quasi-experimental group and using the pre-test and post-test as the instruments.

D. RESEARCH QUESTION

The research question in this study which should be answered according to the background of this research is: Is there any significant difference in reading comprehension between students who are taught using “Manga” as the learning media and those who are not?

E. RESEARCH OBJECTIVE

The main objective of this research is based on the research problem is to find out that by the use of “Manga” as learning media can improve students’ reading comprehension in descriptive text for tenth graders students at SMA Negeri 1 Sambit.

F. SIGNIFICANCE OF THE RESEARCH

1. Theoretical significant

The research result of this study expected to provide information of manga improve students’ reading comprehension in narrative text for tenth graders students at SMA Negeri 1 Sambit.

2. Practical significant

a. For the students

The result of this research is expected to be able to support tenth grade students in SMA Negeri 1 Sambit that the use of Manga as learning media can makes reading comprehension in narrative text learning more effective, fun and meaningful.

b. For the teachers

The result of this research is expected to be able to inform the teacher in SMA Negeri 1 Sambit Ponorogo that the use Manga as learning media of reading comprehension in narrative text makes the listening learning more effective.

c. For the next researchers

The result of this research is expected to be able to provide the information for the next researcher that it can be reference about research is the use of Manga to improve students reading comprehension in narrative text.

G. ORGANIZATION OF THE THESIS

The researcher develops this thesis in five chapters, these chapters are related one to another.

The organizations of thesis are:

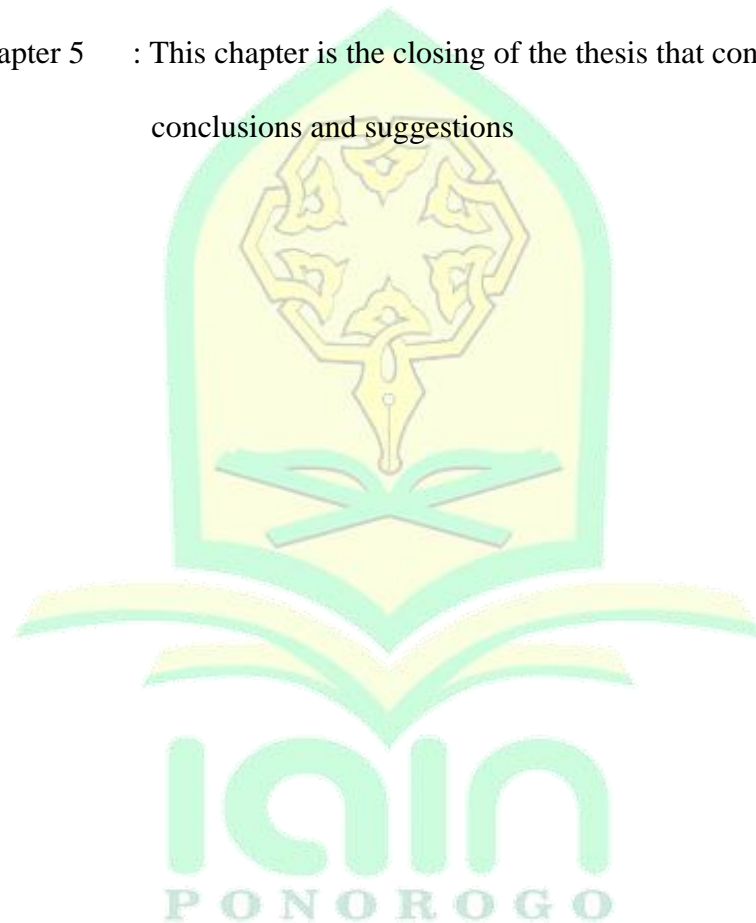
Chapter 1 : This chapter is a general description and the core of the thesis. The first chapter consists of background of the study, limitations and statement of the problem, objective and significance of the study, and organization of the thesis.

Chapter 2 : This chapter consist review of related literature of the reading, reading comprehension, the manga\

Chapter 3 : This Chapter is about the methodology of the research that consists of research design, population, samples, data collection instruments, data collection techniques, and data analysis techniques.

Chapter 4 : This chapter contains finding and discussion of the research

Chapter 5 : This chapter is the closing of the thesis that consist of conclusions and suggestions



CHAPTER II

REVIEW OF RELATED LITERATURE

A. THEORETICAL FRAMEWORK

1. Teaching English as a Foreign Language (TEFL)

a. Definition of TEFL

Teaching English as a Foreign language, or TEFL, as it's most commonly referred, involves teaching English as a foreign language in countries where English is not the primary language. English as a Foreign Language is part of the educational curriculum, particularly in state schools. In Indonesia, English is a compulsory subject in senior and junior high schools. In the lower levels, such as in elementary schools and in kindergarten, English is not a compulsory subject; it can be taught to the students as the local content subject (muatan lokal).⁸

b. Language Teaching Methodology

In language teaching methodology, It's vital to define concepts like approach, method, and technique in language teaching methodology. This is owing to the fact that many of us may be unfamiliar with those terms, whether they are synonyms or not. Andi Susilo stated that approach is viewed as an overall theory about learning language, which then lends itself to "approaching" language teaching and learning in a

⁸ Lusi Nurhayati, Nuri Supriyanti, and Anita Triastuti, Teaching English as Foreign Language Methodology (Universitas Negeri Yogyakarta, 2008). 3

certain manner. A method is often viewed as a series of procedures or activities used to teach language in a certain way. Moreover, a technique is usually seen as one activity or procedure used within a plan for teaching.⁹ According to Richard and Rodgers, a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure.¹⁰

The teacher should know exactly what his students are expected to achieve in learning his subject, what changes he can bring about in his pupils at the end of the course, at the year term, month, week, and each particular lesson, i.e., he should know the aims and objectives of foreign language teaching in schools. Some English teaching methods are described below¹¹:

1) Grammar translation method

Around the turn-of-the century, language students often translated cumbersome volumes from Classical Greek or Latin into English via this approach. It consisted mainly of exhaustive use of dictionaries, explanations of grammatical rules (in English), some sample sentences, and exercise drills to practice the new structures.

Little opportunity for real second-language acquisition existed then.

⁹ Andi Susilo, Teaching English As a Foreign Language (Tefl) I (Students ' Text Book) (ponorogo: State Islamic College Ponorogo, 2012)2.

¹⁰ Jack C Richards and Theodore S Rodgers, Approaches and Methods in Language Teaching, The Korean Language in America (Cambridge: Cambridge University Press, 2016)22.

¹¹ Yuyu Heryatun, Methodology Of Tefl, ed. Tatu Siti Rohbiah (Banten: media madani, 2020).

2) The direct method

This method presented discussion in the target language as the major priority. Reference to English equivalents became discouraged. Grammar learning became inductive in nature without overt explanations given the pupil. Teacher/student interaction became fuller, guessing of context or content, completing fill-ins, and doing “cloze” exercises were the order of the day. Accuracy in pronunciation and oral expression became vital. Examples to be followed became the main intention.

3) The audio-lingual method

With the advent and popularity of audio tapes, this approach ushered in the first recordings wherein the language learner could actually hear and mimic native speakers on reel-to-reel audio tapes, often used with earphones in a language lab setting. Lessons often began with a sample dialogue to be recited and memorized. This was followed up with substitution pattern and saturation drills in which the grammatical structure previously introduced was reinforced, with emphasis given to rapid fire student response. Repetition, substitution, transformation, and translation became the order of the day. This method was strongly influenced by B.F. Skinner's behaviorist view toward learning which favored habit-

forming drill techniques. Unfortunately, most students couldn't transfer these dialogues into their own real-life experiences

4) Communicative language teaching

Communicative Language Teaching originally developed by Tracy Terrell and Stephen Krashen, this acquisition-focused approach sees communicative competence progressing through three stages: (a) aural comprehension, (b) early speech production, and (c) speech activities, all fostering "natural" language acquisition, much as a child would learn his/her native tongue. Following an initial "silent period", comprehension should precede production in speech, as the latter should be allowed to emerge in natural stages or progressions. Lowering of the Affective Filter is of paramount importance. Only the target language is used in class now, introducing the "total immersion" concept for the very first time, with auditory input for the student becoming paramount. Errors in speech are not corrected aloud. Now enters the era of glossy textbooks, replete with cultural vignettes, glossaries, vocabulary lists, and glazed photographs. A deliberate, conscious approach to the study of grammar is considered to have only modest value in the language learning process. Pairing off of students into small groups to practice newly acquired structures becomes the major focus. Visualization activities that often times make use of a

picture file, slide presentations, word games, dialogues, contests, recreational activities, empirical utterances, and realia provide situations with problem-solving tasks which might include the use of charts, maps, graphs, and advertisements, all to be performed on the spot in class. Now the classroom becomes more student-centered with the teacher allowing for students to output the language more often on their own. Formal sequencing of grammatical concepts is kept to a minimum.

5) Total physical respond

This approach, also known as TPR, was founded by James Asher. In this method, both language and body movement are synchronized through action responses and use of the imperative (direct commands). TPR may be used in conjunction with some other methods involving psycho neuro kinetic techniques wherein the teacher gives a host of commands with the students then responding by “acting out” the command: “Stand up”, “Go to the door”, "Sit down", etc. Kinetic movement of the hands and arms is incorporated in lieu of rote memorization. Student speech is delayed until they feel comfortable enough to give other students commands too. TPR is very effective in teaching temporal states, personal pronouns, and other deep grammatical structures

6) The silent way

Dr. Caleb Gattegno, originally out of Alexandria, Egypt, introduced this classroom technique wherein the teacher remains silent while pupils output the language on cue through perpetual prompting. This is the production before meaning school of thought and practice. A color-coded phonics (sound) chart called a Fidel, with both vowel and consonant clusters on it, is projected onto a screen to be used simultaneously with a pointer, thus permitting the pupil to produce orally on a continuous basis in the target language, via a sequence of phonemes or sound units. Brightly colored Cuisenaire rods, which are also used in Mathematics, are integrated into this method (used as manipulatives) for pupils to learn spatial relationships, prepositions, colors, gender and number concepts, and to create multiple artificial settings through their physical placement. Lines or blank spaces on a chalkboard represent syllables, devoid of letters in them, for a subliminal, collective memory experience in recall for the students. Students are encouraged to self-correct their pronunciation errors through manual gesticulation on the part of the instructor. Modeling of correct pronunciation for students is discouraged. The greatest strength of this method lies in its ability to draw students out orally, while the teacher "takes a back seat". This method works most effectively with round tables being used to promote small group

discussion and for ample student rotation. In general, reliance on and the use of a structured textbook or an outlined syllabus is much discouraged during the initial phases of learning. The Silent Way truly gives students a spoken facility.

7) Community language learning

Community language learning is the name of a method developed from Curran's application of psychological counseling techniques to learning, which is known as Counseling-Learning. Community language learning represents the use of Counseling-learning theory to teach language. Teachers are viewed more as counselors and are expected to facilitate language learning as opposed to teaching it. He believed that creating a humanistic learning community would lower students' defenses and encourage open communication, thus allowing students to comprehend and absorb language more efficiently. This approach is an example of an Affective approach. Affective approaches attempt to make students more emotionally comfortable within the class room in the belief that if students are relaxed and open, they will be able to perform better.

8) Suggestopedia

This extremely esoteric, avant-garde method is subconsciously subliminal in texture. It is based on the pioneering

efforts in 1967 of Bulgarian medical doctor, hypnotist, and psychology professor Georgi Lozanov and on his techniques into super learning. Classes are small and intensive, with a lowstress focus. Material is presented in an especially melodic and artistic way. By activating the right "creative side" of the brain, a much larger portion of the intellectual potential can be tapped, thus drawing out long term memory. This innovative approach to language pedagogy maximizes the learners' natural holistic talents. Background classical or baroque chamber music, oftentimes accompanied with soft lights, pillows or cushions on the floor for relaxation, accentuate active and passive meditations, séances, yoga, breathing exercises leading into the "alpha state", songs for memorization purposes, therapy sessions and stream-of-consciousness catharsis in the target language with little reliance on English. Little emphasis on grammar is given. Such non-verbal communication as kinesics, paralanguage, environmental proxemics, and oculosics can be incorporated into the method, along with Robert Rosenthal's Pygmalia used in the classroom. Soviet Hypnopedia (sleep-learning) which was developed by such researchers as A.M. Syvadoshch in Leningrad and by L.A. Bliznitchenko in Kiev, Sophrology (a memory training system), the Tomatis Approach, Schultz Luthe's autogenic therapy,

Suggestology, and the Suzuki Method of learning music are considered to be closely related to this Bulgarian approach. This method has sprung two offshoots or derivatives which include Donald Schuster's Suggestive-Accelerative Learning and Teaching (or SALT) and Lynn Dhority's Acquisition through Creative Teaching (or ACT). Like other "modern" approaches, language is perceived globally (in chunks or blocks), while attention to fine tuning or to detail comes later.

c. English Teaching Skills

There are four skills in teaching and learning English: Listening, speaking, reading, and writing. Those skills are related to each other and cannot be independent; therefore, learners need to master all of the four skills. According to Lusi Nurhayati et al., English skills divide into two there are receptive skills and productive skills. Listening and reading are skills that are categorized as receptive skills. Productive skills consist of speaking and writing.¹²

1) Listening

Listening is probably one of the most paramount skills a person should possess. This skill should be obtained first before other language skills are developed. Without having a substantial skill of listening, it might be hard for the person to engage in

¹² Nurhayati, Lusi, Nuri Supriyanti, and Anita Triastuti. Teaching English as Foreign Language Methodology. Universitas Negeri Yogyakarta, 2008.

communication with others. Listening is an active process done by the listener in order to obtain a message from spoken language as intended by the speaker. Listening is an active process in which the listener plays a very active role in constructing the overall message that is actually exchanged between the listener and the speaker.

Listening may commonly be described as an activity done by someone in order to get the message from something he/she hears. In order to succeed in listening, one needs to understand the speaker's intention when he/she uses particular words on a particular occasion. Listening in a second or foreign language situation, however, requires considerable effort as the listener might not have a considerable amount of linguistic resources.

2) Writing

Writing cannot be separated from vocabulary and grammar. In teaching writing, automatically, we have to deal with words and expressions: vocabulary, and the rules that govern the syntax of its patterns: grammar.

Writing is the process of building and developing ideas on paper to get comprehensible to readers. Writing is the bridge of communication that is shown in written form. It is about managing words, sentences, and paragraphs at the same time. Writing is an activity or realistic attitude to combine several words and ideas to

become a good sentence and paragraph. Writing is a process of telling and explaining our ideas, feeling, minds, opinions, reactions, and thoughts in the form of text.

3) Reading

Reading is an important skill and has an important contribution when we want to succeed in the learning of a language. It can be drawn idea that reading is one of the four skills that must be mastered by the students. Reading is an activity that requires high concentration to get the information contained in it. All of the information in the text can be found during the reading process. In the reading process, all people will have an experience called interactively; on the other hand, to get the meaning from the text, is there any relationship between the reader and the text they have read. In an interactive process, the reader interacts effectively with the text as he/she tries to elicit and structure a passage to get the meaning.

4) Speaking

Speaking is a productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no

training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.

The point of speaking is to communicate. So we must convey thoughts and feelings effectively, and the speaker must understand the meaning to be communicated in order to make other people understand what they are talking about. It means the people of the world have the ability to speak because speaking is an activity that we always do in every activity time to communicate with others and build good relationships public.

2. Reading

a. Definition of Reading

Reading processes in a second language are similar to those acquired in the first language in that they call for knowledge of sound/symbol relationship, syntax, grammar, and semantic to predict and confirm meaning.¹³ Beside, reading is an essential skill for learners of English as a second language.

For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning

¹³ David Nunan, Practical English Language Teaching: Young Learners (America: McGrawHill,2008),pg 2-3.

in any content class where reading in English is required. With strengthened reading skill, learners will make greater progress and development in all other areas of learning.¹⁴ Furthermore, reading can be defined simply as making meaning from print. Four key elements are combined in the process of making meaning from print: the readers, the text, reading strategies, and fluency. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.¹⁵

b. Purposes of Reading

The purpose of reading is to connect the ideas on the page to what you have already known. Reading has some purpose that students or reading has some purpose that students or readers what to reach information from text, when they are reading an article or authentic materials, such as scientific book, magazine, etc. Each want to know and understand what message on information that to reading. The purpose of reading is as below:¹⁶

¹⁴ Neil J. Anderson, David Nunan, Practical English Language Teaching: Reading. (New York:Mcgraw-Hill, 2008), Pg.69

¹⁵ Danielle S. McNamara. Reading Comprehension Strategies Theories, Interventions, and Technologies. (University of Memphis:2007), 23

¹⁶ Tricia Hedge, Teaching And Learning In The Language Classroom.(New York: Oxford University Press) 2014, Pg. 206-207

- 1) To get information, such as, travel brochures, train timetables, bus schedules, notices, public signs, directories, catalogues, information leaflets, regulations, weather forecasts.
- 2) To respond to curiosity about a topic, such as, magazine article, newspaper, editorials, advertisements, guidelines, specialist brochures.
- 3) To follow instructions, such as, maps, route planners recipes, assembly instructions, instructions for use, guides, manuals.
- 4) For pleasure and enjoyment, such as, poems, short stories, plays, reviews, lampoons, skits, cartoons.
- 5) To keep in touch, such as, postcards, notes, invitations, letters, condolences, memos, messages.
- 6) To know what is happening in the world, such as, news article, news brief, TV Ceefax, faxes, news reviews.
- 7) To find out when and where, such as, announcement, programmes, tour guides where.

This case is suitable for young learners. As the teacher or parent, we should think about how much fun it is to read or listen to a good story.

Literature belongs in every classroom for young learners, whether the learners are native speakers or non native speakers of English. It is surprising that until recently, modern English Language Teaching (ELT)

course books did not make more, use of stories, a fundamental and enjoyable aspect of the target language.

c. Reading Principles

The principles outlined below are based on studies of children and adult, native speakers as well as those learning to read in a second or foreign language. They deal with different aspect of reading that are important in the planning and design of instruction and materials. The practical applications are based on general learning principle, as well as on research. These are the principle in reading.¹⁷

d. Types of Reading

There are many kinds of reading as follow:

1) Oral and silent reading

Occasionally, you will have reason to ask a student to read orally. At the beginning and intermediated levels, oral reading can

- a) Serve as an evaluative check on bottom-up processing skills,
- b) Double as a pronunciation check, and
- c) Serve to add some extra student participant if you want to highlight a certain short segment of a reading passage.

¹⁷ Elizabeth S. Pang, Teaching Reading, International Academy Of Education (IAW)Education Practices Series University Of Illinois At Chicago

For advanced levels, usually only advantage (c) can gain by reading orally. As a rule of thumb, you want to use oral reading to serve these three purposes because the disadvantage of too much oral reading can easily come into plays.

- a) Oral reading is not a very authentic language activity.
 - b) While one student is reading, others can easily lose attention (or be silently rehearsing the next paragraph!)
 - c) It may have the outward appearance of student participant when in reality it is mere recitation.
- 2) Intensive and extensive reading

Silent reading may be subcategories into intensive and extensive reading. Intensive reading, analogous to intensive listening, is usually classroom oriented activity in which student focus on linguistic or semantic detail of a passage. Intensive reading call students' attention to grammatical form, discourse makers, and other surface structure detail for the purpose of understanding literal meaning, implication, theoretical relationship, and the like. Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc). The advantages of extensive reading were discussed in the first section of the chapter. By stimulating reading for enjoyment or reading were all concepts, names, dates, and other detail need not be

retained. Students gain an appreciation for the affective and cognitive window of reading: an entree into new worlds. Extensive reading can something help learners get away from their tendency to overanalyze or look up words they don't know, and read for understanding.¹⁸

3. Reading Comprehension

a. The Nature of reading comprehension

Comprehension takes the learners to a new level of active understanding insight. It enhances language and vocabulary knowledge.¹⁹ In teaching and learning process, must of teacher in their reading class focus on the increase of students' comprehension. It is the teachers' responsibility in motivating the students' in order to comprehend when they text.

b. Teaching Reading

Teaching is one of educational activities and educational system. It is an activity to transfer knowledge from teacher to learners. It plays important role in which an interaction between a teacher and learners occur. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. According to Brown,

¹⁸ Brown, H. Douglas, teaching by principle: and interactive approach to language pedagogy: second edition (New York: Wesley longman, 2001,)pg. 312-313

¹⁹ Teaching Comprehension Strategies, Education and Training (NSW Government. Threes professional learning material were originally developed as part of the focus on reading 3-6 program)

teaching can be defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”.²⁰

There is some technique in teaching reading:

1) Reading Aloud

Students take turn reading section of a passage, play or dialog out loud. At the end of each student’s turn, the teacher uses gestures, picture, regalia, example, or other means to make the meaning of the section clear.

2) Question and Exercise

The exercise is conducted only in the target language. Students are asked questions and answer in full sentence so that they practice with new words and grammatical structure. They have the opportunity to ask question as well as answer them

3) Getting Student to self-correct

The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternative answer he supplied. There are, however, otherwise, of getting students of the self-correct. For example, a teacher might

²⁰ Brown, H. Douglas, Principle of Language Learning and Teaching (New York: Addison Wesley Longman. 2000),pg. 7

simply repeat what a student has just said, using a question voice to signal to the student has just said, using a using a questioning voice to signal to the teacher that something was wrong with it. Another possibility is for the teacher to repeat what the students said, stopping just before the error. The student knows that the next word was wrong.



4) Conversation Practice

The teacher asks students a number of questions in the target language which the students have to understand to be able to answer correct. In the class observed, the teacher asked individual students question about themselves. The questions contained a particular grammar structure. Later, the students were able to ask each other their own question using the same grammatical structure.

5) Fill-In-The-Blank Exercise

This technique has already been discussed in the Grammar-Translation Method, but differs in its application in the Direct

Method. All the items are in the target language; furthermore, no explicit grammar rule would be applied. The students would have induced the grammar rule they need to fill in the blanks from examples and practice with early parts of the lesson.

6) Dictation

The teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing, long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work.

7) Map drawing

The class included one example of a technique used to give students geographical features unnamed. Then the teacher gave the students directions such as the following, "Find the mountain range in the west write the words 'Rocky Mountain' across the mountain range." He gave is structure for all the geographical features of the United States so that students would have a completely labeled map if they followed his instructions correctly. The students then instructed the teacher to do the same thing with a map drawn on the blackboard. Each student could have a turn giving

the teacher instruction for finding and labeling one geographical feature.

8) Three-Phase

The three pre-reading strategies (pictorial context, vocabulary pre-teaching, and pre-questioning) were intended to help EFL students overcome three major problems that many disrupt reading comprehension. The first is a lack of vocabulary knowledge; another is difficult in using language cues to meaning; and the third is lack of conceptual knowledge. Unfamiliar words or phrases can interfere with students' comprehension. Pre-teaching vocabulary may help address this vocabulary problem. Students also find it difficult simultaneously to remember earlier textual information and predict what is coming next. The Pre-reading strategies of looking at pictures and pre questioning may help students make prediction.

One of the techniques that can use teaching reading is three-phase technique. Three-phase technique is a the first is a lack of vocabulary knowledge; another is difficult in using language cues to meaning; and the third is lack of conceptual knowledge. Unfamiliar words or phrases can interfere with students' comprehension. Pre-teaching vocabulary may help address this vocabulary problem. Students also find it difficult simultaneously

to remember earlier textual information and predict what is coming next. The pre-reading strategies of looking at pictures and pre-questioning may help students make prediction. Three-phase easy to implement in teaching reading because the steps of three-phase is simple and easy to do. Beside it the students more understand by using three-phase then conventional strategies

4. Media

a. Definition of media

As known that media dominate in human live. It is around them, so they can find it easily in everywhere. Media is made in various types and substances. Many people use it for any purposes. The word of “media” itself is derived from Latin and the plural form of word “medium”, which literally means “mediator or conductor”. Thereby, media is a vehicle of transferring information of knowledge or message.²¹

Based on the definition above, the media have important role for people to get information. Therefore, many teachers use the media as a tool to teach the students in the classroom to transfer knowledge.

b. Kinds of media

The teacher’s creativity in using the media can increase students’ comprehension in understanding the lesson in the class. There are many

²¹ Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: PT Rineka Cipta, 2006), p. 120.

kinds of media that can be applied in teaching-learning activity. According to Djamarah and Zain, media is divided into three types, namely audio, visual, and audiovisual media. Audio media refer to sound element, visual media refer to visual element, and audiovisual media refer to both sound and visual element.

In addition, Gerhard added that in the media itself, including various kinds of materials, and he specified and classified them in four general categories as the following:

1) Listening/viewing materials

Silent films; TV commercials, quiz shows, cartoons, news, comedy show, dramas, movies, and soap operas; radio news, dramas, and ads; professionally audiotaped short stories and novels; pop, rock, country, film, and children's songs; home videos; professionally videotaped travel logs, documentaries, and sales pitches.

2) Visual Materials

Slides; photographs; paintings; sketches; drawing by children; stick-figure drawings; wordless street signs; silhouette; calendar pictures; pictures from travel; news, and popular magazines; ink blots; postcard pictures; wordless pictures books; stamps; X-rays.

3) Printed Maetrials

Newspaper articles, cartoons, advertisements, movie advertisements, astrology columns, sport reports, obituary columns, and advice columns; travel magazines science, math, and history books; short stories; novels; books of photographs; lyrics to popular, rock, folk, and children's song; restaurant menus; street signs; postcards; currency; cereal boxes; candy wrappers; tourist information brochures and tourist guidebooks; university catalogs; departments store catalogs; telephone books; world, city, and relief maps; calendars; TV guides; driver's licenses; comic

books; greeting cards; business cards; bank checks and deposit forms; grocery coupons; hotel registration forms; pins with messages; bus, plane, train, taxi, and jitney schedules; teletext subtitles for the hearing impaired.

4) Realia Used in EFL Classroom

Dolls, puppets, currency, key rings, scissors, folded paper, toothpaste, toothbrushes, combs, stuffed and toy animals, wall clocks, balloons, walkietalkies, candles, fly swatters, string, thread, chewing gum, glue, rules, tacks, paper clips, rubber bands, trains, aprons, plastic forks and spoons, dishes, glasses, bowls, umbrellas, wallets, purses, balls, phones, fishing reels, furniture, people, cars,

bug collections, play money, stones, plants, sand, clay, ink, sticks, jars, coffee cans, chalk, credit cards, hats, Halloween masks, mannequins.²²

From those categories, not all of them can be applied in the classroom, so teacher should choose one of the appropriate media that can be used in teaching the students by considering to the objective of learning, the effectiveness, the efficiency, the function, the cheapness, and related to the material of learning.

c. Functions of media in teaching learning process

Using media in teaching-learning activity is very useful and crucial for the teacher and students. For the students, it can help them to understand some certain concepts that cannot be explained orally by the teacher. Meanwhile, for the teachers, when he/she cannot be able to explain about something to the students, they will use it to facilitate them in teaching and giving information to the students, so they can think concretely through the objects of media. According to Djamarah and Zain, there are some benefits that can be obtained by using media in teaching-learning process. They can be seen as follows:

²² Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, (Ann Arbor: The University of Michigan Press, 2009), p. 103.

- 1) By using media, it can make the students learn to think concretely and avoid the teacher teach verbally.
- 2) To increase students' motivation, interest, and attention to learn about something.
- 3) To foster students' learning development in order to get good outcome.
- 4) To stimulate the students' way of thinking in learning something from their own real experience toward the objects of media.
- 5) To make the students learn to think regularly and continuously.
- 6) To increase students' critical thinking and help them to develop their ability in using language.
- 7) To help the students getting a better learning experience.
- 8) Through media, the learning material will be easier to understand by the students and enable them to achieve the learning goals.
- 9) The teacher will have various teaching methods, not only focus on teaching in verbal communication. So that, the students will not feel bored and reducing teacher's tiredness in teaching along time in the classroom.

10) The use of media in the classroom can encourage the students to do many activities, such as observing, applying, and demonstrating.²³

5. Manga

a. Definition of Manga

Manga (Japanese: 漫画 [manga]) is a comic or a narrative multi-panel cartoons originating from Japan. Most manga conform to a style developed in Japan in the late 19th century, and the form has a long prehistory in earlier Japanese art. The term manga is used in Japan to refer to both comics and cartooning. Outside of Japan, the word is typically used to refer to comics originally published in the country.

In Japan, people of all ages and walks of life read manga. The medium includes works in a broad range of genres: action, adventure, business and commerce, comedy, detective, drama, historical, horror, mystery, romance, science fiction and fantasy, sports and games, and suspense, among others. Many manga are translated into other languages and popular around the world.

b. General concept of Manga

Manga is a set of picture and a text which form a story. The narration of a manga is set out through the layout of the images, and at the same time as there may be many people who work on one work, like films,

²³ Djamarah, Syaiful bahri dan Zain, Aswan. strategi belajar mengajar. (Jakarta : PT. Rineka Cipta, 2014)

there is one vision of the narrative which guides the work. The layout of images on a page can be utilized by artists to convey the passage of time, to build suspense or to highlight action that read left-to-right.

Manga has a range of reading levels and genres, allowing educators to cater to diverse learners. Manga helps students with reading difficulties or English language learners can benefit from manga's visual support, as it helps scaffold their understanding of the text. Manga's inclusion of diverse characters and storylines also promotes representation and inclusivity in the classroom. Manga's sequential panel structure encourages sequential thinking and enhances students' understanding of cause-and-effect relationships, timelines, and storylines. The visual flow of panels helps students grasp the progression of events and concepts, promoting critical thinking and logical reasoning skills.

Manga can be bought at most online and local bookstores, in addition to comic book shops. Most public libraries also have manga, though it may be located in several sections (children', graphic novels, etc.), which will vary by library. Most libraries have a manga fan on their staff, and this person can be an invaluable resource in helping teachers find appropriate titles for their classes

c. Structure of Manga

As one of the popular reading media, manga also have common structure such as :

1) Caption

Speech box that contains narration; that is, speech not thought or spoken by one of the characters



2) Panel

A single image is contained within a panel. In modern comics, as opposed to traditional ones like this image, panels are not always used, and when used, they are not as restrictive as they once were.



3) Gutter

The space between panels. Traditional comics, such as this one confine action to the panels. Modern comics, on the other hand, are not so restricted; gutters, like panels, are often broken or used as underlying images.



4) Dialogue Balloons

Contain thoughts of the indicated character. These words represent dialogue internal to that character.



5) Thought Bubble

Contain words spoken by the indicated character.



d. How to teach Reading using Manga

The opportunities for incorporating manga into lesson-planning are almost endless, as single activities or as an entire class theme. Students could interview each other while roleplaying specific characters, possibly reducing the anxiety of speaking in front of an audience. Students' favorite titles could form a motivating basis for projects such as multimedia presentations. Writing, revising, and mailing a letter to a manga publisher could serve as a framework for discussing politeness, persuasion, and making comparisons.²⁴

As an uncommon teaching reading materials manga doesn't have a constant or fixed way to use. However, manga offer diverse teaching reading strategy because manga have multiple kinds and genre that can helps the teacher makes an adjustment based on what students need.

²⁴ Ikue Kunai, *Manga as a Teaching Tool: Comic Books Without Borders*, California State University, East Bay, 2007. <https://files.eric.ed.gov/fulltext/ED526420>

In this study, researchers adapted manga as a replacement of the usual storybook that commonly used as reading comprehension learning media especially in narrative text which follows:

- a) Students the manga.
- b) Students answer several questions from the teacher related to the text they have read.
- c) Students identify the material context regarding text structure, grammar elements, and examples of text types found in the manga.
- d) Students are divided into small groups consisting of 2 students.
- e) Students in groups find, collect and record data based on some information that they have identified.
- f) Students discuss in groups about manga regarding text structure, grammar elements, and examples of text types found in the manga.
- g) Students present their findings regarding text structure, grammar elements, and examples of text types found in the manga.

e. Manga as Visual Literacy

Visual literacy is the ability to interpret, negotiate, and make meaning from information presented in the form of an image, extending the meaning of literacy, which commonly signifies interpretation of a written or printed text. Visual literacy is based on the idea that pictures can be "read" and that meaning can be discovered through a process of

reading²⁵. There are many examples of things that can be considered as a visual literacy materials such as pictures especially in a storybook ones, a paintings, comics and manga.

Since technological advances continue to develop at an unprecedented rate, educators are increasingly promoting the learning of visual literacies as indispensable to life in the information age. Similar to linguistic literacy (meaning-making derived from written or oral human language) commonly taught in schools, most educators would agree that literacy in the 21st Century has a wider scope.²⁶ Educators are recognizing the importance of helping students develop visual literacies in order to survive and communicate in a highly complex world.

There are many different formats of visual literacy with one of them is manga. Moreover, there are also many different ways of teaching students how to interpret visual literacy. Questions to be asked when looking at visuals can be "What is going on in this pages?" and "What comes to mind when you first look at this pages?". This allows students to begin the analyzing process. When looking at visuals, students should be able to see, understand, think, create and communicate graphically. In order to do all, the student must always carefully observe.

²⁵ Orland-Barak, Lily; Maskit, Ditzka . Methodologies of Mediation in Professional Learning. Springer. ISBN 978-3-319-49906-2. 2017

²⁶ Riddle, J. Engaging the Eye Generation: Visual Literacy Strategies for the K-5 Classroom. Stenhouse Publishers page 3. ISBN 978-1-57110-749-7. 2009

6. Content Based Instruction

a. Definition of Content based instruction

The Definition of Content Based Instruction in the process of teaching and learning teachers needs method and approaches relevant to theme of learning. Methods and approaches make students easier to achieve learning objectives. When the learning objectives are achieved then goal of learning is created. So, teacher should consider what methods and approaches were suitable for teaching in the classroom.

Suharso cited in Crandall and Tucker explained the definition of Content based instruction is an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes within the context of teaching a second or foreign language.²⁷ In short, Content based instruction is a method that usually used in teaching learning process which combines subject matter content with language skill. Using CBI as an approach is not new idea, experts have been developed for a content relevant to a particular profession or academic discipline.

The contribution of content based instruction is that it incorporates the learning of language with the learning some other content.²⁸ In Indonesia which English as foreign language (EFL), CBI can be a great approach that helps students to understanding the materials.

²⁷ Suharso, Pembelajaran Bahasa Inggris Melalui Content-Based Instruction, (Yogyakarta: Universitas Negeri Yogyakarta, 2015) p. 3

²⁸ Diane Larsen, Techniques and principles in language teaching, (Oxford: Oxford University Press, 2002) p.137

b. The principles of Content based instruction

The use of specific material from particular subject can maximized students' understanding because CBI provides various activities and methods for students' learning process. In fact, students are faced with the real live situations such as job opportunities, studying in the university, getting food and the situation might find easier to acquire and to use the target language. Nunan cited in Brinton explained five principles of Content based instruction²⁹, first principle is based on instructional decisions on content rather than language criteria. The second is based on integrated skill. Third, involving students' activeness in every step of learning. Fourth is the content should be relevant to the students' need. The last principle is selecting authentic tasks and texts.

With the principles of CBI, students may find something interesting in the learning process. It can be the methods, materials, or situation of the class. Then, students can communicate using target language and also explore the world knowledge widely.

c. The Design of Content Based Instruction

The first thing in content based instruction is model of syllabus (syllabus design) related to the topic of material. Syllabus is a specification of what is to be included in a course.³⁰ Syllabus include the

²⁹ David Nunan, *Task-Based Language Teaching*, (U.K: Cambridge University press, 2004) p. 132

³⁰ R.R. Jordan, *English for Academic Purposes*, (U.K: Cambridge University press, 2009) p.56

schools' identity (name of school, class, semester), core and basic competences, theme, materials, activities, source of learning, and assessment.³¹ It means before going to teach the students, teachers have to learn syllabus content in order to master the materials itself. Then, teacher should create cooperation and coordination among students because improvement of language skill is the objective of content based instruction class.

7. Contextual Teaching Learning (CTL)

a. Nature of CTL

CTL is an integration of many teaching techniques. Therefore, teachers must have thorough preparation in applying the CTL method as an English teaching approach. In other words, in implementing CTL teachers must be creative, innovative, and flexible.³² Creativity or creativity is an active process that must be involved in innovation. It is a learning habit that requires specific skills and an understanding of the context in which creativity is applied. The creative process is at the heart of innovation and often the words are used interchangeably.

CTL method has several teaching strategies, which include content as a critical component. This strategy involves the students in an active learning process. Strategies can be implemented individually or in

³¹ Permendikbud Nomor 22 Tahun 2016 tentang “Standar Proses Pendidikan Dasar Dan Menengah” (Jakarta: Indonesia)

³² Alfian, “Contextual Teaching and Learning (CTL) Approach in English Teaching: Its Advantages and Disadvantages,” *Jornal Eduscience* (February, 2019), 60.

groups. CTL is a method that involves the students knowing the material and relating it to actual conditions. Therefore, can apply what got in life. CTL motivates the students to take charge of learning and make connections between knowledge and its application to various contexts.³³

From the explanation above, it is stated that learning using the CTL method can be said to be a method that is very suitable to be used as a learning method used in the classroom, besides that, the CTL method is a concept that involves the students learning content and the context in which the content can be used. Connecting content and context is an essential part of bringing meaning to the learning process in the classroom. This CTL method can also be said to be a method that can motivate students to take charge of learning and make connections between knowledge and its application. CTL can also help the teachers and the students relate meaning and real-world situations to the subject matter in the right way. So, CTL can be said as a learning method that is very suitable for use in the learning process in the classroom.

b. Components of CTL

³³ Rizki Widiyawati, "Improving the Tenth Grade Student's Writing Ability and Active Participation Through CTL (Contextual Teaching Learning) at SMK Darul Falah Ajung Jember in the 2015/2016 Academic Year" (Thesis, Jember, University of Muhammadiyah Jember, 2016), 3.

There are seven main components of CTL, there are constructivism, inquiry, questioning, community learning, modeling, reflections, and authentic assessment. Following are the components of CTL:

- 1) Constructivism is a teaching philosophy that has made strong inroads among teachers and teacher educators in recent decades. It is based on the premise that pupils actively construct knowledge, rather than receiving it from the teacher. Learning is a search for meaning. The teachers should encourage pupils to construct meaning by structuring learning activities around big ideas and exploration, giving them enough time to explore concepts thoroughly, and connecting new knowledge to what pupils already know.
- 2) Inquiry is a complex idea that means many things to many people in many contexts. Inquiry is asking, asking something valuable that is related to the topic talked about. Inquiry is defined as seeking truth, information, or knowledge-seeking information by questioning.
- 3) Questioning is asking and answering questions. Questioning can be viewed as a reflection of each individual's curiosity, whereas answering the question reflects someone's ability in thinking.

- 4) Learning Community, the result of learning can be gotten from gathering others. The result of learning can be taken from sharing with friends or other groups.
- 5) Modeling is a verbalization idea, the teacher demonstrates to the students to study, and act the teacher needs to be implemented by the students.
- 6) Reflections are the ways of thinking about what the students have learned just now and what the students had done in the past. Reflection is a figuration of activity and knowledge that just received.
- 7) Authentic assessment describes the multiple forms of assessment that reflect the student's learning, achievement, motivation, and attitudes toward instructionalrelevant classroom activity.³⁴

From the explanation above, it can be said that there are seven important components in the use of the CTL method in the learning process in the classroom. The seven components consist of constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment that must be known especially by teachers start applying this learning method in the classroom. It is intended that the students go through several important components in using this method.

³⁴ Alfian, "Contextual Teaching and Learning Approach (CTL) in English Teaching: Its Advantages and Disadvantages," *Journal Eduscience* (February, 2019), 60-61.

c. Approach for implementing CTL

To implement CTL, various teaching approaches can be used by Berns and Erickson. Five teaching approaches act as important components including:

- 1) Problem-based learning is an approach that involves the students in the investigation (problem-solving) that integrates skills and concepts from many content areas.
- 2) Cooperative learning is defined as an approach that organizes instruction using small study groups where the students work together to achieve learning objectives.
- 3) Project-based learning is an approach that focuses on central concepts and principles of the discipline, engages the students in problem-solving investigations and other meaningful tasks, and allows the students to work independently to build learning.
- 4) Service-learning is an approach that provides practical application of newly acquired or (developed) knowledge and skills to community needs through projects and activities.
- 5) Work-based learning can be defined as an approach in which workplaces, or like workplaces, activities are integrated with classroom content for the benefit of the students and often businesses.³⁵

³⁵ Jauharin Insiyah, "The Use of Contextual Teaching and Learning to Improve Students' Writing Mastery on Short Functional Text" (Thesis, Salatiga, IAIN Salatiga, 2019), 47-48.

From the explanations mentioned above, it turns out that this CTL method has several important components that must be met. The teacher's task is to introduce the students to this CTL method and guide the students to understand some of the approaches that must be met be taken. From the several approaches mentioned above, it can be said that the CTL is not only used for problem-based learning but more than that. The approach to this method includes searching for problems, the collaboration between individuals and groups in developing information, as well as finding a way out or a solution to an existing problem, then developing and integrating or adjusting it according to the existing problem.

8. Narrative Text

a. Definition of the Narrative text

Narrative text is a type of text talking about a series of event that happened to a person of a character. The character can be a person, animal, plant or thing. In writing text narrative create systematic when the students write them story. For help students organize their idea, to express their experience to use narrative text. They will be easy to tell their story or experience that students have in form of narrative text. And also Narrative is one of the most types of any text.

Narration is a story writing. Narration is a storytelling. Through narration the students make a statements clear by relate in detail

something that has happened. In the story we tell. We present the details in the others in which they happened.³⁶ When the story clearly detail with something that has happened, the reader will be able to understand what the author means in her/his written.

When the students want to write about the events in order that they happen. In other words, they use time order to organize the sentences.³⁷ So, the author uses the time systematically to tell what happened first, after the award of what happened. The author tells what happened next, and what else happened after that. Narratives also can be called a graph. The story graph visually explains how the plot develops, showing the high and low action points of the story as it progresses over time.³⁸

On the other hand, Narrative is a story, not only all about the story or the legend of the story that most popular have been recognized by the students but also about the experience. It is one of the kinds that can be written as writing narrative type. Based on the explanation above, the researcher concludes that Narrative text as a tool to help students organize their idea and express their experience using time order.

d. Generic structure of Narrative text

³⁶ John Langan, *College Writing Skills with Readings*, Seventh Edition, (New York: McGrawHill, 2008), p. 203

³⁷ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: Pearson Education, 2007), p. 24

³⁸ Susan Dymock, *Comprehension Strategy Instruction: Teaching Narrative Text Structure Awareness*,” *Journal Internasional Reading Association*, (Vol. 61, no. 2, October 2007), p. 163.

The generic narrative text structure focuses on a series of proposed stages to build a story. In the narrative text the stage covers:

1) Orientation

Orientation It is about the opening of paragraph when and where character, setting, and story time are set. Usually answer which question? When? Where? The characters of the story are introduced. for example: once upon a time, there was a wolf lived in the forest.

2) Complication

Complication is telling the beginning of the problem that caused the crisis (climax). Complication usually involves the main character. It means that this is the main body of story in this part include an event the story. This part will build the tension and anticipation for the reader.

3) Resolution

The end of the story is the solution of the problem. It needed a resolution of the problem. Problems can be solved can be better or worse, happy or sad. Sometimes there are some complications to be solved. This adds and maintains interest and tension for its readers.³⁹

In generic structure of narrative text orientation, complication, its composition can resolution converted the most important thing the parts above were still occurring. In writing of narrative is fluency to

³⁹ <http://www.kuliahbahasainggris.com/narrative-text-pengertian-tujuan-jenis-generic-structure-dancontoh>. (accessed on December 30 2022)

make a story must to understand parts of orientation, complication, resolution.

e. Teaching reading using picture media in Narrative text

In teaching reading using picture media in narrative text, the text and graphics work together to produce a tale or story as reading materials with all of the aspect works together in developing storytelling, storyline. Every page of picture books is illustrated since viewing art aids in learning the meaning of words and the plot of a story. The picture helps students reads by providing visual signals to the meaning of the words on a page, visuals can assist students in contextualizing text. Additionally, since there is frequently more going on in the art than is described in the text, picture books help students develop their observational skills.

According to Wright, pictures are not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall experiences that the teacher should help the students to cope with.⁴⁰ He also states that picture series is sequences of pictures which are closely related to a narrative text. Also, a study conducted by Mich, Pianta, and Mana, compared stories with pictures

⁴⁰ Wright, A. Pictures for language learning. Edinburg: Cambridge University Press. 2019

to stories without pictures and discovered that adding pictures to a story support reading comprehension ability. They state that “the simplified and illustrated stories, having a higher readability index, make the comprehension easier”. It can be concluded that adding pictures to a story can enhance reading comprehension.⁴¹

B. PREVIOUS STUDIES

There are some previous study used as consideration theories. Here, the writer finds some relevant researches with his research :

1. The first study comes from Rossa Junita Utami in her thesis entitled the effectiveness of using Comic strips in teaching reading comprehension of narrative text. The purpose of this study is to understand whether the use of comic strips in teaching learning activities is effective to the students’ reading comprehension, especially in narrative text. The method used in this research was quantitative design with a quasi-experimental study. The population in this study were 330 students’ from SMPN 2 Tangerang Selatan with two sample classes which have 30 students in each class. Both classes were assigned into experimental and control class. Experimental class was taught by using the media as supporting instrument in order to comprehend the narrative text with comic strips

⁴¹ Mich, O., Pianta, E., & Mana, N. Interactive stories and exercises with dynamic feedback for improving reading comprehension skills in deaf children. *Computers & Education*. 2013

meanwhile, control class was taught with traditional teaching method by the teacher. The data was collected through pre-test and post-test. Based on the calculation, this research showed that using comic strips is effective in teaching-learning narrative text. This conclusion was supported by the mean of post-test in experimental class which got 70.40 while the control class was 68.17. It means that the post-test mean of experiment class was higher than the control class ($70.40 > 68.17$).⁴²

2. The second study comes from Risya fatimah zahra in journal entitled “The Effect of english comics on the students’ vocabulary achievement at second year students of SMP negeri 10 kendari”. In their journal it was The result of study shows that the mean scores of students’ vocabulary achievement before taught by using English comics is lower than the mean score of students’ vocabulary achievement after being tough through reading English comics.⁴³
3. The third study comes from Huriah, developing a Digital Comic as One of Learning Media to Improve Students’ Motivation in The Introduction of Banking for Grade X Accounting Student at SMKN 1 Bantul. Development

⁴² Utami, Rossa Junia, The Effectiveness of Using Comic Strips in Teaching Reading Comprehension of Narrative Text. Department of English Education, Faculty of Educational Sciences of Syarif Hidayatullah State Islamic University, Jakarta, 2017.

⁴³ Zahra, Risya Fatimah, The Effect of english comics on the students’ vocabulary achievement at second year students of SMP negeri 10 kendari, Journal of Teaching English, Vol 4, No 1. 2019 <https://ojs.uho.ac.id/index.php/JTE/article/view/13900>

model included; (1) analysis; (2) design, (3) develop, and (4) implementation. Research result shown that digital comic learning media was feasible to be use. The assessment score by material expert was 4,19 (feasible), assessment score by media expert was 4,2 (feasible), assessment score by learning practitioner was 4,19 (feasible) and students' response was 4,04 (feasible). In the field test, the digital comic was successful in increasing students' motivation from 3,98 to 4,44. Thus, digital comic learning media was feasible to use in the introduction of banking learning on grade X at SMK.⁴⁴

4. The fourth study comes from Fauzatul Ma'rufah Rohmanurmeta, Candra Dewi in their journal entitled "Developing Digital Comics as Character Learning Media for Elementary School Students". Students are expected to learn and conserve the natural environment. The study was designed to develop digital comic learning media for environmental preservation based on character values by using of ADDIE development model. were collected using both qualitative and quantitative approaches. Qualitative data were in the form of suggestions, criticisms, responses, and input as described in the questionnaire from the expert judgment. Meanwhile, quantitative data included in the form of percentage values from expert judgment questionnaires arranged on a multilevel scale. Observation, interviews,

⁴⁴ Huriah. 2015. Developing a Digital Comic as One of Learning Media to Improve Students' Motivation in The Introduction of Banking for Grade X Accounting Student at SMKN 1 Bantul. Yogyakarta : Universitas Negeri Yogyakarta.

questionnaires, and tests were used to gather the data. The findings of this study suggested that materials appropriateness and student learning achievement exceed the minimum criteria value set previously. These results show that digital comic learning media based on the character values in integrative thematic learning are declared very feasible and ready to be implemented in integrative thematic learning.⁴⁵

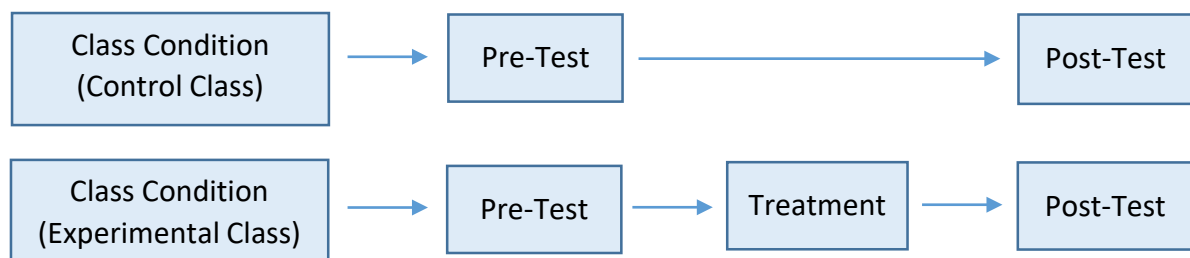
5. The fifth study comes from sari and kusumarasyati in their journal entitled “The implementation of tea party strategy in teaching reading of analytical exposition to the eleventh graders”. In their journal, it was descriptive qualitative at the eleventh-grade students of SMAN 1 karangbinangun. The subjects of their journal were the students of XI IA 3. In their journal, they found that tea party strategy can be implemented in teaching analytical exposition.⁴⁶

C. FRAMEWORK OF THINKING

This theoretical framework contains a theoretical explanation of the relationship between research variables. Thus, through a theoretical framework, researchers can identify important factors in research.

⁴⁵ Fauzatul Ma’rufah Rohmanurmeta, Candra Dewi, Developing Digital Comics as Character Learning Media for Elementary School Students, *Jurnal Ilmu Pendidikan*, Universitas Negeri Malang, Vol 6 No. 22, 2020, Journal2.um.ac.id/index.php/jip

⁴⁶ Kusumarasyati, Rita, The implementation of tea party strategy in teaching reading of analytical exposition to the eleventh graders, <https://www.semanticscholar.org/paper/THEIMPLEMENTATION-OF-TEA-PARTY-STRATEGY-IN-READING>



Picture 2. 1 Chart of Theoretical Framework

The graphic above is a research concept carried out by researcher. Two conditions of the same class given different treatment. One class as the control class was not given the think pair share treatment as the main discussion of this study. Another class as an experimental class was given the think pair share treatment. Thus, through these different treatments, researcher got significant results from the different treatments carried out by researcher. Before the treatment carried out to the classes (control and experimental class), they were given a pre-test to measure the extent to which they had mastered the material.

D. RESEARCH HYPOTHESIS

The kinds of hypothesis that can be estimated based on the explanation above :

1. The null hypothesis : There is no significant difference in reading comprehension between students who are taught using “Manga” as the learning media and those who are not
2. The alternative hypothesis : There is a significant difference in reading comprehension between students who are taught using “Manga” as the learning media and those who are not

CHAPTER III

RESEARCH METHOD

A. RESEARCH DESIGN

Research design is the framework or plan for a study that is used as a guide in collecting and analyzing the data. Research design is the plan, structure, and strategy of investigation conceived to obtain answers to research questions and to control variance.⁴⁷ This research used a quantitative approach. Quantitative research methodology is used to examine certain populations or samples with random sampling techniques, data collection using research instruments, and data analysis using statistics with the aim of testing hypotheses.⁴⁸

The design of this research is an experimental study that aims to know whether the students who are taught with the Manga get a better score in teaching integrated English than students who aren't taught with Manga of the SMAN 1 Sambit Ponorogo. This type of research is quasiexperimental. Quasi-experimental research aims to reveal a causal relationship by involving the control group and the experimental group. This research used two classes, namely the experimental class represented by class X IPS 1 and the control class represented by class X IPS 2. The experimental class was taught using the The

⁴⁷ Prabhat Pandey, Meenu Mishra Pandey, *Research Methodology: Tools and Techniques* (Romania: Bridge Center, 2015), 18.

⁴⁸ Fakultas Tarbiyah dan Ilmu Keguruan, *PEDOMAN PENULISAN SKRIPSI* Fakultas Tarbiyah dan Ilmu Keguruan (Ponorogo: IAIN Ponorogo, 2022), 11.

Manga as the learning media, while the control class was taught as a comparison and taught using discussion and question and answer

This research design used pre-test and post-test control group design, the experimental class and control class had to get a pre-test and post-test. Pre-test was given to determine the initial state of the experimental class and control class. Pre-test results are good if the scores of the two classes are not significantly different. The post-test was given after carrying out the learning activities of the two classes to find out the final results.

Table 3. 1 Research Design

| Test Class | Pre-Test | Treatment | Post-Test |
|---------------|----------|-----------|-----------|
| Experimental | A1 | B | A2 |
| Control | A3 | | A4 |

Notes :

B : Treatment by using Japanese Manga as Learning Media

A1 : Pre Test for the experimental class

A2 : Post Test for the experimental class

A3 : Pre Test for the control class

A4 : Post Test for the control class

The researcher conducted three steps in this research :

1. Pre Research Step

The first step is preparation. The researcher determines the experimental group and control group, and prepares of lesson plan and instrument to get the data.

2. Research Step

The second step is action. The teacher applies the treatment in the experimental group. The researcher taught in the class by using the Japanese manga as learning media. In this treatment to get data from two tests, the tests are pre-test and post-test.

3. Data Analysis Step

The third step is collecting data. The collected data was then analyzed by the researcher. The steps are as follows:

- a. Collect the post-test scores from the experimental class and the control class
- b. Test the data using the t-test

The t-test is one of the statistical tests that is used to test the correctness or error of the null hypothesis which declares that between two samples mean which randomly taken from the same population there is no significant difference.⁴⁹

⁴⁹ Retno Widyaningrum, Statistika (Yogyakarta: Pustaka Felicha, 2013), 151

B. RESEARCH SETTING

This research conducted in SMA Negeri 1 Sambit Ponorogo which located at Besuki, Sambit, Ponorogo because the students have many potential to improve their writing skill ability and researcher internship experience in there.

C. SAMPLE AND POPULATION

1. Population

A population is all members of any well-defined class of people, events or objects.⁵⁰ It can be concluded that the population is the entire subject that will be conducted research. The population of this test is the IPS major from the tenth graders student in SMA Negeri 1 Sambit Ponorogo academic year of 2022-2023 which consisted of two classes and has 56 students in total.

2. Sample

The sample of this research is the tenth grade IPS subject students in SMA Negeri 1 Sambit Ponorogo which consist of 56 students and it was selected using purposive sampling technique. They were chosen as the sample to make sure they get same English learning progress. The sample chosen by the researcher was 2 classes X IPS 1 and X IPS 2 program class with a total of 56 students.

D. DEFINITION OF OPERATIONAL RESEARCH VARIABLE

⁵⁰ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, Introduction to Research in Education Eighth Edition (Canada: Wadsworth, 2010), 148.

In this research, the researcher presents operational definitions. The operational definition provides a concrete description of the variables. The variables must be operationally defined to make it easier to find the relationship between one variable and another and its measurement.⁵¹ Without the operationalization of variables, researcher had difficulty in determining the measurement of the relationship between variables which is still conceptual. The definitions of each session are offered to give the information related to the title of this research. The following is an operational definition of this research

The research variable is something that is determined by the researcher to be studied to obtain information, then conclude. There are two variables, namely the independent variable (X) which we want to see the effect on the dependent variable (Y).

1. Independent Variable (X)

Independent variable is the variable that affects or the variable that causes the dependent variable to arise. In this research, the independent variable is the Manga.

2. Dependent Variable (Y)

⁵¹ Jonathan Sarwono, *Metode Penelitian Kuantitatif Dan Kualitatif*, Ed. Jonathan Sarwono, Edisis Per (Yogyakarta: Graha Ilmu, 2006).

Dependent variable is the variable that is affected or the variable that is the result of the existence of an independent variable. In this research, the dependent variable is students reading comprehension.

E. DATA COLLECTION

The researcher collected data in this study through the use of tests. Through structured stages, the test will be used to collect factual data. In this study, researcher used the test as an instrument. Tests itself are tools used for measurement and assessment. Djemari states that the test is a tool used to indirectly interpret how much a person's ability is, usually using the form of questions and stimuli.⁵² In this study, the quasi-experimental used in this study has two steps that must be carried out. Thus, the instruments used for these two steps include test and treatment.

1. Test

There are two kinds of test that carried out following pre-test and post-test

a. Pre-Test

Before the treatment, the researcher administered a pre-test to the students to check the extent of students' similarity, especially their competency in doing the task for descriptive text. In this test, students were asked to do the task about Narrative text without using manga as

⁵² Nurhasanah Auliani and Sumarsih, "Developing Instrument Evaluation in Teaching Reading Using Kahoot Application for Senior High School," *English Language Teaching and Learning* 10, no. 4 (2021).

learning media with pictures in experimental and control class. The purpose of this pre-test is to find out how far the material or materials to be taught can be mastered by students.

The implementation of this pre-test carried out after the validity test in other classes is carried out. This pre-test concept required students to make an explanation text from a theme that has been determined by the researcher. Then, there are several aspects for the assessment to be carried out by researcher on student work. These aspects include generic structure and organization of the text, language feature, and type of narrative text. The researcher made blue print that was used in the pre-test for students as follows:

BLUE PRINT OF READING TEST

| | |
|---------------|--------------------|
| School | : SMAN 1 Sambit |
| Subject | : English language |
| Material | : Narrative Text |
| Class | : X |
| Question form | : Multiple choice |

Type of test

The reading test used in pre-test to measure the students' reading ability.

Instrument

The researcher gave a reading test for students to work on the multiple choice question.

Table 3. 2 Blueprint of reading test

| Variable | Source | Indicator | Item number (Pre-test) |
|--|--|---|---------------------------|
| Teaching Reading Comprehension of narrative text using Manga as learning media | Rosenshine, B, V, Theoretical issues in Reading comprehension, (London, Routledge, 2017) | Recognizing the sequence of the text | 4,5,19 |
| | | Recognizing words in context | 13,17,18 |
| | Oakhill, J, Kate, C, & Carsten, E, Understanding and Teaching Reading Comprehension A Handbook. (London & New York: Routledge, 2015) | Identifying main ideas | 10,14,6 |
| | | Decoding details | 1,11,15,9 |
| | | Drawing inferences | 3,7,12,20 |
| | | Analyzing the message of the Author (identify the moral value) | 2,8,16 |

b. Post-Test

After the treatment, the researcher administered post-test to the students to see the students' growing score in experimental and control class and compare it. The material for the post-test questions itself must relate to the material being taught and the concepts or stages of the pre-test

according to the lesson plan that was made by the researcher and validated by the lecturer.⁵³ In this research, the instrument of data collection is a worksheet related to students' reading comprehension. The researcher will obtain the data from the result of students' test and then it will be analyzed.

2. Treatment

After conduct the pre-test, the researcher teaches the experimental class with the use of "Manga" as learning media and the control classes with the usual learning media. Both of the class got same teaching technique with think pair share technique.

F. VALIDITY AND RELIABILITY TEST

Test is a method of measuring a person's ability, knowledge, or performance in a given domain, it is an instrument a set of techniques, procedures, or items that requires performance expected responses to be filled in by the administrator. The research conducted the test to collect data with the kind of test multiple choices. A good instrument must meet two requirements, they are: on the part of the test-taker. To qualify as a test, the method must be explicit and structured: multiple-choice questions with prescribed correct answers; a writing prompt with a scoring rubric; an oral interview based on a question script, and a checklist of

⁵³ Ina, Magdalena, et al., "Analisis Penggunaan Teknik Pre-Test Dan Post-Test Pada Mata Pelajaran Matematika Dalam Keberhasilan Evaluasi Pembelajaran Di Sdn Bojong 04," *Nusantara : Jurnal Pendidikan dan Ilmu Sosial* 3, no. 2 (2021): 154, <https://ejournal.stitpn.ac.id/index.php/nusantara>.

1. Validity

Validity is one measure that shows the level of instrument validity. Valid means that the instrument can measure what is to be measured. by far the most complex criterion of an effective test and arguably the most important principle is validity, the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.⁵⁴ A valid instrument means the measuring instrument used to obtain data with high validity. On the other hand, an instrument that is less valid means it has low validity. The high and low validity of the instrument shows that the collected data deviates or does not deviate from the intended validity description.

The validity of the instrument was carried out before being given to the research class. The validity test aims to find out if the test used can measure students' skills. Analysis of the validity of the test in this study was carried out using the SPSS 25 program.

The r-table was 0,455, when the table of r result (coefficient of correlation) was below the r-table it could be concluded that the items were not valid instruments. Thus, the item was said to be a valid instrument if the coefficient of correlation was more than 0,455.

Steps to find out the validity of test such follow :

⁵⁴ H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (New York: Longman, 2003),

| | | | | | | | | | | | | | | | | | | | | | | |
|---------|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| soal_5 | Pearson | 1.000 | .840* | 1.000 | .081 | 1 | .840* | .490* | .608* | .327 | .140 | .140 | .490* | .404 | .081 | .140 | .608* | .140 | .229 | .490* | -.015 | .655* |
| | Correlation | ** | * | ** | | | * | * | * | | | | * | * | | * | * | | | * | * | * |
| | Sig. | .000 | .000 | .000 | .735 | | .000 | .028 | .004 | .160 | .556 | .556 | .028 | .077 | .735 | .556 | .004 | .556 | .332 | .028 | .951 | .002 |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| soal_6 | Pearson | .840* | .688* | .840* | .289 | .840* | 1 | .687* | .490* | .250 | .375 | .375 | .375 | .289 | .289 | .375 | .490* | .063 | .357 | .688* | .157 | .724* |
| | Correlation | * | * | * | | * | | * | * | | | | | * | * | * | * | | | * | * | * |
| | Sig. | .000 | .001 | .000 | .217 | .000 | | .001 | .028 | .288 | .103 | .103 | .103 | .217 | .217 | .103 | .028 | .794 | .122 | .001 | .508 | .000 |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| soal_7 | Pearson | .490* | .375 | .490* | .289 | .490* | .687* | 1 | .840* | .250 | .375 | .375 | .577* | .577* | .687* | .490* | .062 | .357 | .687* | .157 | .724* | |
| | Correlation | | | | | * | * | | * | | | | * | * | * | * | | | * | * | * | |
| | Sig. | .028 | .103 | .028 | .217 | .028 | .001 | | .000 | .288 | .103 | .103 | .103 | .008 | .008 | .001 | .028 | .794 | .122 | .001 | .508 | .000 |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| soal_8 | Pearson | .608* | .490* | .608* | .081 | .608* | .490* | .840* | 1 | .327 | .140 | .140 | .490* | .728* | .404 | .490* | .608* | .140 | .229 | .490* | -.015 | .655* |
| | Correlation | * | * | * | | * | * | * | | | | * | * | * | * | * | * | | | * | * | * |
| | Sig. | .004 | .028 | .004 | .735 | .004 | .028 | .000 | | .160 | .556 | .556 | .028 | .000 | .077 | .028 | .004 | .556 | .332 | .028 | .951 | .002 |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| soal_9 | Pearson | .327 | .667* | .327 | .577* | .327 | .250 | .250 | .327 | 1 | .667* | .667* | .667* | .577* | .192 | -.167 | .327 | .250 | .068 | .250 | .105 | .562* |
| | Correlation | | * | | * | | | | | | * | * | * | * | | | | | | | * | * |
| | Sig. | .160 | .001 | .160 | .008 | .160 | .288 | .288 | .160 | | .001 | .001 | .001 | .008 | .416 | .482 | .160 | .288 | .776 | .288 | .660 | .010 |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| soal_10 | Pearson | .140 | .375 | .140 | .866* | .140 | .375 | .375 | .140 | .667* | 1 | 1.000 | .687* | .577* | .289 | .375 | .140 | .375 | .357 | .375 | .419 | .677* |
| | Correlation | | | | * | | | | | * | ** | ** | * | * | | | | | | | * | * |
| | Sig. | .556 | .103 | .556 | .000 | .556 | .103 | .103 | .556 | .001 | | .000 | .001 | .008 | .217 | .103 | .556 | .103 | .122 | .103 | .066 | .001 |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| soal_11 | Pearson | .140 | .375 | .140 | .866* | .140 | .375 | .375 | .140 | .667* | 1.000 | 1 | .687* | .577* | .289 | .375 | .140 | .375 | .357 | .375 | .419 | .677* |
| | Correlation | | | | * | | | | | * | ** | ** | * | * | | | | | | | * | * |
| | Sig. | .556 | .103 | .556 | .000 | .556 | .103 | .103 | .556 | .001 | .000 | | .001 | .008 | .217 | .103 | .556 | .103 | .122 | .103 | .066 | .001 |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| soal_12 | Pearson | .490* | .688* | .490* | .577* | .490* | .375 | .375 | .490* | .667* | .687* | .687* | 1 | .866* | .289 | .375 | .490* | .688* | .357 | .375 | .157 | .796* |
| | Correlation | * | * | * | * | * | | | * | * | * | * | | * | * | * | * | * | * | * | * | * |
| | Sig. | .028 | .001 | .028 | .008 | .028 | .103 | .103 | .028 | .001 | .001 | .001 | | .000 | .217 | .103 | .028 | .001 | .122 | .103 | .508 | .000 |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| soal_13 | Pearson | .404 | .577* | .404 | .467* | .404 | .289 | .577* | .728* | .577* | .577* | .577* | .866* | 1 | .467* | .577* | .404 | .577* | .471* | .289 | .303 | .798* |
| | Correlation | | * | | * | | | * | * | * | * | * | * | | * | * | * | * | * | * | * | * |
| | Sig. | .077 | .008 | .077 | .038 | .077 | .217 | .008 | .000 | .008 | .008 | .008 | .000 | | .038 | .008 | .077 | .008 | .036 | .217 | .195 | .000 |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| soal_14 | Pearson | .081 | .289 | .081 | .467* | .081 | .289 | .577* | .404 | .192 | .289 | .289 | .289 | .467* | 1 | .577* | .404 | .577* | .707* | .289 | .545* | .622* |
| | Correlation | | | | * | | | * | * | | | | | * | | * | * | * | * | * | * | * |
| | Sig. | .735 | .217 | .735 | .038 | .735 | .217 | .008 | .077 | .416 | .217 | .217 | .217 | .038 | | .008 | .077 | .008 | .000 | .217 | .013 | .003 |

| | | | | | | | | | | | | | | | | | | | | | | | |
|------------|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----|
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| soal_15 | Pearson | .140 | .062 | .140 | .289 | .140 | .375 | .687* | .490* | -.167 | .375 | .375 | .375 | .577* | .577* | 1 | .140 | .375 | .612* | .375 | .419 | .581* | |
| | Correlation | | | | | | | * | | | | | * | * | | | | | * | | | * | |
| | Sig. | .556 | .794 | .556 | .217 | .556 | .103 | .001 | .028 | .482 | .103 | .103 | .103 | .008 | .008 | | .556 | .103 | .004 | .103 | .066 | .007 | |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | |
| soal_16 | Pearson | .608* | .490* | .608* | .404 | .608* | .490* | .490* | .608* | .327 | .140 | .140 | .490* | .404 | .404 | .140 | 1 | .490* | .229 | .490* | -.015 | .629* | |
| | Correlation | * | * | * | * | * | * | * | * | | | | * | * | * | | | * | | * | | * | |
| | Sig. | .004 | .028 | .004 | .077 | .004 | .028 | .028 | .004 | .160 | .556 | .556 | .028 | .077 | .077 | .556 | | .028 | .332 | .028 | .951 | .003 | |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | |
| soal_17 | Pearson | .140 | .375 | .140 | .577* | .140 | .063 | .062 | .140 | .250 | .375 | .375 | .688* | .577* | .577* | .375 | .490* | 1 | .612* | .063 | .419 | .581* | |
| | Correlation | | | | * | | | | | | | | * | * | * | | | | * | | | * | |
| | Sig. | .556 | .103 | .556 | .008 | .556 | .794 | .794 | .556 | .288 | .103 | .103 | .001 | .008 | .008 | .103 | .028 | | .004 | .794 | .066 | .007 | |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | |
| soal_18 | Pearson | .229 | .357 | .229 | .471* | .229 | .357 | .357 | .229 | .068 | .357 | .357 | .357 | .471* | .707* | .612* | .229 | .612* | 1 | .357 | .899* | .677* | |
| | Correlation | | | | * | | | | | | | | | * | * | * | | * | | * | * | * | |
| | Sig. | .332 | .122 | .332 | .036 | .332 | .122 | .122 | .332 | .776 | .122 | .122 | .122 | .036 | .000 | .004 | .332 | .004 | | .122 | .000 | .001 | |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | |
| soal_19 | Pearson | .490* | .375 | .490* | .289 | .490* | .688* | .687* | .490* | .250 | .375 | .375 | .375 | .289 | .289 | .375 | .490* | .063 | .357 | 1 | .157 | .629* | |
| | Correlation | | | | | * | * | * | * | | | | | | | | | | | * | | * | |
| | Sig. | .028 | .103 | .028 | .217 | .028 | .001 | .001 | .028 | .288 | .103 | .103 | .103 | .217 | .217 | .103 | .028 | .794 | .122 | | .508 | .003 | |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | |
| soal_20 | Pearson | -.015 | .157 | -.015 | .545* | -.015 | .157 | .157 | -.015 | .105 | .419 | .419 | .157 | .303 | .545* | .419 | -.015 | .419 | .899* | .157 | 1 | .479* | |
| | Correlation | | | | * | | | | | | | | | | * | | | * | * | * | * | * | |
| | Sig. | .951 | .508 | .951 | .013 | .951 | .508 | .508 | .951 | .660 | .066 | .066 | .508 | .195 | .013 | .066 | .951 | .066 | .000 | .508 | | .033 | |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | |
| Total skor | Pearson | .655* | .748* | .655* | .666* | .655* | .724* | .724* | .655* | .562* | .677* | .677* | .796* | .798* | .622* | .581* | .629* | .581* | .677* | .629* | .479* | 1 | |
| | Correlation | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | |
| | Sig. | .002 | .000 | .002 | .001 | .002 | .000 | .000 | .002 | .010 | .001 | .001 | .000 | .000 | .003 | .007 | .003 | .007 | .001 | .003 | .033 | | |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | |

P O N O R O G O

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

2. Reliability

Reliability is the constancy of the test instrument in assessing what is being assessed. This means that the assessment tool if used will always give relatively the same results. Reliability refers to an instrument that can be trusted to be used as a data collection tool because the instrument is already good. A reliable test is consistent and dependable. According to James Dean, reliability is the extent to which the result can be considered or stable.⁵⁵ Based on the Sujarweni if the cronbach alpha score is above 0,60 the data is consistent and reliable.⁵⁶

Reliability analysis in this research used the SPSS 25 program with Cronbach's Alpha statistical test. The basis for decision making in the reliability test if the Cronbach's Alpha value $>$ r-table, to measure the reliability of the students' ability using multiple-choice test. Steps to find out the reliability of test such as follow:

- a. Open the SPSS 25 program.
- b. Input the data from Microsoft excel to the data view.
- c. Click on “analyze – scale – reliability analysis”
- d. Drag all the data into the items column.
- e. Click “OK”.

Result of reliability analysis:

⁵⁵ James Dean Brown, *Testing in Language Program: a Comprehension Guide to English Language Assessment*. New York: Mc Graw Hill ESL/ELT, 2005, 175.

⁵⁶ V. Winarta Sujarweni. 2014. *SPSS untuk penelitian*. Yogyakarta: Pustaka Buku Press, 193.

Case Processing

Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 20 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 20 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .757 | 21 |

The score of the reliability test above is $0.757 > 0.6$, it means that the instrument is reliable.

G. DATA ANALYSIS

1. Assumption Test

After the test was given to the students in pre-test and post-test, then the results of the test were being analyzed with the assumption test. The tests there are tests of normality and test of homogeneity.

2. Hypothesis Testing

For testing the hypothesis, the research was used the t-test to know whether there is a difference between variables in the study. Hypothesis testing to check whether the data collected supports certain statements or predictions. The researcher will use SPSS 25 program for windows to analyze the t-test. Steps of calculation t-test:

- a. Open the SPSS 25 program.
- b. Click on “variable view” add name and use decimal “0”.
- c. Input the data from Microsoft excel to the data view.
- d. Click on “analyze – compare means – paired samples t-test”.
- e. Drag the data into paired variables.
- f. Click “OK”.

The criteria of hypothesis testing, are as below:

- a. H_0 is rejected and H_a is accepted if the t-test $< 5\%$ significant level,
There is do significant different score in teaching integrated English who are taught by using Problem Based Learning model and who are not taught by using Problem Based Learning model.
- b. H_0 is accepted and H_a is rejected if the t-test $> 5\%$ significant level,
There is no significant different score in teaching integrated English who are taught by using Problem Based Learning model and who are not taught by using Problem Based Learning model.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. STATISTIC DESCRIPTION

In this research, the researcher only focused on tenth graders students at SMAN 1 Sambit in the academic year 2022/2023. There are 5 classes which were X MIPA 1, X MIPA 2, X MIPA 3, X IPS 1, and X IPS 2. The researcher chose X IPS 1 and X IPS 2 as the research sample. Class X IPS 1 with 28 students as an experimental class and XI IPS 2 with 28 students as control classes.

Based on the results of the research which was conducted by researchers, researchers found that there were problems that occurred in the development of student reading comprehension. They find it difficult to understand the text and had lacking interest in the reading materials. This is because they had only quite the same kind of material over and over in the narrative text. Resulting in students having difficulties when they want to read and understand the materials. Therefore, treatment is needed to help students solve problems to improve their reading comprehension. Based on the statement above researcher assumes to use of “manga” to improve student's reading comprehension of narrative text.

The teaching and learning process begins with new material about narrative text and the same conditions in that two classes. After that, the researcher gave treatment to the experimental class. In the control class, students were not

taught to use the “manga” as learning materials. Meanwhile, in the experimental class, the students were taught using “manga” as learning materials.

1. Data Description of Control Class

This section presents the teaching and learning procedure and the pre-test and post-test scores of students in the control class.

a. The Research Procedures in the Control Class

In the control class, there were 28 students. The students did not receive the treatment as the students in the experimental class. Students had been taught the same technique as usual, which was only limited to the same kind of narrative text material. In the first meeting, students were given a pre-test by the researcher. This pre-test serves to check the ability of students in mastering the material.

In the second meeting, students were taught using the narrative text material. The material focuses on basic information related to the narrative text. Through a text that had been provided by the researcher, students can identify elements of a narrative text such as definitions, generic structures, and types of narrative text. In addition, in the second meeting, students are required to find and classify the generic structure as well as the kind of story in the narrative text that had been given.

At the third meeting, the researcher briefly reviewed the material from the previous meeting with the students. Then, the researcher

continued the discussion of the material where the focus of the material being taught at this third meeting was focused on the language features of the narrative text. Students are required to find and classify the language features from the text given by teachers. So, students can understand the concept of narrative text well.

At the fourth meeting researcher focused on analyzing the content of the text and the moral value of the text. in addition, student are given a story then students analyzed the context of the story as well as analyzing the moral value of the text given. Furthermore, the think pair share technique was used in the second until fourth meeting.

At the fifth meeting, the researcher had prepared form paper like during the pre-test. The agenda for the fifth meeting was post-test testing. The concept of this post-test will be the same system when the pre-test was carried out. This is intended to reduce the invalidity of a study. So, through the results of the pre-test and post-test it will be seen whether there is a significant difference or not.

- b. The score of students reading comprehension in the control class

The table below reports the pre-test and post-test scores of students in the control class.

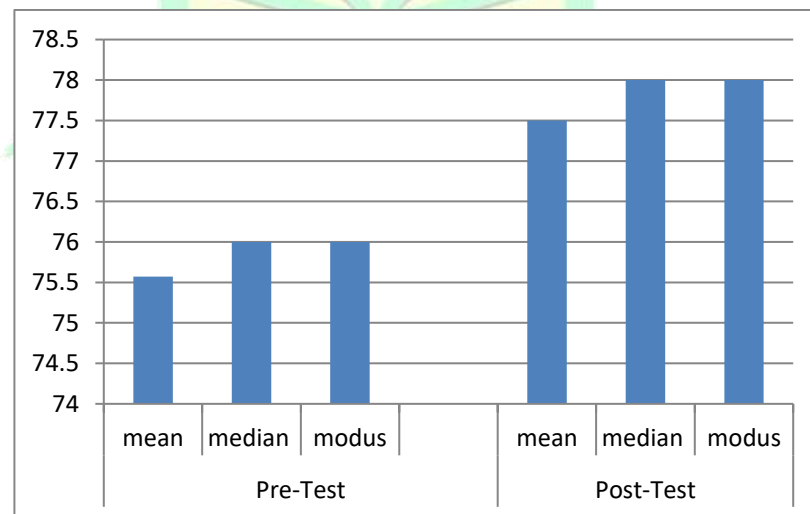
Table 4. 1 Pre-Test and Post-Test Score of Control Class

| No | Name | Pre-Test Score | Post-Test Score |
|----|-------|----------------|-----------------|
| 1 | AWN | 80 | 81 |
| 2 | AIC | 74 | 76 |
| 3 | BWJ | 80 | 80 |
| 4 | CF | 76 | 78 |
| 5 | DA | 76 | 76 |
| 6 | EAS | 78 | 78 |
| 7 | EN | 72 | 72 |
| 8 | JAGJT | 76 | 78 |
| 9 | LSSD | 76 | 76 |
| 10 | LAS | 76 | 78 |
| 11 | MM | 76 | 76 |
| 12 | MDP | 78 | 82 |
| 13 | MLH | 76 | 78 |
| 14 | NE | 78 | 78 |
| 15 | NSW | 70 | 72 |
| 16 | NU | 74 | 78 |
| 17 | OAF | 78 | 78 |
| 18 | RF | 78 | 78 |
| 19 | RA | 76 | 76 |
| 20 | RS | 78 | 80 |
| 21 | SS | 78 | 82 |
| 22 | SDM | 76 | 78 |
| 23 | STI | 72 | 78 |
| 24 | TPA | 70 | 74 |
| 25 | VS | 72 | 74 |

| | | | |
|----|-------|-------|------|
| 26 | WL | 70 | 74 |
| 27 | YMA | 76 | 81 |
| 28 | ZSS | 76 | 80 |
| | Total | 2116 | 2170 |
| | Mean | 75,57 | 77,5 |

Based on the table above, it can be concluded that the lowest pre-test score is 70 and the highest pre-test score is 80 with a total number of 2116 and the mean is 75.57. Meanwhile, the lowest post-test score is 72 and the highest post-test score is 82 with a total number of 2270 and the mean is 77.5.

Picture 4.1 Control Class Scores Diagram



Based on the result it can be concluded that the pre-test in the control class, the mean is 75,57, the median is 76, and the modus is 76. Meanwhile, in the post-test, the mean is 77,5, the median is 78, and the modus is 78 also. It can be seen that there is a difference between the

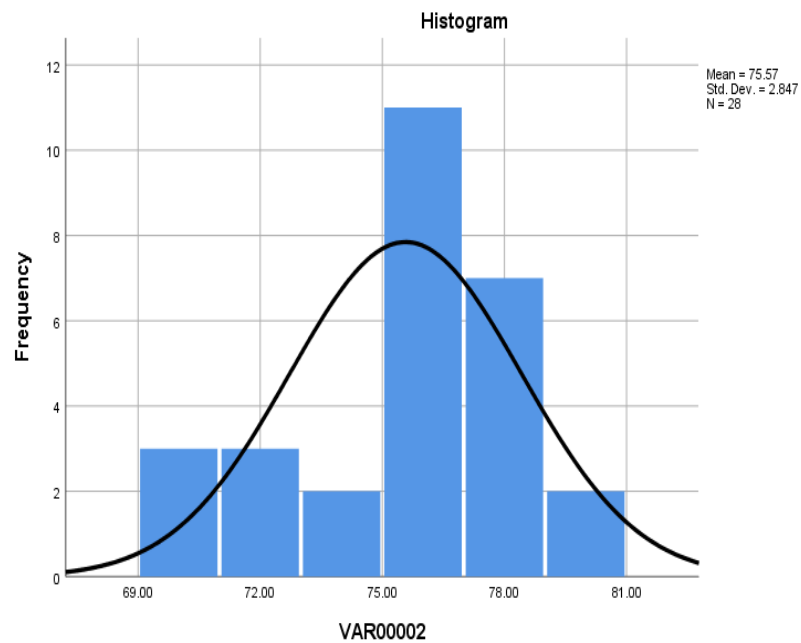
mean, median, and mode in the pre-test and post-test in the control class. However, there is no significant increase in the results of the test.

Table 4. 2 frequency distribution of pre-test in control class

Pre-Test Control

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 70.00 | 3 | 10.7 | 10.7 | 10.7 |
| | 72.00 | 3 | 10.7 | 10.7 | 21.4 |
| | 74.00 | 2 | 7.1 | 7.1 | 28.6 |
| | 76.00 | 11 | 39.3 | 39.3 | 67.9 |
| | 78.00 | 7 | 25.0 | 25.0 | 92.9 |
| | 80.00 | 2 | 7.1 | 7.1 | 100.0 |
| | Total | 28 | 100.0 | 100.0 | |

From the table above, it can be seen that the scores that students achieved in pre-test were vary. There were 10.7% or students got 72, 10.7% or 3 students got 72, 7.1% or 2 students got 74, 39,3% or 11 students got 76, 25% or 7 students got 78, and 7.1% or 2 students got 80. It was clearly explained in the following histogram:



Picture 4.2 Control class Pre-Test Histogram

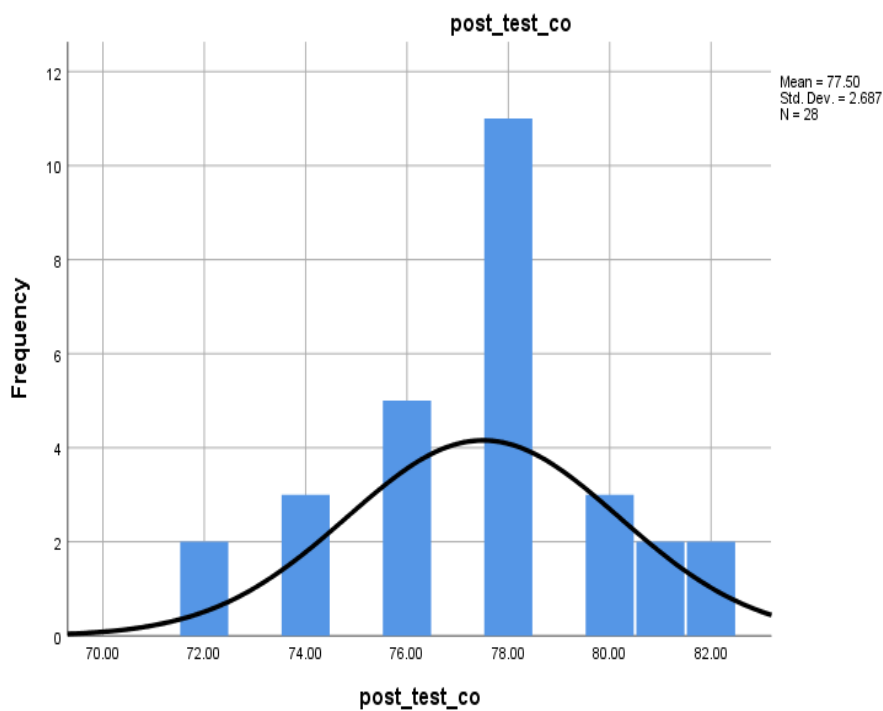
From histogram above, it is stated that the mean is 75,57 and the standard deviation is 2.847

Table 4. 3 frequency distribution of post-test in control

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 72.00 | 2 | 7.1 | 7.1 | 7.1 |
| | 74.00 | 3 | 10.7 | 10.7 | 17.9 |
| | 76.00 | 5 | 17.9 | 17.9 | 35.7 |
| | 78.00 | 11 | 39.3 | 39.3 | 75.0 |

| | | | | |
|-------|----|-------|-------|-------|
| 80.00 | 3 | 10.7 | 10.7 | 85.7 |
| 81.00 | 2 | 7.1 | 7.1 | 92.9 |
| 82.00 | 2 | 7.1 | 7.1 | 100.0 |
| Total | 28 | 100.0 | 100.0 | |

From the table above, it can be seen that the scores that students achieved in post-test were vary. There were 7,1% or 2 student got 72, 10,7% or 3 students got 74, 17,9% or 5 students got 76, 39,3% or 11 students got 78, 10,7% or 3 students got 80, 7,1% or 2 students got 82 and 7.1% or 2 students got 82. It was clearly explained in the following histogram:



Picture 4.3 Control Class Post-Test Histogram

From histogram above, it stated that the mean is 77,50 and the standard deviation is 2.687

2. Data Description of Experimental Class

This section presents the teaching and learning procedures and the pre-test and post-test scores of students in the experimental class.

a. The Research Procedures in the Experimental Class

In the experimental class, there were 30 students but the researcher decided to use only 28 students as the subject of the research to make sure the experimental and control class have the same amount of test subject. The students received the treatment in learning explanation text. Students had been taught with the same technique as usual, but used the “manga” as new materials. In the first meeting, students were given a pre-test by the researcher. This pre-test served to check the ability of students in mastering the material. In addition, before the experimental class receives a different treatment, the pre-test also aims to balance students' skills between the control and experimental classes.

In the second meeting, students were taught using the narrative text material with the same technique as the control class. The material focuses on basic information related to the narrative text the only difference with the control class is this experimental class use the manga as the learning media. Through a text that had been provided

by the researcher, students can identify elements of a narrative text such as definitions, generic structures, and types of narrative text. In addition, in the second meeting, students are required to find and classify the generic structure as well as the kind of story in the manga that had been given.

At the third meeting, the researcher briefly reviewed the material from the previous meeting with the students. Then, the researcher continued the discussion of the material where the focus of the material being taught at this third meeting was focused on the language features of the narrative text with the manga as the learning media. Students are required to find and classify the language features from the manga given by teachers. So, students can understand the concept of narrative text well.

At the fourth meeting researcher focused on analyzing the content of the text and the moral value of the text. in addition, students were given a manga then students analyzed the context of the story as well as analyzing the moral value of the manga given. Furthermore, the think pair share technique was used in the second until the fourth meeting.

At the fifth meeting, the researcher had prepared form paper like during the pre-test. The agenda for the fifth meeting was post-test testing. The concept of this post-test will be the same system when the pre-test was carried out. This is intended to reduce the invalidity of a

study. So, through the results of the pre-test and post-test it will be seen whether there is a significant difference or not

- b. The score of students' reading comprehension in the Experimental class

The table below reports the pre-test and post-test scores of students in the control class.

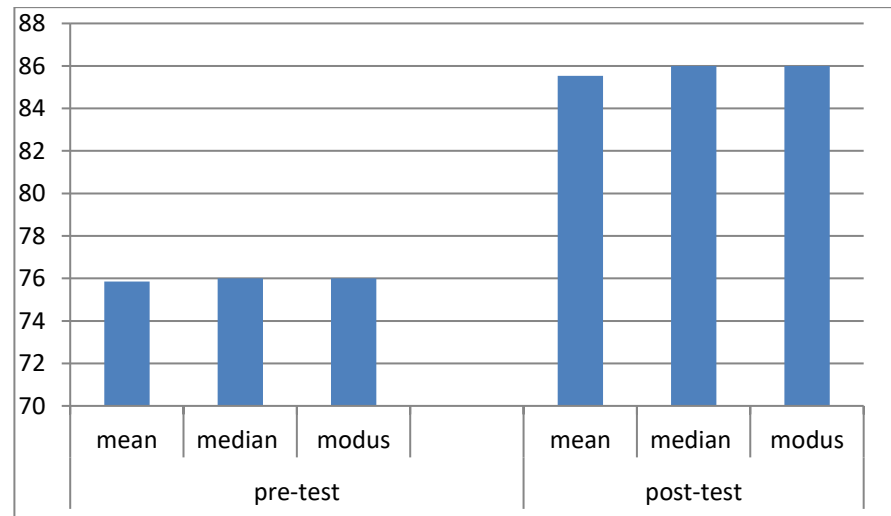
Table 4. 4 Pre-Test and Post-Test Score of Experimental Class

| No | Name | Pre-Test Score | Post-Test Score |
|----|------|----------------|-----------------|
| 1 | ARE | 72 | 82 |
| 2 | AFES | 78 | 88 |
| 3 | AWBK | 74 | 84 |
| 4 | APR | 74 | 86 |
| 5 | AAN | 78 | 89 |
| 6 | ATP | 72 | 80 |
| 7 | AWRA | 72 | 82 |
| 8 | CH | 76 | 86 |
| 9 | CLT | 76 | 86 |
| 10 | DTA | 78 | 88 |
| 11 | DGA | 76 | 86 |
| 12 | DF | 72 | 81 |

| | | | |
|----|------|----|----|
| 13 | DTSU | 76 | 86 |
| 14 | EDNS | 76 | 82 |
| 15 | ER | 74 | 84 |
| 16 | FAC | 74 | 84 |
| 17 | IFR | 76 | 86 |
| 18 | IRN | 76 | 86 |
| 19 | MFRH | 82 | 90 |
| 20 | MRNS | 74 | 86 |
| 21 | MDC | 80 | 89 |
| 22 | MMA | 76 | 86 |
| 23 | MFSK | 78 | 88 |
| 24 | NMJ | 76 | 86 |
| 25 | NR | 74 | 84 |
| 26 | NL | 82 | 90 |
| 27 | RWL | 78 | 86 |
| 28 | RNN | 74 | 84 |

Based on the table above, it can be concluded that the lowest pre-test score is 75 and the highest pre-test score is 85 with a total number of 2148 and the mean is 76,71 Meanwhile, the lowest post-test score is

80 and the highest post-test score is 88 with a total number of 2366 and the mean is 84,5.



Picture 4.4 Experimental Class Score Diagram

Based on the chart above, it can be concluded that the pre-test in the experimental class, the mean is 75,86 the median is 76, and the modus is 76. Meanwhile, in the post-test, the mean is 85,53 the median is 86 and the modus is 86. It can be seen that there is a significance difference between the mean, median, and modus in the pre-test and post-test in the experimental class. So, there is a significant increase in the results of the test after applying think pair share technique.

Table 4.5 frequency distribution of pre-test in

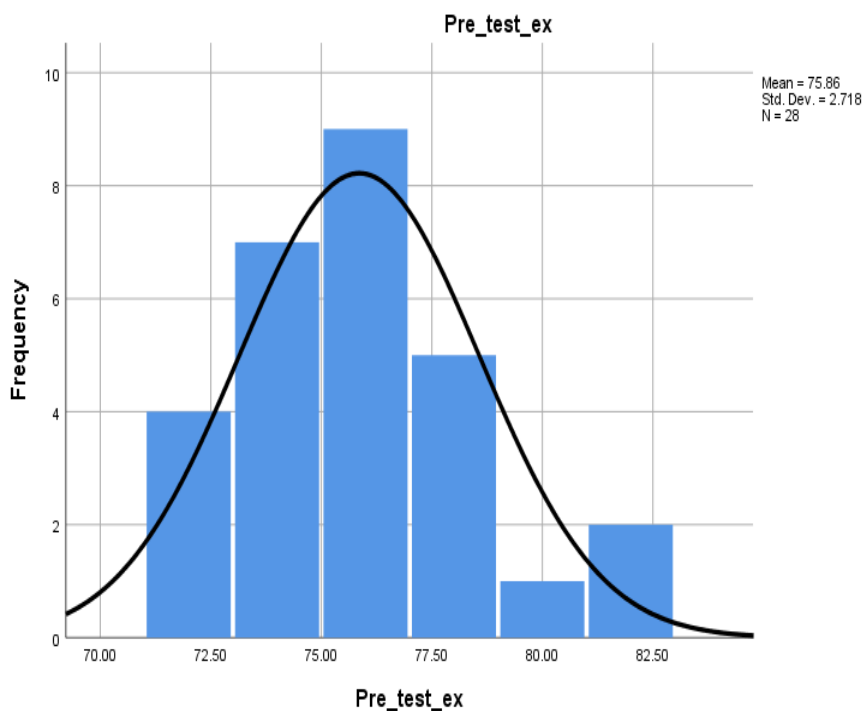
experimental class

Pre_test_ex

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 72.00 | 4 | 14.3 | 14.3 | 14.3 |
| | 74.00 | 7 | 25.0 | 25.0 | 39.3 |
| | 76.00 | 9 | 32.1 | 32.1 | 71.4 |
| | 78.00 | 5 | 17.9 | 17.9 | 89.3 |
| | 80.00 | 1 | 3.6 | 3.6 | 92.9 |
| | 82.00 | 2 | 7.1 | 7.1 | 100.0 |
| | Total | 28 | 100.0 | 100.0 | |

From the table above, it can be seen that the scores that students achieved in pre-test were varied. There were 14.3% or 4 student got 72.25% or 7 students got 74, 32.1% or 9 students got 76, 17.9% or 5 students got 78, 3.6 or 1 students got 80 and 7.1% or 2 students 82. It was clearly explained in the following histogram:

PONOROGO



Picture 4.5 Experimental Class Pre-Test Histogram

From histogram above, it stated that the mean is 75,86 and the standard deviation is 2.718

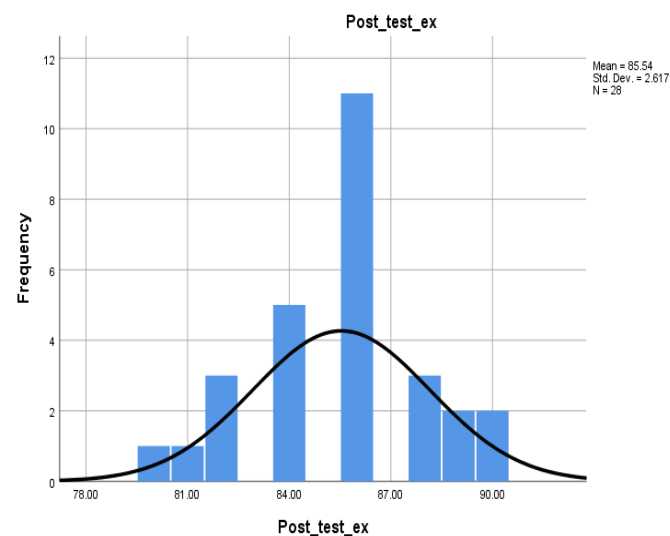
Table 4. 6 frequency distribution of post-test in experimental class

Post_test_ex

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 80.00 | 1 | 3.6 | 3.6 | 3.6 |
| | 81.00 | 1 | 3.6 | 3.6 | 7.1 |
| | 82.00 | 3 | 10.7 | 10.7 | 17.9 |
| | 84.00 | 5 | 17.9 | 17.9 | 35.7 |

| | | | | |
|-------|----|-------|-------|-------|
| 86.00 | 11 | 39.3 | 39.3 | 75.0 |
| 88.00 | 3 | 10.7 | 10.7 | 85.7 |
| 89.00 | 2 | 7.1 | 7.1 | 92.9 |
| 90.00 | 2 | 7.1 | 7.1 | 100.0 |
| Total | 28 | 100.0 | 100.0 | |

From the table above it can be seen that the scores that students achieved in post-test were varied. There were 3.6 or 1 student got 80, 3.6 or 1 students got 81, 10.7% or 3 students got 82, 17.9% or 5 students got 86, 39.3% or 11 students got 86, 10.7 or 3 students got 88, 7.1 or 2 students got 89 and 7,1% or 2 students got 90. It was clearly explained in the following histogram:



Picture 4.6 Experimental Class Post-Test Histogram

From histogram above, it stated that the mean is 85,54 and the standard deviation is 2.617

B. STATISTIC INFERENTIAL

In this statistics inferential section contains an explanation of the results of hypothesis testing that has been carried out by researchers. Researcher used the IBM SPSS Statistics 25 computer program to be able to describe statistical calculations more accurately.

1. Assumption Test

In the assumption test used by the researcher, there are two stages. This is intended so that the data used by researcher is normal and homogeneous.

The two stages are the normality test and homogeneity test.

a. Normality test

The normality test aims to see whether the residual value is normally distributed or not. A good regression model is to have a normally distributed residual value⁶⁷. The data on significance Shapiro-Wilk was examined to determine normality for N = 28 (control class) and N = 28 (experimental class). So, the normality test in this research is used IBM SPSS Statistics 19 and used the 0.05 significance level.

Table 4.7 Tests of Normality

| var2 | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | | Sig. |
|------|---------------------------------|------|------|--------------|------|------|------|
| | Statistic | Df | Sig. | Statistic | Df | Sig. | |
| var1 | Co | .217 | 28 | .002 | .933 | 28 | .073 |
| | Ex | .213 | 28 | .002 | .940 | 28 | .108 |

a. Lilliefors Significance Correction

Based on calculated of IBM SPSS Statistics 19 above, it can be concluded that the test used one-sample Shapiro-Wilk test. The table above showed that the p-value in control class was higher than α ($0.073 > 0.05$), it means that the data of control class was normal. Then, table above also showed that the p-value in experimental class was higher than α ($0.245 > 0.108$), it means that the data of experimental class was normal.

b. Homogeneity test

Homogeneity is the similarity of variance between groups to be compared, so that the researcher will deal with groups in the same condition from the beginning. Homogeneity test was conducted to determine whether the scores in the research conducted had homogeneous variations or not. In this research, the IBM SPSS Statistics 19 used to carry out the homogeneity test. The Levene's test is examined to determine homogeneity.

Table 4.8 Test of Homogeneity of Variances

| | | Levene Statistic | df1 | df2 | Sig. |
|------|---|------------------|-----|--------|------|
| var1 | Based on Mean | .011 | 1 | 54 | .917 |
| | Based on Median | .005 | 1 | 54 | .943 |
| | Based on Median and with adjusted df | .005 | 1 | 53.922 | .943 |
| | Based on trimmed mean | .009 | 1 | 54 | .924 |

Based on calculated of IBM SPSS Statistics 19 above, it can be concluded that the scores of both experimental class and control class were based on mean, median, median with adjusted df, and trimmed mean. The results showed that based on mean the Sig. was 0.917, so the significance level was higher than α ($0.917 > 0.05$), it means that the data was homogeneous.

2. Hypothesis and Intepretation

After assuming the data has been tested normal and homogeneous, the next step was hypothesis testing. In this research, the researcher used the T-test to analyze the data by comparing the score between control class and experimental class in pre-test and post-test. The results of the data analysis will show the answer of the research hypothesis. The t-test results were compared to the t-table.

Group Statistics

| | class | N | Mean | Std. Deviation | Std. Error Mean |
|--|-------|---|------|----------------|-----------------|
| | | | | | |

| | | | | | |
|-----|----------|----|---------|---------|--------|
| var | co_class | 28 | 77.5000 | 2.68742 | .50787 |
| | ex_class | 28 | 85.5357 | 2.61735 | .49463 |

Table 4.9 Independent sample T-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 |
| Post-test | Equal variances assumed | .011 | .917 | -11.335 | 54 | .000 | -8.03571 | .70894 | -9.457 | -6.614 |
| | Equal variances not assumed | | | -11.335 | 53.962 | .000 | -8.03571 | .70894 | -9.457 | -6.614 |

To interpret the t-test, it must be determine:

- Significance value α
- Confidence intervals = $1 - \alpha$
- Determine (df) = 58 (df - 2; 60 - 2 = 58)
- Compare the Sig. (2-tailed), with the basic of decision as bellow:

- If sig. (2-tailed) < 0.05 , then there is a significant difference between the post-test results in the control and experimental classes.
- if sig. (2-tailed) > 0.05 , then there is no significant difference between the results of the post-test in the control and experimental classes.

As The researcher formulated a hypothesis as below:

Null Hypothesis

There is no significant effect of using manga as learning media on student reading comprehension

Alternative Hypothesis

There is significant effect of using manga as learning media on student reading comprehension

In the table above, the result showed that the Sig. (2-tailed) < 0.05 , it means that $0.00 < 0.05$. Moreover, $t\text{-test} > t\text{-table}$, it means that $11.335 > 2.004$. Therefore, H_0 rejected and H_1 accepted. It can be concluded that there was significant difference in the students' reading comprehension between those who were taught using manga as learning media and those who were not taught using manga as learning media.

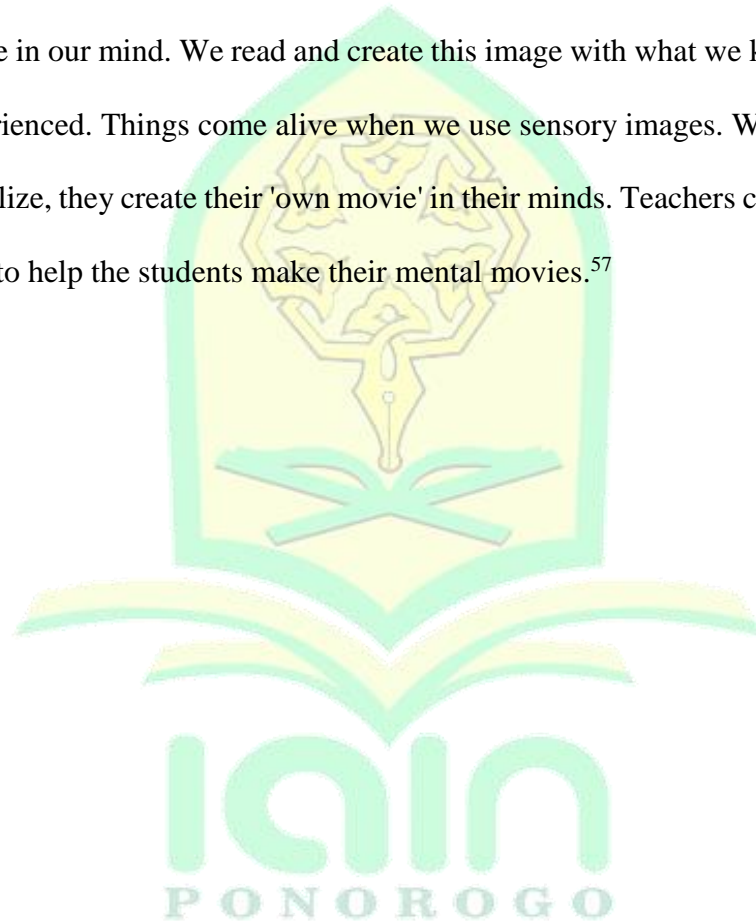
C. DISCUSSION

Based on the results of the research, the researcher will elaborate on the discussion from research results at SMAN 1 Sambit which will then be integrated with existing theories applying Manga as learning media in the class. The data is collected through the test result and analyzed used the IBM SPSS Statistics 25 computer program to be able to describe statistical calculations more accurately.

Based on the result the average post-test score of students in the control class is 77.5. In contrast, the average value of students in the experimental class is 85.53 with the results show that P value or sig smaller than (0.005). the researchers gave treatment to the experimental group, their score had an increase from before. During the treatment, the students looked very enthusiastic about participating in the lesson with the use of manga. The data showed that the mean from experimental class increased from 76.71 at the pre-test to 85.53 at the post-test. Based on the results in the table above, the researcher can conclude that use of manga is declared successful and can improve students's reading comprehension.

In the table 4.9 above, the result showed that the Sig. (2-tailed) < 0.05 , it means that $0.00 < 0.05$. Moreover, $t\text{-test} > t\text{-table}$, it means that $11.335 > 2.004$. Therefore, H_0 rejected and H_1 accepted. Based with the test result it can be concluded that effect of Manga could improve the students's reading comprehension in narrative text.

Considering the result of the test above, it was clear that the use of manga in learning done by the experimental group was contributed to their reading comprehension enhancement. It makes the student more interest to read the reading materials, This finding was related with Mayer as the stated that Visualizing is creating pictures in our minds. When we read we create an image in our mind. We read and create this image with what we know or have experienced. Things come alive when we use sensory images. When students visualize, they create their 'own movie' in their minds. Teachers can use comic strip to help the students make their mental movies.⁵⁷



⁵⁷ Mayer, R. B. & B. Masser (2003). Comics strips in teaching English as a foreign language. Paper presented to a conference in Kassei, West Germany. 2003.

CHAPTER V

CLOSING

A. Conclusion

After the researcher conducted the research and analysed the data based on the steps for the research title “The use Manga to improve students reading comprehension on SMAN 1 Sambit”, it can be concluded that process, the researcher found that there is a significant difference in students’ achievement between students who were taught using Manga as the media and those who were not.

Based on the data analyzed and calculated using IBM SPSS Statistics 20 computer program, the result showed that the mean of post-test in the experimental class is higher (85.53) than the mean of post-test in the control class (77.50). In addition, researcher also found that the statistical test for normality test shown 0.073 for control test and 0.108 for experimental test was higher than 0.05 ($0.073 > 0.05$ and $0.108 > 0.05$). Based on that calculation, it means the data for test was normal distribution. The researcher calculated with IBM SPSS Statistics 19, and the researcher found that significance for testing the homogeneity was $0.917 > 0.05$, it means that the data of test was homogeny.

In addition, researcher also calculated about *ttest* by using IBM SPSS Statistics 20, shown that *ttest.* is 11.33 and the *ttable* 2.004. It is mean that *ttest* upper or more than the *ttable* with the degree freedom (df) 58. Based on basic of decision for significance score, the level sig. (2-tailed) 0.00 which is

smaller than the 0.05 ($0.00 < 0.05$) it means that there is a significance difference between the post-test results in the control and experimental class.

Furthermore, based on the results through calculated from IBM SPSS Statistics 20 statistics program, it could be concluded that the use of manga can improve student's reading comprehension in narrative text at SMAN 1 Sambit. Thus, it means that the null hypothesis was rejected and the alternative hypothesis was accepted.

B. Recommendations

Based on the conclusion, some suggestions that might be useful for students, teachers, and future researchers are presented below:

1. For students

The researcher expects students to have great motivation and willingness to learn English. They need to consider that they have to improve their language skills, especially in reading comprehension.

2. For teachers

Teachers must be more creative to improve and try a new learning media for students so that students are interested in participating in lessons, especially for reading comprehension.

3. For future researchers

This research can be a reference for future researchers to start research that is still related and relevant. They can study related topics and become considered in conducting further research about new material in reading.



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