

**THE EFFECT OF ENGLISH COMIC WEBTOON ON
STUDENTS' READING COMPREHENSION AT MADRASAH
TSANAWIYAH NEGERI 2 MUARO JAMBI**

THESIS



**BY:
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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY
SULTHAN THAHA SAIFUDDIN
JAMBI
2019**

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STUDENTS' READING COMPREHENSION AT MADRASAH
TSANAWIYAH NEGERI 2 MUARO JAMBI**

THESIS

*Submitted as Partial Fulfillment of Requirements to Obtain Undergraduate (S1)
Degree at English Education Program Faculty of Tarbiyah and Teacher
Training*



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Assalamu'alaikum, Wr. Wb.

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Thus, we hope this thesis be useful for all.

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MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

Recite in the name of your Lord who created

(Q.S. Al-'Alaq : 1)

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ

Recite, and your Lord is the most Generous

(Q.S. Al-'Alaq : 3)

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DEDICATION

Thanks to Allah SWT, The most Gracious, The most Merciful

For the blessing and leading me.

I could finally finish writing this thesis.

Sholawat to the Prophet Muhammad SAW.

His coming really changed the world

This Thesis I dedicate special to:

My adored father **Rd. Usman** and my adored mother **Rts. Lily Suryani** and also my beloved sister **Rts. Wulandari Agustina** and my beloved brother **Rd. Irfan Maulana and Rd. Hifzhi Irsyad Al-Ghifari** who always love and encourage me and never stop praying for my success now and in the future with endless love, always being with and guiding me, your prayers are really powerful.

My lovely SSA Personil **Ajeng Puji Iswiyah S. Pd** and **Syifha Fauziah S.Pd** and BBF Personil **Tri Ivo Nevna, Andriana, Agustina, Sonia Johanisa and Astari Mamasta** who always stand by me no matter what you guys are always there beside me, support me, help me and won't let my tears down.

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May Allah SWT always bless us.

Aamiin

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I would like to express my sincere gratitude to Amalia Nurhasanah M. Hum as the first advisor and Shynta Amalia, M.Pd as the second advisor who have given guidance and support to accomplish in this thesis. The researcher would also like to express many thanks to the following people who have contributed much in accomplishing this thesis, namely:

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Finally, the researcher expect this thesis will give contribution to be teaching of English especially. The reserarcher hopes crities and suggestions of the readers for the perfection of this thesis. May Allah SWT always gives guidance and blessing for me and readers. Aamiin ya rabbal alamin.

Jambi, 14 April 2019

The Researcher

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ABSTRACT

Name : Suci Supitri
Major : English Educational Program
Title : The Effect of English Comic Webtoon on Students Reading Comprehension at MTsN 2 Muaro Jambi

This study aimed to know the effect of English Comic Webtoon on students' reading comprehension skill at the eighth grade of MTsN Muaro Jambi. This research was quantitative research and it was conducted by using a quasi-experimental design. The subject of this research was 52 students. The result of the analysis indicated that the mean post-test score (77,33) was higher than the mean of pre-test score (61.13). So, H_a was accepted. It means the English Comic Webtoon can improve students' reading skill achievement after giving treatment. Next, the researcher had computed that the score of $t_{count} > t_{table}$ ($22.826 > 4.064$) and significant 2-tailed 70.05 ($0,000 > 0,05$). So, H_a was accepted. It means there is a significant improvement of reading comprehension achievement between the students who are taught by using English comic webtoon and those who are not.

Keyword : English Comic Webtoon, Reading Comprehension Skill.

ABSTRAK

Nama : Suci Supitri
Jurusan : Pendidikan Bahasa Inggris
Judul : Pengaruh Komik Webtoon Bahasa Inggris terhadap kemampuan pemahaman membaca siswa pada kelas delapan di Madrasah Tsanawiyah Negeri 2 Muaro Jambi.

Penelitian ini bertujuan untuk mengetahui efek Comic Bahasa Inggris Webtoon pada kemampuan pemahaman membaca siswa pada kelas 8 MTsN 2 Muaro Jambi. Penelitian ini adalah kuantitatif dengan menggunakan desain kuai-eksperimental, dan subjek penelitian ini adalah 52 siswa. Dari hasil analisis peniltian mengindikasikan bahwa hasil dari rata-rata nilai post-test yaitu (77.33) lebih tinggi dari nilai rata-rata pre-test yaitu (61.13). Artinya H_a bisa diterima, oleh karnanya Komik Webtoon Bahasa Inggris bisa meningkatkan kemampuan membaca siswa setelah diberikan perlakuan. Selanjutnya, peneliti telah menganalisa nilai $t_{hitung} > t_{table}$ ($22.826 > 4.064$) dan significant 2-tailed > 0.05 ($0.000 > 0.05$). Jadi, H_a diterima, artinya ada peningkatan yang significant dari hasil belajar membaca siswa yang diajarkan dengan menggunakan Komik Webtoon Bahasa Inggris dibanding siswa yang tidak.

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CHAPTER I INTRODUCTION

A. Background of Research

Reading is ability that has essential role for students. Because, reading is become a part of our daily activity and of course, reading include one of skill that students' have to learn in English foreign language. Besides, through this activity, students' can improve their own language, experience, develop their reading skill and changed their mind. They will get information and ideas from what they read and what they need to know. According to Mc Donough et.al (2013), reading is activity that students usually learn and do in English as foreign language. It is used to get comprehensive understanding and idea from the text.

Reading skill include standard competence and basic competence in syllabus KTSP and 2013 curriculum. Therefore, Reading holds an important role in learning process because reading skill is fundamental skill of English as foreign language (EFL) or second language (ESL). McDonough et.al (2013), stated that reading is one of essential skill because students have to read English material for their subject in learning process. Reading skill is expected to be acquired by all of the education levels. Through reading, students are able to think critically, get new information, develop their knowledge and find solutions to the problems, they will encounter and how to deal with them.

According to Devito (2014), that reading helps children to develop their language skill, to open up new world and to enrich their live, to enhance, to improve their hand-eye coordination, and to provide them with fun activity. It means reading holds an important part in developing students' knowledge.

To be able to read students need to have motivations, aims, and interest in reading, and students should be able to read well. The higher the level of students in reading. So, the higher the level of success and development of students' reading ability, and vice versa. Many thing that students can do in reading. Besides, they have to motivation in reading. Students' also can using his/her spare time to read and by choosing the reading they likes, it's means good students is that they have motivation in learning, because it's have influence learning students' achievement. According to Matondang et.al (2017) states that motivation is one of several factors that influence students' English achievement.

Therefore, teacher plays important role in teaching reading. Teacher's creatively and appropriate strategy should be implemented in the class while teaching reading in order to make students' good in reading comprehension. Reading strategies are important to help students comprehend the text in the act of reading Kuru Gonen (2015, p. 2924). It means teacher have to up to date, have to using the best strategy and have a great knowledge in teaching learning. Teacher can utilizing existing facilities in schools such as technology. Teachers' knowledge of the use of appropriate technology in the learning process is one of the variations that can be done by the teacher. This will certainly increase interest, achievement of learning outcomes and new atmosphere in learning English. Besides, with the incorporation of the right strategy will be fun activity for students.

However, there are some difficulties that students get when learn about reading comprehension. Such as; they lack vocabularies, less motivation in reading, and limited available time to cognitively process of the text and also bored strategy that teacher use in learning English. This is also expressed by study of "Most Littered Nation in the World" conducted by Central Connecticut State University in March 2016. Indonesia was ranked 60th of 61 countries about reading interest. This problem supported by data from PISA that Mentions, where the index reading in Indonesia society only rose 1 point from 396 in 2012 and 397 in 2015. Of course, this still very worrying where the ability and interest in reading is an

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important thing that can improve the human resources that will be able to advance the social and economic country.

More ever, some studies also show that problem in reading that happened from students'. Firstly, SY Ratri (2015), stated that those second grades students in Indonesia show that they have problem in understanding the main idea of the texts and finding both implicit and explicit meaning information. Secondly, Yahya et.al (2017) investigated that the lack of motivation students in learning and the difficulty of finding the good material to read, due to lack of teachers in using media technology in teaching and learning process, so that students feel bored and not interested in learning.

It is also found by researcher, based on preliminary observation held in MTsN 2 Muaro Jambi, the reseacher found some problems. There are less motivation from students in reading, the teacher less using technology as media as variation in teaching and the strategy that teacher use in teaching reading. The teacher only give explanation and exercise from the textbook. It makes students less comprehend the material, and the students cannot produce their understanding, feel bored and cannot develop their reading skill in English in the end of the class.

Therefore, to help students improve their reading comprehension, it is arguable to say that the English teachers have an important role. For example, the teachers must take on the responsibility for adjusting tasks and topics that related to the students interest and can try to using technology as variation in learning English to improve students' interest in reading.

The approach to teaching reading is not enough actually, it must be supported by suitable popular media in its implementation. In teaching reading media is important. The function of approach as postulate for the teachers, while media function as the tool to transmit the ideas inside the approach. Thus in term of teaching reading comprehension. It will be better for the teacher to combine process approach with the good teaching media to catch students' interest in

reading comprehension. Parvin (2015), viewed that in the world of government education has recognized the importance of the value of technology in language learning, and in the use of technology can improve the quality of student learning. There are a lot benefit of using technology as media while teaching English, which are following, developing and understanding of what technology education, providing teachers with hands-on experience with technology activities to start from, and providing opportunities for teachers to share their practices and good ideas with each other to build a repertoire of successful activities.

In this case, the researcher suggested English Comic Webtoon as a media of instruction in teaching reading comprehension. Webtoon is an online application for comic. The application is free and easy to use besides Webtoon interested to read. By using Webtoon students can developing their reading ability in English reading comprehension. Its goal is to help educators harness the power of social media customize the classroom for each and every learner.

Some studies shows positive effect by using English Webtoon in reading comprehension. Firstly, Puspitasari (2017), stated that Webtoon is effective to learn English which can make students more interested in reading. Students would not just read a text, but also they can see illustrated with color and interesting story.

Considering that Webtoon is an innovative media in teaching reading comprehension. Teachers should know how to use Webtoon and how to connect students into virtual classroom that can give some advantages either for teacher or students. For teacher, social application like Webtoon can make teachers help students to interest and teach how to use their android, computer and their free time by reading. It can be suitable process where the process of teaching and learning is not limited to classroom for meeting only. For students, it can be new experience for them to learn digitally and virtually. This strategy supported by researchers.

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First, Puspitasari (2017), in *The Use of Webtoon to Improve Students Reading Comprehension*, the finding showed that using Webtoon in teaching reading comprehension can catch interest students in reading and can improve students reading comprehension. In line with this, Putri (2018), was conducted in *Pengaruh Media Sosial Webtoon Terhadap minat Baca Siswa*, showed that English comic Webtoon has influence to improve students reading interest. Students more entertained and enjoy while reading the Webtoon. The last study was conducted by Patty (2018), showed through Webtoon students get higher the message of da'wah. The higher the influence of media Webtoon Ramadhan 2017 then the higher the message of da'wah that students get. The finding of this study have implications for English language instructor, encourage them to see how technology can facilitate learning and help learners produce better academic performance. In relation to this research, the researcher try to investigate **“The Effect of English Comic Webtoon on Students Reading Comprehension at MTsN 2 Muaro Jambi”**.

B. Identification of The Research

Based on the background of the problem, the researcher has observation at State Madrasah Tsanawiyah 2 Muaro Jambi. The researcher ask and collect the data about reading scores students and his said that many problems in learning English. Not only in reading comprehension but also in writing, listening and speaking. Therefore, scores that students get in reading is 7.0 from standard score is 7.0. According to the teacher it is happened, because students still feel difficult in reading, and many students less in reading English because they don't interest in reading don't understand about the text and difficult to get the meaning from the text.

C. Limitation of the Research

Based on the identification of the problem, the researcher want to limit the research of the study. The researcher focus on population on the Eight Grade students' and will use the instrument of reading test and researcher also will limit the level of

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students reading comprehension on Literal comprehension at Madrasah Tsanawiyah 2 Muaro Jambi.

D. The Formulation of The Research

The problem of this research is formulated as the follows:

1. Is there any significant effect of using English Comic Webtoon on Students' Reading Comprehension?

E. The Objective of The Research

The objective of this study to find out:

1. To know that Effect of using English Comic Webtoon on Students Reading Comprehension.

F. Significance of The Research

This result of this study can provide useful information for:

For English teachers the result of this study will recommended an innovative teaching media and wonderful learning environment, especially in teaching reading. And this research to provide feedback for teachers that may be useful to recognize students' difficulties in reading comprehension.

For students the result of this study will give a new experience and also can to motivate students in reading comprehension, being interested, and graded digitally. And by this study, students are able to improve their reading skill in a fun way. While, students can be active in reading. In addition the researcher hopefully can help students to improve their reading ability.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reading Comprehension

According to Birsch (2016), “reading comprehension as a skill to get meaning from what the reader read. It means, they are thinking process, brooked down into steps to comprehend. It means that readings comprehension involved much more that readers’ responses to the text. Furthermore, reading comprehension refers to reading for meaning, understanding, and entertainment. It means that reading not only reads but also getting meaning, understanding, and entertainment.

According to Willis (2008, p.127) to be successful in reading comprehension, students need to actively process what they read. It makes students understand the meaning from a given written text. Catherine E. (2002, p.11) stated that comprehension consist of three elements, they are the reader who is understanding, the text that is to be comprehend, and the activity in which comprehension is a part. It means that reading comprehension is complicated skill understanding text.

Reading comprehension refers to reading for meaning, understanding, and entertainment. Linse (2005, p.72) stated that there are two main reasons for reading. The first is reading for pleasure. It means reader read the book to entertain, for example read fiction book like novel or comic. Second, is reading for information. It means the reader read to get information about something. Therefore, reading comprehension ability will be useful not only at school but also as entertainment.

These comprehension skills can be easy learned and flexibly selected to a variety of reading situations. Several skills can be improved, trained and developed as the way the students grow. Improving reading comprehension skills is valuable to make them good reader and effective reader.

Reading comprehension has different levels. Westwood (2001), divide reading comprehension into literal comprehension, interpretive comprehension, critical reading, and creative reading.

a) **Literal Comprehension**

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection is a prerequisite for higher level understanding. Recognizing stated main ideas, details, causes and effects and sequence is the basis of literal comprehension, and through understanding of vocabulary, sentence meaning, and paragraph meaning is important.

b) **Interpretive Comprehension**

Interpretive comprehension involves reading between the lines or making inference. It is the process of deriving ideas that are implied rather than directly stated. Reader makes inferences based on their schemata. It is important to realize that children have less prior knowledge than adults and do not make inferences spontaneously, even they possess necessary schemata or background knowledge.

c) **Critical Reading**

Critical reading is evaluating written materials, comparing the ideas discovered in the material with standards and drawing conclusion about their accuracy, appropriateness, and timelines. It requires the reader to have critical thinking of what they read. Critical reading depends upon literal comprehension and interpretive comprehension, and grasping implied ideas is especially important.

d) **Creative Reading**

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just critical reading does, and it also requires them to use their imagination.

In teaching the reading skill in Indonesian junior high schools, teachers should follow the principles or regulations made by the ministry of education and culture. According to BSNP, the principle for the teaching of English in the junior high school level is using KTSP and 2013 curriculum.

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The best way to teach reading are using good media and of course by using strategy. Teacher can combine technology in teaching learning process to develop students reading skill. There are some strategy in teaching reading.

Edmodo is social networking and secure micro blogging platform where teachers and students can interact and collaborate online. It has interface similar to facebook, however it is much more secure since it is closed network. Both teacher and students can share notes, links, file and resources with each other. eVoc strategy 4: Have students use media to express vocabulary knowledge, the previous eVoc strategies interaction, from manipulating a visual word map to taking an online vocabulary field trip. This strategy focuses on students' vocabulary representations in multiple modes-writing, audio, graphic, video, and animation (Nikolova, 2002; Xin & Rieth, 2001).

Webtoon is combination of web and cartoon, this application can interact students reading interest and to help students easy to comprehend the text, because webtoon contained simple words, colorful, having background sounds to support the plot in reading and good picture. So students more enjoy in reading, and also Teacher and students can choose several story in this comic that related with matery and that contained educational value in it.

Shortly, in the process of teaching and learning to read, the teacher should be able to choose appropriate media. So, that the purpose of teaching and learning process can be achieved properly. Accuracy in choosing media is very important in achieving goals. Teachers who are creative and able to utilize media and technology will encourage students to be creative students and able to develop their knowledge.

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B. Media and Technology

As new literacies that includes digital and technologies evolve, preparing students to understand and adjust to these literacy demand is critical to current and future expectations for pleasure and work. For instance, teachers may identify with past models of literacy that are paper and pencil bound. However, new conceptions involve continually changing views of reading and writing, particularly with the advent of the internet. Leu et al (2014), stated these new literacies include innovative text formats, new reader expectations and new activities. They extend traditional literacy experiences with comprehension of information on the internet. International Society for Technology in Education (2015), state effective use of search engines to locate information, evaluation of internet sources, communication using e-mail, texts, and chats, and the use of word processing programs.

The internet has caused educators to confront issues related to new technologies, as previous technological innovations have never been adopted so rapidly and in so many places simultaneously. According to Warschauer (2006), the internet allows for immediate dissemination of information through the click of a single link, for instance. Moreover, internet access has become common in schools.

The advantages of using technology such as, comics Webtoons others is modern presentation and easy to access anywhere, both computerized, laptop, android and tablet we have. Making it easier for readers to read anywhere and anytime. Not only is that, the advantages of other webtoon comics to have a variety of visual elements and stories and strong storyline. In just one application only, the reader can read hundreds of comics with various genre. So, that readers can choose according to their likes and expression visualized in the Webtoon is also able to make the reader emotionally involved that can make readers keep reading to completion. This is what inspires Webtoon comics that contain education and learning materials.

The tendency is that student's do not like text books much less that is not accompanied by interesting pictures and illustrations. Whereas empirically,

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students tend to prefer pictures books, colorful and visualized in both realistic and cartoons. Learning comics are expected to increase student's interest to read so that ultimately can improve students learning outcomes.

C. Webtoon

Webtoon is another kind of visual entertainment which is increasingly popular among the young generation. Presented as comic strip, Webtoon series is composed of predominantly visual elements interspersed with verbal text. According to Djiwandono (2018), Webtoon could affect the way young generation read and printed ideas.

Webtoon is combination of web and cartoon, and was coined in Korea to refer to web comics. At first, many different terms were used to refer to these digital comics published on website in Korea. One example is Webmic (a compound of "web" and "comics"), which soon lost out to Webtoon (a compound of "web" and "cartoon"; Song Yosep 123). In 2000, a korean web portal managed by Ch'ollian had just created a new site for internet comics named "Webtoon," but most of the comics appearing on this site followed conventional prints formats; they continued to use page layouts modeled on printed pages. Webtoon was also briefly used to refer to flash animation, but that meaning soon disappeared (Pak Sohwan 128). Before long Webtoon became the standard term for comics that are created and consumed on the internet in Korea.

Among many differences between print and web comics, the most significant is the Webtoons vertical layout. Before vertical layout Webtoons, comics' creators who published their works on internet portal site such as N4 and Comics Today (K'omiksu t'sudei) in 1999-2000 created horizontal pages that were designed to fit landscape layout of a page of conventional comics' format at the time (Pak Inha 69-70). Once the vertical layout appeared, it was quickly adopted by many artists and now dominates Webtoon format. The first Korean webcomics that used this few form was Sim Sunghyon's *Pape and Papos Memories*, serialized on a group blog page on Daum, a Korean web portal, in 2002 (Pak Inha 68). It used a vertical layout, and readers could use the scroll wheel on a mouse to read it. The comic that tringgerd the popularity of this vertical layout format was *Sunjong*

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manwha (A romance comic), created by well-known Webtoon artist, Kang P'ul, and serialized on the Daum portal following year, 2003.

D. Webtoon and Teaching Reading Comprehension.

The value of educative Webtoon comic in the learning process no doubt. Sudjana and Rivai stated that the comic media in teaching and learning process creates the students' interest, making the teaching process more effective, increasing the interest of learning and raising the appreciation interest. Webtoon media in learning should not use dirty words but use words that contain pictures of knowledge messages. Abusers are replaced by example moral behavior. The love scene is replace with a scene that directs the love and affection between fellow creatures and their creators.

Webtoon materials meet the criteria of good extensive reading materials in that they cater for readers' interest and content language that fall within the current proficiency level of most readers. In fact, the language style is typically of daily conversation and thus it's not likely to expose the reader sophisticated words and phrases most frequently used in academic or scientific domain. If sophisticated words are defined as those other than 3000 most frequent English words (Minami, 2011), obviously Webtoon comic content very few, if not none, of such words. Reading Webtoon, despite the entertainment value one can the rife from meet deprives young readers of the change for processing more sophisticated phrases.

In addition, the comics developed and used are also tailored to the purpose and materials to be taught. The pictures presented in comic narrative in the form of cartoon, this is because cartoon pictures favored by student. The function of the drawing is only as an illustration of the presented story that corresponds to the material covered. While the materials narrative text presented through the conversations of the characters in the comic. Stories in narrative comics are not presented in their entirety, but per part episode concept. Nevertheless the characters used remain the same according to the materials presented later.

E. How to Operate the Webtoon

To operate the Webtoon, the reseacher has two ways, as follows:

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1. Students need to be go to ho mepage of the google and type in search engine with the key “Webtoon”, after that students’ will find out the link of Webtoon, click that and type the title of Webtoon that students want to read in a search engine box of the Webtoon. Finally, the students will find the story that they want to read.
2. The students had to download “Webtoon” application from playstore and install it to the students’ smartphone or computer. After the Webtoon has already installed, the students must open it and students will find many stories in there.

F. Previous Related Studies

There are some studies related to the use of Webtoon in teaching and learning process. The first study from Puspita (2017), the title of this research is *The Use of Webtoon to Improve Students Reading Comprehension*. The objective of this research is to investigate the use of Webtoon on students’ reading comprehension. The participants of this study were 170 students of Junior High School in academic year 2013/2014 Palembang. A pre-experimental research was employed as the research design of this research. The result showed that using Webtoon in teaching reading can in improve students reading comprehension.

The next study is from Putri (2018). The title of this research is *Pengaruh Media Sosial Webtoon terhadap Minat Baca Siswa*. The subject of this research is the Semester 2 College Students in Riau University. The students consisting of 36 students. This class is chosen because they are having the lowest in reading interest to other classes. This study investigates how Webtoon is applied in reading. The finding of this study showed that the influence in the use of Webtoon in reading interest could successfully enhance the students’ reading interest.

The other study is from Arroyani (2014), with the title *The Effectiveness of Teaching Using Comic Webtoon Strips to Facilitate Students Reading Comprehension Skill in Narrative Text*. This research showed that use of comic strip can improve students’ reading comprehension skill of narrative test. There

was significant improve the students' achievement in experimental group. Based on the finding and discussion in the previous chapter, it could be conclude that the use of comic strips as a media in teaching reading comprehension skill narrative text was effective. It was proved by the obtained score of test. The pre-test showed that score 5.191 was higher that t-table 1.66. It means that H_a was accepted and H_o was rejected.

In the current study. The reseacher also conduct the study about reading comprehension, but reseacher will focus on students of State Junior High School Berembang at the Second grade classes which located in Jln. Lintas Timur Kec. Sekernan Kab. Muaro Jambi. The researcher will focus to the effect of using English comic webtoon on students reading comprehension.

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CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This study was held at MTsN 2 Muaro Jambi. The located at Jl. Lintas Timur, Ds. Berembang Rt.09, Kecamatan Sekernan Kabupaten Muaro Jambi. Jambi. The research will conduct in the first semester in academic year 2018/2019.

B. Method and Design of the Research

The method of this research was quantitative method. A common situation for implementing quasi-experimental study involves several classes or schools that can use to determine the effect of curricular materials of teaching methods. In table 3.1 the reseacher give treatment Comic Webtoon media for experimental group, and the reseacher not give special treatment for control group. In this study, Webtoon media was the Independent Variable which may cause or influence students' reading comprehension ability in reading text as the Dependent Variable.

Table.3.1.

The Experimental Design

Group	Pre-test	Treatment	Post-test
Experimental	O_1	X	O_2
Control	O_3	O	O_4

According to Creswell (2014, p. 219) viewed that provide a diagram or a figure to illustrate the specific research design to be used. A standard notation system needs to be used in this figure.

Where :

- X = Represents an exposure of a group to an experimental variable or event, the effects of which are to be measured.
- O = Represents an observation or measurement recorded on an instrument.
- X and O in a given row are applied to the same specific person. X and O in the same column, or placed vertically relative to each other, are simultaneous.

According to Creswell (2014, p. 220) in the following examples, this notation is used to illustrate quasi-experimental:

➤ **Nonequivalent (Pre-test and Control Group Design).**

In this design, a popular approach to quasi-experiments, the experimental group A and control group B are selected without random assignment. Both groups take a pre-test and post-test. Only the experimental group receives the treatment.

C. Operational Definitions

1. Comic Webtoon

Webtoon is a kind of comic as a media of instruction in teaching reading comprehension. Webtoon is an online application for comic. The application is free and easy to use besides Webtoon interested to read. By using Webtoon students can developing their reading skill in English reading comprehension. Its goal is to help educators harness the power of social media customize the classroom for each and every learner. The steps of this media is teacher introduce about Webtoon and how to use of Webtoon. The teacher show some comic story in Webtoon. Then, teacher ask students to read some story in Webtoon that teacher was determine before and give them translate some of difficult word in the comic, while give them feedback. After the students read, teacher ask students some question about story was reseacher determine in Webtoon before. Then, the result of their work is teacher give students reading test to students answer.

2. Reading ability

In this research, the curriculum that used in MTsN 2 Muaro Jambi refers to curriculum 2013 (K13). The reseacher focused on enhance students' reading comprehension ability by Comic Webtoon as a media to learn. Reading was one of English skill taught at MTsN 2 Muaro Jambi as stated in curriculum. The reseacher aimed to teach the students reading comprehension based on story contained the Webtoon that students have ever read. To find students reading ability.

During the eight weeks study, the students was follow the research either on direct meeting or online session. The test type is reading test. The reseacher was used guided question for the students to read. The test was done for getting the objective data of the students' achievement in teaching reading comprehension by using Webtoon.

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Furthermore, the result of students reading comprehension was be taken from the numbers of the right answer divided to the total number of the test time 100.

$$\text{Reading test score} = \frac{\text{Number of the right answer}}{\text{The total of number of the test}} \times 100$$

Based on students' score, qualification is used to see whether the students' have very bad, bad, enough, good, and excellent.

D. Population and Sampling Technique

According to Sugiono (2009, p. 117), population is generalization region consisting of the object/subject that have certain qualities and characteristic defined by the reseacher to learn and then drawn conclusion.

For example, a reseacher may want to study the students' with their reading ability in their school. This would be the population being analyzed in the study, but it would be impossible to collect information from all the students' reading ability. Therefore, the reseacher would select individuals from which to collect the data. This called sampling. According to Creswell (2012, p.142) point out population is a group of individuals who have the same characteristics. The population in this research was all eight grade students of MTsN 2 Muaro Jambi. . Totaling the students of eight grade was 123 students and divided into 5 classes. The researcher take 52 students as a sample of this research that is devided into 5 class. The researcher takes VIII2 as experiment class and VIII3 as control class

Table 3.2
Population of the Research

No	Class	Number of Students		Total
		Male	Female	
1	VIII. 1	8	12	20
2	VIII. 2	12	14	26
3	VIII. 3	11	15	26
4	VIII. 4	11	14	25
5	VIII. 5	10	16	26
Total		52	71	123

(Sources: administration of Madrasah Tsanawiyah 2 Muaro Jambi)

In this research, the researcher use purposive sampling to get the sample. According to Ridwan Purposive sampling is a non-probability sample that is selected based on characteristics of a population and the objective of the study. The researcher was choose the sample consider with some relevant categories, such those classes chooses classes have an equal number of the students, has the same problem in the reading comprehension, has the same average score on reading comprehension and also they are taught by the same teacher, while the other is not.

E. Technique and Procedures for Intervention

The researcher do the research for fourteen meetings. The researcher start the research by giving the pre-test to both of the experimental and control group. Then, in the second to the thirteenth meetings, the researcher taught reading comprehension to the students in experimental group, the researcher apply the use of Webtoon media to teach reading. Meanwhile, in the control group, the researcher do not give any special treatment. Then, at the fourteenth meeting, the researcher conduct post-test to both of the groups. The steps of the learning process can be seen as table 3.3. The using English Comic Webtoon media start from the B until H in during activity at experiment group.

Table 3.3.

The Learning Process

Experimental Group	Control Group
<p>Opening</p> <ul style="list-style-type: none"> a. Greeting, praying together, and checking student attendance. b. The teacher prepare students physically to follow learning process. c. The teacher motivate students by asking some question about the related material. d. The teacher delivers the material coverage and description of the 	<p>Opening</p> <ul style="list-style-type: none"> a. Greeting, praying together, and checking student attendance. b. The teacher prepare students physically to follow learning process. c. The teacher motivate students by asking some question about the related material. d. The teacher delivers the

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<p>syllabus activities.</p> <p>During activity:</p> <ol style="list-style-type: none"> a. The reseacher reminds the students about the material last week. b. The teacher introduce about application English Comic Webtoon as a new media to learn. c. The teacher explain about application English Comic Webtoon and how to operate the Webtoon application. d. The teacher show several of English comic Webtoon that students should read, and give them opportunity to ask (give feedback). e. Based on guidance teacher each students should choose and determine one or more comic that teacher determine before. f. After students finish to read. Teacher give them some of multiple question or reading test to know how far they understand about the story. g. The presentation of each students should retell about the story to audience based on their own language. h. After finish teacher ask them to know their experience when read English Comic Webtoon. <p>Closing :</p>	<p>material coverage and description of the syllabus activities</p> <p>During activity:</p> <ol style="list-style-type: none"> a. The teacher reminds the students about the material last week. b. The teacher explain the material c. The teacher explain the subject matter appropriate material in the book. d. Students practice reading. <p>Closing :</p> <ol style="list-style-type: none"> a. The teacher asks the students what the students' difficulties they face about the material. b. Teacher asks students what is conclusion about the material today. c. The teacher concludes material and closed the learning process by praying together.
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<ol style="list-style-type: none"> a. The teacher asks the students what the students' difficulties they face about the material. b. Teacher asks students what is conclusion about the material today. c. The teacher concludes material and closed the learning process by praying together. 	
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F. Technique to Collect the Data.

In this research, the data that the reseacher check was the students' reading ability. In others to get the data the reseacher was use an instruments and the reseacher use reading test for the students before and after the treatment. Moreover, the reseacher was gave the pre-test and post-test most of the control group and experimental group. But before the reseacher gave pre-test and post-test for the students, the reseacher was make Try Out for their students to see whether the instruments were valid or not and the students can more understand for the instrument. In addition, the result of the students reading test was check by the numbers of the right answer divided to the total number of the test time 100 and also by using score procedures.

The reseacher also use the criteria of reading by (Sudijino 2009, P.43) shown as following table.

Table 3.4
Criteria of Score Reading

Score	Criteria of Ability
81-100	Excellent
61-80	Good
41-60	Enough
21-40	Bad
0-20	Very Bad

Validity and Reliability

1. Validity of the instrument

Validity is the extent to which a test measure what it is supposed to measure. According to Bruin (2010) validity is an evolving complex concept because it related to the inferences regarding assessment results. Focusing on the consequences of the inferences made implies that they should be appropriate and qualify. According to Creswell (2003) there are several threats of validity that proves or raises issues about the accuracy of the data or results or application of statistical test to conclude the effect of an outcome, they are internal threats, statistical conclusion threats, and construct validity threats. The kind of attributes to measures are content validity, and face validity and construct validity. In this research, the reseacher used content validity and face validity. Before the reseacher implemented the research instrument, it was analyzed or checked for its validity and reliability. In this research, the reseacher consulted the instrument of the test with advisors and the English teacher at MTsN 2 Muaro Jambi. The reseacher also checked the curriculum 2013 and syllabus that is used in MTsN 2 Muaro Jambi. The content specification can be seen in the following the table:

Table 3.5 Test Item Specification

Skill to test	Level of Text	Item Number	Percentage
Reading Comprehension	Level 6	4 texts (Quest. 1-20)	67%
	Level 7	1 text (Quest. 21-22)	8%
	Level 8	1 text (Quest. 23-28)	18%
	Level 9	1 text (Quest. 29-30)	8%

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2. Reliability of the instrument

Reliability is a measure of the stability or consistency of test scores. According to Goswani (2011) reliability is the consistency throughout a series measurement. Its used to make sure the result of test or research findings to be repeatable.

Sarmah and Hazarika (2012) assert reliability is determine by the consistency with which it measures that which it does measure. In this research, the researcher used validator reliability to measure reading test. Creswell (2015, p. 161) viewed that validator reliability is a procedure used when making observation of behavior. The behavior of the examiner, the mental and physical condition of students, and conditions under which the test is given have a great influence upon the reliability of the result of any test. Mackey and Gas (2005, p. 129) assert validator reliability begins with well-defined constructs. It is a measure of whether to or more validator judges the same set data in the same way. If there is strong reliability, one can than assume with reasonable confidence that validator or judging the same save of data as representing the same phenomenon. It is believed that validator must be able to give the score objectively. Therefore, the validator must be professional in terms of mastering English.

As a validator are those who have TOEFL (Test of English as a Foreign Language) score more than 500. Besides, before the validator score the actual research data, the researcher conducted try out to non-sample students and asked the validator to score the result of the try-out to find consistency in their scoring. The result of statistical analysis of validator reliability by using Pearson Product Moment showed that there is high reliability. Table 3.5. The result of Try-Out followed by Table 3.6 shows the case processing summary. Then, table 3.7 shows the result of correlation between the validator (Uyun Nafiah, M.Pd).

The reseacher was conduct the multiple choice test where the questions understood by the respondent and there is no error occurred. Then, confirm the reliability of reading test using manual calculation. Before administrating the try-out test was conducted in class VII 5 of MTsN 2 Muaro Jambi which was chosen randomly to analyzed the reliability, and level of literal to achieve good test instrument criteria. There were 30 items administrated based on the reading texts. Those items were in the form of multiple choices, which contained four options of answer for each (A, B, C and D). The time allocated was 90 minutes.

Based on the table appendix, there were 35 items in the try-out test. After analyzing the criteria item test by using level of literal, it could be seen that 5 items and 1 text were

dropped, text 10 and item number (31, 32, 33, 34, and 35). The try-out test consisted of level 6 (text 1, 2, 3, and 4), level 7 (text 5), level 8 (text 6) and level 9 (text 7). After analyzing each of level, it was found that 30 items were good and administrated for the pre-test and post-test. On the other hand, 5 items were inappropriate and drooped because they did not fulfill the criteria of level of literal.

However, to analyze the reliability of the test, Cronbach alfa formula was used. The computation showed that the reliability coefficient of the test was 0.88 (see in appendix). It could be started that the test had high reliability since the range of high criteria in the critical of reliability was 0.08-1.00 Hatch and Fahardy (2008).

Table 3.6

Case Processing Summary

		N	%
Cases	Valid	26	100.0
	Excluded	0	.0
	Total	26	100.0

The table 3.6. Shows all of the instrument was valid.

Table 3.7

The Result of Reliability

Cronbach's Alpha	N of Items
.635	4

Based on the table above, it showed that the reliability of Cronbach's Alpha is 0.635. According to Triton in Sujiono (2009:97) the value of Cronbach's Alpha can be interpreted as follow:

Table 3.8

Cronbach's Alpha Interpretation Based on Triton

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Cronbach's Alpha	Interpretation
0,00 – 0,20	Less Reliable
0,21 – 0,40	Rather Reliable
0,41 – 0,60	Quite Reliable
0,61 – 0,80	Reliable
0,81 – 1,00	Very Reliable

Based on the table above, it can be concluded that the instrument of this research was in the category reliable because $0.61 < 0.635$.

G. Technique to Analyze the data

In analyze the data, before the researcher calculate the value of test to look the hypothesis, the researcher conducted several steps to analyzing the data.

1. Prerequisite Test

Firstly, the researcher conducted prerequisite test to check the normality and homogeneity of the data. Normality is needed to know whether the data has been normally distributed, if the data were normal the researcher use paramatic test and if the data not normal the reseacher use non paramatic test. Then, the next step was calculating the homogeneity of data. It is propose to look whether the data were homogeneous or heterogeneous.

2. Statistical Analysis

Second, the researcher conducted statistical analysis to calculates the data use pair sample t-test and independent sample t-test. Therefore, the reseacher will use SPSS to analyze the data. Pair sample t-test compares two means that are from the same individual, objects or

related units. The two means typically represent two different times (e.g., pre-test and post-test with an intervention between the two time points) or two different but related conditions or units. Moreover, independent sample t-test compares the means of two independent group in order to determine whether there is statistical evidence that the associated population means are significantly different.

H. Hypotheses of the Research

The hypotheses of the study can be formulated as follows:

H_a : English Comic Webton can improve students' reading comprehension achievement.

H_0 : English Comic Webton cannot improve students' reading comprehension achievement.

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CHAPTER IV

RESEARCH FINDINGS AND INTERPRETATIONS

A. Findings of the Study

In this section, the researcher was describe the result of the study based on the score that students got in experimental and control group. The reseacher did the research for fourteen meetings. Moreover, before comes to the statistical analysis, the researcher was shown on descriptively the students in experimental and control group. However, after the researcher got the data, the researcher analyze the data using pair sample t-test and independent sample t-test to calculate the data and also using Statistical Product and Service Solution (SPSS) version 22 program. The findings include: 1. Descriptive analysis of the students reading test; 2. Prerequisite test; 3. Statistical analysis of the students reading test.

1. Descriptive Analysis

In this part, the reseacher explains the frequencies, percentages and mean scores of the tests based on the results of the test before and after the intervention in both of experimental and control groups. The criteria of score reading test by (Sudijino 2009, P.43) used in the results can be seen in table 4.1.

Table 4.1 Criteria of Score Reading

Score	Criteria of Ability
81-100	Excellent
61-80	Good
41-60	Enough
21-40	Bad
0-20	Very Bad

a. The Students Score in Experimental Class

1. Pre-test and Post-test in Experimental Class

The researcher found that the result of pre-test increase on post-test in experimental class. Based on the data, the reseacher found that the higher score of pre-test in experimental class was 76. It means the score is categorized good. While, the higher score in post-test was 96. It means the score is categorized excellent. However, the mean score in pre-test

was 61 it means the score is categorized good. While, the mean score in post-test 77 which means the score is categorized good. Then, the lower score in pre-test was 37. It means the score is categorized bad. While, the lower score in post-test was 44 it means the score is categorized enough.

The data of students' reading skill of pre-test and post-test in experimental class were obtained from the result of their reading test. All the data were calculated by using SPSS 22 version. The data can be describes as follows:

Table 4.2. The Students' Reading Result of Pre-test in Experimental Class.

Number of Students (N)	Criteria	Valid percent	Cumulative percent
0	Excellent	0%	0
16	Good	61.3%	61.3%
8	Enough	31%	92.3%
2	Bad	7.7%	100%
0	Very bad	0%	0%
Result = 26 students	No students in the categorized excellent and very bad	100%	100%

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Figure 4.1. The percentage Score of Pre-test in Experimental Class.

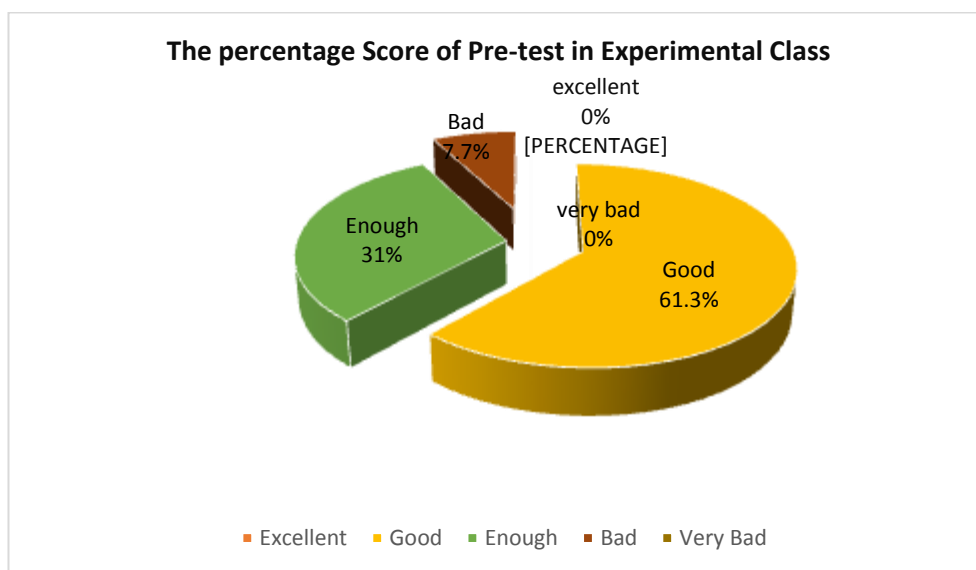


Figure 4.1 The Percentage score of Pre-test on Experimental Class

Based on the table 4.2 and figure 4.1 no one's students (0.0%) obtained score 0-20. Based on the scoring grade were categorized very bad. Then, 1 student (3.8%) obtained score 37 and it was categorized bad. 1 students (3.8%) obtained 40 and it was categorized bad. 1 students (3.8%) obtained score 44 and it was categorized enough. 1 student (3.8%) obtained score 48 and it was categorized enough. 1 student (3.8%) obtained score 51 and it was categorized enough. 1 student (3.8%) obtained score 52 and it was categorized enough. 1 student (3.8%) obtained score 56 and it was categorized enough. There are 3 students (11.5%) obtained score 60 who were categorized enough. 1 student (3.8%) obtained score 62 and it was categorized good. 1 students (3.8%) obtained score 63 and it was categorized good. There are 5 students (19.2%) obtained score 64 who were categorized good. There are 3 students (11.5%) obtained score 68 who were categorized good. 1 student (3.8%) obtained score 70 and it was categorized good. There are 2 students (7.7%) obtained score 72 who were categorized good. Then, there are 3 students (11.5%) obtained score 76 who were categorized good.

On the other hand, no ones students obtained score more than 81 as categorized excellent. In summary, the result of pre-test in experimental class were lower because the mean score was 61. It was categorized good. While, no students obtained 0-20 it was categorized very bad. 2 students (7.6%) are categorized bad. 8 students (30.5%) are categorized enough. 16 students (61.30%) are categorized good.

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Table 4.3. The Students Reading Result of Post-Test in Experimental Class

Number of Students (N)	Criteria	Valid percent	Cumulative percent
7	Excellent	27%	27%
17	Good	65%	92%
2	Enough	8%	100%
0	Bad	0%	0%
0	Very bad	0%	0%
Result = 26	No students in the categorized bad and very enough	100%	100%

4.2. The Percentage Score of Post-test in Experimental Class

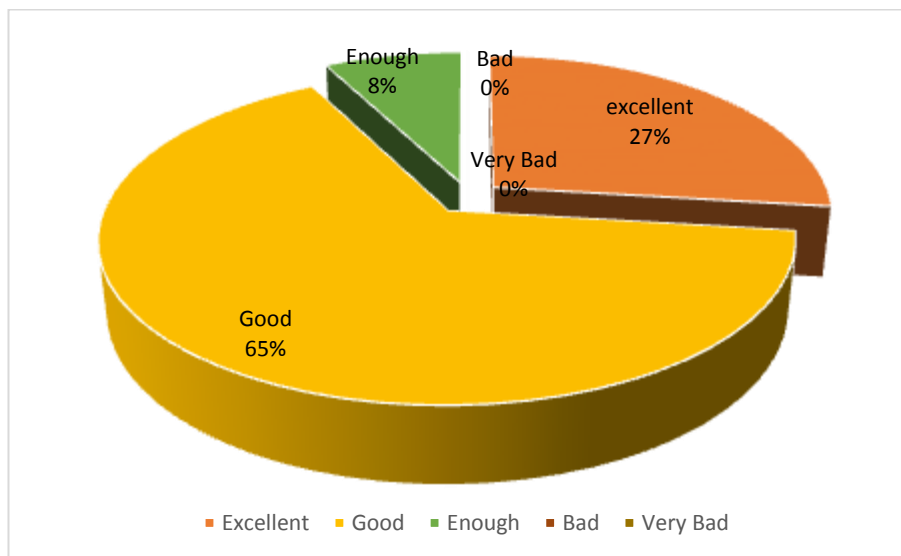


Figure 4.2 The Percentage Score of Post-test in Experimental Class

After accepting treatment (using English Webtoon Media), the students shows good improvement in this class. As can be seen from 4.3 and further explained by figure 4.2. There are 2 students (7.6%) got score 44 who were categorized enough. 1 student (3.8%) got score 70 and who were categorized good. 1 student (3.8%) got score 72 and it was categorized good. There are 3 students (11.4%) got score 74 who were categorized good. There are 3 students (11.4%) got score 76 who were categorized good. There are 3 students (11.4%) got score 78 who were categorized good. There are 6 students (22.8%) got score 80 who were categorized good. Then, there are 2 students (7.6%) got score 82 who were categorized excellent. 1 student (3.8%) got score 88 and it was categorized excellent. 1 student (3.8%) got score 90 and it was categorized excellent. There are 2 students (7.6%) who were categorized excellent. There are 2 students (7.6%) who were categorized excellent. And 1 student (3.8%) got score 96 and it was categorized excellent.

2. The Students' Score in Control Class

1. Pre-test and Post-test in Control Class

The reseacher found that the result of pre-test increase on post-test in control class. Based on the data, the reseacher found that the higher score of pre-test in control class was 80. It means the score is categorized good. While, the higher score in post-test was 88. It means the score is categorized excellent. However, the mean score in pre-test was 60 which means the score is categorized enough. While, the mean score in post-test was 62. It means the score is categorized good. Then, the lower score in pre-test was 32. It means the score is categorized bad. While, the lower score in post-test was 28. It means the score is categorized bad.

The data of students' reading skill of pre-test and post-test in control class were obtained from the result of their reading test. All the data were calculated by using SPSS 22 version. The data can be describe as follows:

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Table 4.4. The Students reading result of Pre-test in Control Class.

Number of Students (N)	Criteria	Valid percent	Cumulative percent
0	Excellent	0%	0
11	Good	40%	40%
15	Enough	53%	93%
2	Bad	7%	100%
0	Very bad	0%	0%
Result = 26	No students in the categorized very bad and excellent	100%	100%

4.3. The Percentage Score of Pre-test in Control Class

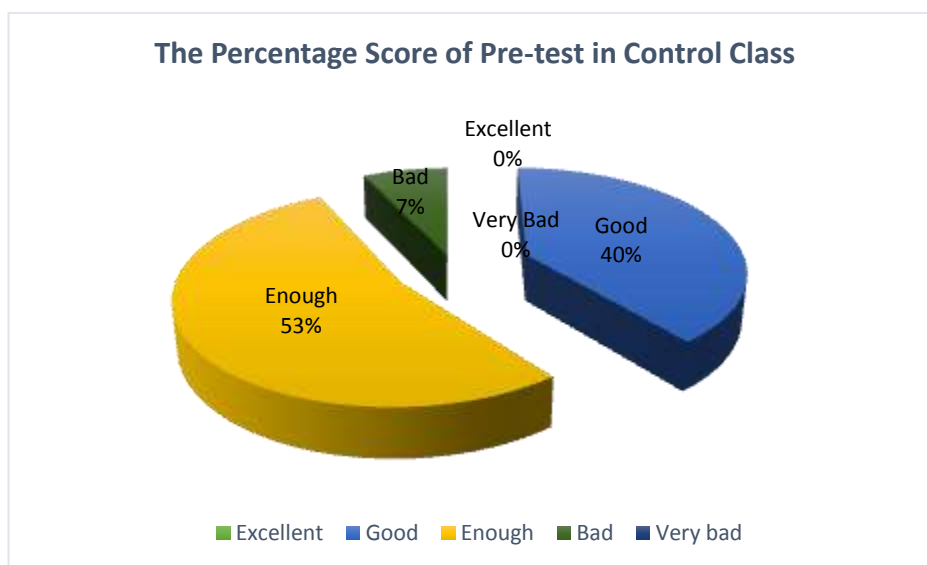


Figure 4.3. The Percentage Score of Pre-test in Control Class

As can be seen from the table 4.4 and further explained by figure 4.3. 1 student (3.8%) obtained score 32 and it was categorized bad. 1 student (3.8%) obtained score 40 and it was categorized bad. 1 student (3.8%) obtained score 42 and it was categorized enough. There are 2 students (7.6%) obtained score who were categorized enough. 1 student (3.8%) obtained score 50 and it was categorized enough. 1 student (3.8%) obtained score 51 and it was categorized enough. There are (7.6%) obtained score 52 who were

categorized enough. 1 student (3.8%) obtained score 55 and it was categorized enough. There are 2 students (7.6%) obtained score 56 who were categorized enough. There are 3 students (11.4%) obtained score 60 who were categorized enough. There are 3 students (11.4%) obtained score 65 who were categorized good. There are 2 students (7.6%) obtained score 68 who were categorized good. 1 student (3.8%) obtained score 72 and it was categorized good. There are 2 students (11.4%) obtained score 78 who were categorized good. 1 student (3.8%) obtained score 79 and it was categorized good. There are 2 student (11.4%) obtained score 80 who were categorized good.

Furthermore, in pre-test control class no students got score more than 90 as categorized excellent. In summary, the results of pre-test in control class were lower because the mean score was 60, it was categorized enough. While, 11 students (41.8%) are categorized good. 15 students (57%) are categorized enough. 2 students (7.6%) are categorized bad.

Table. 4.5. The Students' Reading Result of Post-test in Control Class.

Number of Students (N)	Criteria	Valid percent	Cumulative percent
1	Excellent	4%	4%
12	Good	46%	50%
10	Enough	38%	88%
3	Bad	12%	100%
0	Very bad	0%	0%
Result = 26	No students in the categorized very bad	100%	100%

4.4. The Percentage of Post-test in Control Class

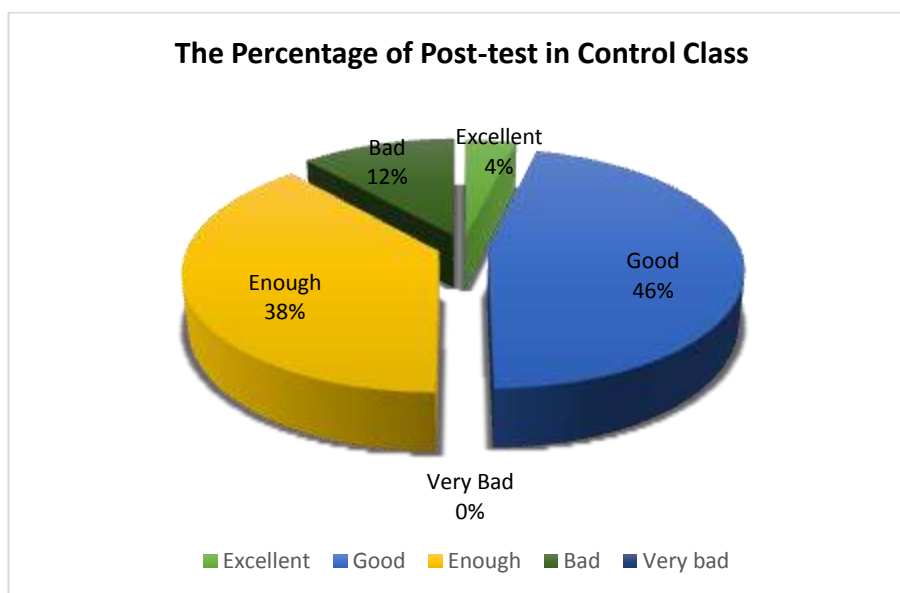


Figure 4.4. The Percentage score post-test in Control Class

This class with no treatment (no using Webtoon as media) and the result can be seen from the table 4.5 and further explained by figure 4.4. 1 student (3.8%) got score 28 and it was categorized bad. 1 student (3.8%) got score 34 and it was categorized bad. 1 student (3.8%) got 40 and it was categorized bad. There are 2 students (7.6%) got score 48 who were categorized enough. 1 student (3.8%) got score 50 and it was categorized enough. 1 student (3.8%) got score 53 and it was categorized enough. 1 student (3.8%) got score 55 and it was categorized enough. 1 student (3.8%) got score 56 and it was categorized enough. 1 student (3.8%) got score 58 and it was categorized enough. There are 3 students (11.4%) who were categorized enough. There are 2 students (7.6%) got score 65 who were categorized good. 2 students (7.6%) got score 70 who were categorized good. 1 student (3.8%) got score 72 and it was categorized good. There are 2 students (7.6%) got score 74 who were categorized good. 1 student (3.8%) got score 75 and it was categorized good. There are 2 students (7.6%) got score 78 who were categorized good. There are 2 students (7.6%) got score 80 who were categorized good. 1 student (3.8%) got score 88 and it was categorized good. 1 student (3.8%) got score 88 and it was categorized excellent.

Furthermore, the researcher found out in the pot-test of control class was better score than pre-test in control class. There were no special treatment given to the students. It means in control class the researcher can build the students motivation to be more confidents in learning process. Moreover, based on the result of students reading between experimental and control class. In experimental class, after using Webtoon media the students can more interest and comprehend in learning process and the result high score in experimental class was 96. Then, the mean score was 77, and the low score was 44. It means the score of experimental class higher than control class. This finding indicates that after using Webtoon media, the students' reading skill is significantly increase proven by the progress of score from pre-test and post-test. after scoring the frequency and percentage of score from pre-test and post-test, the means, the standard deviations, the minimum and the maximum of the reading comprehension pre-test and post test scores of the sample were calculated respectively by using SPSS 22 table 4.6 represented the result.

Table. 4.6. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximu m	Mean	Std. Deviation
Pre-test of Experimental Class	26	37	76	61.50	10.719
Post-test of Experimental Class	26	44	96	77.54	11.802
Pre-test of Control Class	26	32	80	60.00	13.142
Post-test of Control Class	26	28	88	62.27	15.088
Valid N (listwise)	26				

As table 4.6 showed, the mean of post-test score of experimental class (77.54). it indicated that good, the use of English Comic Webtoon media has caused the improvement of students' score, but it is important to know that such a conclusion is only descriptive conclusion. It should be tested about being meaningful this progress.

Therefore, to investigate whether English Webtoon Media is effective to increase students' skill in reading comprehension and whether English Webtoon has a significant effect of students' reading comprehension skill, the researcher tested the result of pre-test

and post-test by using Paired Sample Test and Independent Sample Test is used to compare the means of one variable for two groups of cases in IBM SPSS Statistic 22.

Table. 4.7. Paired Sample Statistic.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test of Experimental Class	61.13	26	11.027	2.251
	Post-test of Experimental Class	77.33	26	12.282	2.507

The data that presented above was the performance scores of the group of students taken as sample, before and after taught by using English Webtoon as the treatment. The mean scores of pre-test was (61.13), while the mean scores of post-test was (77.33). The number of students (N) both in pre-test and post-test were 26 students. The standard deviation of pre-test was (11.027) and the error mean was (2.251). On the post-test, the standard deviation was (12.282) and the error mean was (2.507).

Based on the result of mean, it can be concluded that the mean score of pre-test was different from the mean score of post-test. Thus it can be concluded that there was increased since the mean score of post-test was higher than pre-test.

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2. Prerequisite Test

a. The Result of Normality

Table. 4.8. Test of Normality with Kolmogorov-Smirnov

Class	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Pre-test of Experimental Class	.175	26	.039
Post-test of Experimental Test	.228	26	.011
Pre-test of Control Class	.107	26	.200*
Post-test of Control Class	.119	26	.200*

Based on the table above was known that the significance value from each pre-test and post-test is higher than 0.05 the sig/p-value on pre-test of experimental class is 0.39 and it is higher than 0.05 ($0,39 > 0,05$), means that the data is in normal distribution, the p-value on post-test of experimental class 0.11 and it is higher than 0.05 $0,11 > 0,05$, means the data is in normal distribution. The p-value on pre-test of control class is 0.200 and it is higher than 0.05 ($0,200 > 0,05$), the p-value on Post-test of control class is 0.200 and it is higher than 0.05 ($0,200 > 0,05$), means that the data is in normal distribution. Therefore, it also means that H_0 is accepted and H_a is rejected. So it can be interpreted that each of data is in normal distribution.

b. The Result of Homogeneity

To know the homogeneity, the researcher used test of homogeneity of variance with SPSS 22 by the value of significance (α) = 0.05. The result can be seen below:

Table. 4.9. Test of Homogeneity of Variance

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Result of Based on Mean	4.096	1	50	.048
Students' Based on Median	4.170	1	50	.046
Reading Based on Median and Skill with adjusted df	4.170	1	49.494	.046
Based on trimmed mean	4.202	1	50	.046

Based on the table above was known that the sig/p value from each data is higher than 0.05. It means H_0 is rejected and H_a is accepted. Thus, it can be interpreted that the data is homogeneity.

3. Statistical Analysis

a. Paired Sample t-test

Table 4.10. Paired Sample t-test.

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test of Experimental Class - Post-test of Experimental	1.500	13.941	2.734	-4.131	7.131	.549	25	.588

Based on the table 4.10. The Output of Paired Sample t-test, showed that the result of the compare analysis with using t-test. the Output showed of mean of pre-test (1.500), the standard deviation (13.941), mean standard error (2.734), the lower different (-4.131),

while the upper different (7.131). The result of t-test (549) with $df = 25$ and significance (588). It means as the table 4.10 showed, the p-value was more than 0.05 ($588 > 0.05$). it means the result was significance. Thus, there was enough evidence indicating that the null hypothesis could be rejected, and it could be concluded that using English Webtoon media was is has good effect on students' reading comprehension skill in reading text.

b. Independent Sample t-test

Table. 4.11. Independent Sample Test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Result of Student's Reading Skill	Equal variances assumed	4.096	.048	4.064	50	0.05	15.269	3.757	7.724	22.815
	Equal variances not assumed			4.064	47.260	0.05	15.269	3.757	7.713	22.826

Based on the output SPSS above (table 4.11), Independent Sample Test shows Levene's Test for variance in this hypothesis examination:

H_0 : Variance Population Identical

H_a : Variance Population Not Accepted

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This statement based on the probability gate:

If probability > 0.05 , H_0 is accepted

If probability < 0.05 , H_a is rejected

The result shows based on the table 4.11 of in the equal variances assumed $t_{count} = 4.064$ and $df = 50$. The t_{count} is compared to t_{table} either at 5% or 1%. At the level of 5% t_{table} is 2.400 and at the level of 1% t_{table} is 4.034. Based on the t_{table} , it can be analysed that t_{count} is higher than t_{table} , either at the level of 5% or 1%. In other words, we can read 2.400 and $4.034 < 4.064$. Thus, the researcher concluded that H_0 is rejected and H_a is accepted. It means that there is significant effect of using Webtoon in students' reading skill at Second grade of MTsN 2 Muaro Jambi.

4. Testing Hypotheses

From the data analysis it could be identify that :

1. When the value of $t_{count} > t_{table}$ in $df = 25$ with the significant level 0,05. The alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that there is significant different score of reading test achievement to Eight Grade of MTsN 2 Muaro Jambi before and after taught by using Webtoon.
2. When the value of $t_{count} < t_{table}$ in $df = 25$ with the significant level 0,05. The null hypothesis (H_0) is accepted. It means that there is no significant different score of reading test achievement to eight grade at MTsN 2 Muaro Jambi before and after taught by using Webtoon.

The mean of total reading test achievement test score of 26 students before using Webtoon is 61.13. After getting the treatment, the mean score of students' achievement is 77.33. It means that the students' score is improved. Based on the statistical calculation using t-test, the researcher gives interpretation to t_{count} . First, the researcher considered the df with $df (26-1) = 25$. The researcher checked to the score of "t" at the significant level of 0,05. In fact, with the df of (25) and the critical value 0,05 significant t_{table} was 4.064.

By comparing the "t" that the researcher got in calculation $t_{count} = 22.826$ and the value of "t" on $t_{table} = t_{0,05} = 4.064$, it is known that t_{count} is bigger than t_{table} or $22.826 > 4.064$, because the t_{count} is bigger than t_{table} the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means English Comic Webtoon can improve students' achievement in reading comprehension test of eight grade students of MTsN 2 Muaro Jambi before and after taught by using Webtoon.

B. Interpretations

The aims of this study were to find out whether or not there was a significant effect and different score of second grade students' achievement in reading comprehension. The result showed that there was any significant effect of group who are taught by using Webtoon and those who are not. This can be seen from the result of pre-test and post-test in both of groups. The mean score of pre-test in experimental class was 61 and the mean score of post-test was 77. Meanwhile, the mean score of pre-test of control groups was 60 and the mean score of post-test was 62. Both experimental and control class learned English subject two meetings in a week and the students in control class are asked to read and comprehend the text based on the book and in the experimental group students are asked to read story and comprehend the story based on the story on the Webtoon in the end of each meeting.

Then result of this study also indicated that there was a significant different after and before taught by using Webtoon. This result showed that the students are more interested to read and comprehend their idea by using Webtoon. However, the students were motivated in reading after using Webtoon as media. This finding showed that the used of digital technologies such as computer and social network like Webtoon can shape students' reading comprehension.

Based on the result there was a significant effect of group who are taught by using Webtoon and those who are not. This can be seen from the result of pre-test and post-test in both of groups. The mean score of pre-test in experimental class was 61 and the mean score of post-test was 77. Meanwhile, the mean score of pre-test of control groups was 60 and the mean score of post-test was 62. Both experimental and control class learned English subject two meetings in a week and the students are asked to read and comprehend a story based on the English Webtoon in the end of each meeting.

From the researcher's finding in chapter IV, the output data of *Paired Samples Statistic* showed that the mean of pre-test and post-test was increased from 61.50 to be 77.54. The standard deviation is to measure how much the variance of the sample, the standars deviation of pre-test is $10.719 < 61.00$ and the post-test is $11.802 < 77.54$, where if the standard deviation is getting higher than the mean it means that the mean is not homogeny, while if the standard deviation is getting smaller than the mean it means that the mean is homogeny. So, it can be concluded that standard deviation of pre-test and

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post-test was homogeny. Means that the sample of this research almost has the same mean.

Based on the output data of *Paired Samples Test* it was found that $t_{\text{count}} = 7.131$ and $t_{\text{table}} = 2.060$ and if compared the differences both of value is 9.550. From this comparison, $t_{\text{count}} = 7.131$ is bigger than $t_{\text{table}} = 2.060$, which means the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected.

Therefore, it can be concluded that there was significance different of the students' achievement in reading comprehension of the tenth second grade students of MTsN 2 Muaro Jambi in academic year 2017/2018 before and after using Webtoon.

Webtoon as an innovative media in teaching reading comprehension. Teachers should know how to use Webtoon and how to connect students into virtual classroom that can give some advantages either for teacher or students. For teacher, social application like Webtoon can make teachers help students to interest and teach how to use their android, computer and their free time by reading. It can be suitable process where the process of teaching and learning is not limited to classroom for meeting only. For students, it can be new experience for them to learn digitally and virtually.

The value of educative Webtoon comic in the learning process no doubt. Sudjana and Rivai stated that the comic media in teaching and learning process creates the students' interest, making the teaching process more effective, increasing the interest of learning and raising the appreciation interest. Webtoon media in learning should not use dirty words but use words that contain pictures of knowledge messages. Abusers are replaced by example moral behavior. The love scene is replace with a scene that directs the love and affection between fellow creatures and their creators.

Webtoon materials meet the criteria of good extensive reading materials in that they cater for readers' interest and content language that fall within the current proficiency level of most readers. In fact, the language style is typically of daily conversation and thus it's not likely to expose the reader sophisticated words and phrases most frequently used in academic or scientific domain. If sophisticated words are defined as those other than 3000 most frequent English words (Minami, 2011), obviously Webtoon comic content very few, if not none, of such words.

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Reading Webtoon, despite the entertainment value one can the rife from meet deprives young readers of the change for processing more sophisticated phrases.

In addition, the comics developed and used are also tailored to the purpose and materials to be taught. The pictures presented in comic narrative in the form of cartoon, this is because cartoon pictures favored by student. The function of the drawing is only as an illustration of the presented story that corresponds to the material covered. While the materials narrative text presented through the conversations of the characters in the comic. Stories in narrative comics are not presented in their entirety, but per part episode concept. Nevertheless the characters used remain the same according to the materials presented later.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion and suggestion of the study. The conclusion is made by the findings of the study with referenced to the problem statement and the objectives of the study. Suggestion are made for educators who are concerned to the teaching reading.

A. Conclusion

The finding indicated, that using English Comic Webtoon in teaching reading to students' has a significant effect and to students' reading achievement. Significance effect means that when the researcher taught reading story by using English Comic Webtoon, the students were more interested in the material since it made them easier to understand the text. The result of the score of pre-test is 61.50 while post-test is 77.54, which means that the students's reading score after being treated by using Webtoon was higher than those without using Webtoon. The evidence also confirmed that teaching reading by using Webtoon has a significant differences in reading achievement between those who are taught by Webtoon and those who are not of second grade students of MTsN 2 Muaro Jambi.

B. Suggestion

The following suggestion are presented for those who are willing to contribute to the present study by conducting studies on the effect of using English Comic Webtoon on students' reading comprehension.

1. The English teachers can confirm the findings of this research by using English Webtoon in conducting English teaching and learning process, especially in teaching reading.
2. For the next research, the researcher hope that to add more question in instrument of reading, Because the reseacher only use 30 question as instrument of reading test and it was because of the reseacher found that limited time in teaching English and learning proses and also the reseacher consider that students' needs more time to comprehend and finish the reading test in second grade class at MTsN 2 Muaro Jambi.
3. The English teachers who would like to use Webtoon as a new media in their classroom may have think of a workshop introducing this tool for students before starting using them. They may consider the necessity of individual classes may no need any demonstration while other classes might require a simple workshop.

4. The students can use Webtoon not only to interact in teaching reading, but also they can use and fill their free time by using English Webtoon to train their reading ability.
5. The further reseacher can investigate the effect of Webtoon in other language skill and components such as writing, grammar, and vocabulary.

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APPENDIX 1

Classification of Scoring Grade

Score	Criteria of Ability
81-100	Excellent
61-80	Good
41-60	Enough
21-40	Bad
0-20	Very Bad

Pre-test Control and experimental Group

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre-test of Experimental Class & Post-test of Experimental Class	26	.200	.350
Pair 2 Pre-test of Control Class & Post-test of Control Class	26	.009	.965

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APPENDIX 2

Students Reading Score

Pre-test of Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
37	1	3.8	3.8	3.8
40	1	3.8	3.8	7.7
44	1	3.8	3.8	11.5
48	1	3.8	3.8	15.4
51	1	3.8	3.8	19.2
52	1	3.8	3.8	23.1
56	1	3.8	3.8	26.9
60	3	11.5	11.5	38.5
62	1	3.8	3.8	42.3
63	1	3.8	3.8	46.2
64	5	19.2	19.2	65.4
68	3	11.5	11.5	76.9
70	1	3.8	3.8	80.8
72	2	7.7	7.7	88.5
76	3	11.5	11.5	100.0
Tot al	26	100.0	100.0	

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Post-test of Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	2	7.7	7.7	7.7
	70	1	3.8	3.8	11.5
	72	1	3.8	3.8	15.4
	74	3	11.5	11.5	26.9
	76	3	11.5	11.5	38.5
	78	3	11.5	11.5	50.0
	80	6	23.1	23.1	73.1
	82	2	7.7	7.7	80.8
	88	1	3.8	3.8	84.6
	90	1	3.8	3.8	88.5
	92	2	7.7	7.7	96.2
	96	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Pre-test of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32	1	3.8	3.8	3.8
	40	1	3.8	3.8	7.7
	42	1	3.8	3.8	11.5
	48	2	7.7	7.7	19.2
	50	1	3.8	3.8	23.1
	51	1	3.8	3.8	26.9
	52	2	7.7	7.7	34.6
	55	1	3.8	3.8	38.5
	56	2	7.7	7.7	46.2
	60	3	11.5	11.5	57.7
	65	3	11.5	11.5	69.2
	68	2	7.7	7.7	76.9
	72	1	3.8	3.8	80.8
	78	2	7.7	7.7	88.5
	79	1	3.8	3.8	92.3
	80	2	7.7	7.7	100.0

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Total	26	100.0	100.0
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Post-test of Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 28	1	3.8	3.8	3.8
34	1	3.8	3.8	7.7
40	1	3.8	3.8	11.5
48	2	7.7	7.7	19.2
50	1	3.8	3.8	23.1
53	1	3.8	3.8	26.9
55	1	3.8	3.8	30.8
56	1	3.8	3.8	34.6
58	1	3.8	3.8	38.5
60	3	11.5	11.5	50.0
65	2	7.7	7.7	57.7
70	2	7.7	7.7	65.4
72	1	3.8	3.8	69.2
74	2	7.7	7.7	76.9
75	1	3.8	3.8	80.8
78	2	7.7	7.7	88.5
80	2	7.7	7.7	96.2
88	1	3.8	3.8	100.0
Total	26	100.0	100.0	

APPENDIX 3

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-test of Experimenta I Class - Post-test of Experimenta I Class	-16.208	14.777	3.016	-22.448	-9.969	-5.374	23	.000
Pair 2	Pre-test of Control Class - Post-test of Control Class	-1.042	19.890	4.060	-9.440	7.357	-.257	23	.800

Reliability of instrument

Case Processing Summary

		N	%
Cases	Valid	24	92.3
	Excluded ^a	2	7.7
	Total	26	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.635	.625	4

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APPENDIX 4 Manual Form

Pre-test of Experimental Group
Variable X

No	Students	Score
1	A	96
2	B	90
3	C	80
4	D	80
5	E	92
6	F	72
7	G	80
8	H	80
9	I	44
10	J	80
11	K	44
12	L	82
13	M	80
14	N	74
15	O	78
16	P	74
17	Q	88
18	R	74
19	S	78
20	T	76
21	U	78
22	V	76
23	W	70
24	X	82
25	Y	76
26	Z	92

Post-test of Experimental Group
Variable Y

NO	Students	Score
1	A	76
2	B	70
3	C	68
4	D	62
5	E	76
6	F	44
7	G	64
8	H	68
9	I	40
10	J	63
11	K	37
12	L	68
13	M	64
14	N	51
15	O	64
16	P	52
17	Q	72
18	R	56
19	S	64
20	T	60
21	U	64
22	V	60
23	W	48
24	X	72
25	Y	60
26	Z	76

A. Statistical Analysis of Pre-test Experimental Group (x)

1. Sample Total (n) = 26
2. Distribution of the score

37 40 44 48 51 52 56 60 60 60 62 63 64
64 64 64 64 68 68 68 70 72 72 76 76 76

3. Determine the higher score and lower score

$$H = 76$$

$$L = 37$$

4. Determine Range

$$R = H - L + 1$$

$$= 76 - 37 + 1$$

$$= 40$$

5. Determine Number of Class

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 26$$

$$= 1 + 3,3 \log 4,669$$

$$= 1 + 4,669$$

$$= 6$$

6. Determine Length of the Class

$$P = \frac{R}{K}$$

$$= \frac{40}{6}$$

$$= 6,6$$

$$= 7$$

Interval Class Table

No	Interval's Class
1.	$37+6= 43-1 = 42$
2.	$43+6= 49-1 = 48$
3.	$49+6= 55-1 = 54$
4.	$55+6= 61-1 = 60$
5.	$61+6= 66-1 = 65$
6.	$66+6= 72-1 = 71$
7.	$72+6= 78-1 = 77$

7. Frequency Distribution of Post-test of Experimental Class

No	Interval	fi	xi	fi.xi
1.	37-42	2	39.5	79
2.	43-48	2	45.5	91
3.	49-54	2	51.5	103
4.	55-60	4	57.5	230
5.	61-65	7	63.5	444.5
6.	66-71	4	68.5	274
7.	72-77	5	74.5	372.5
Total		26		1594

8. Mean (\bar{x})

$$M_x = \frac{\sum f_i \cdot x_i}{\sum F}$$

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$$= \frac{1594}{26}$$

$$= 61.30$$

$$= 61$$

9. Modus (Mo)

$$Mo = Tb + \frac{d1}{d1+d2} c$$

$$= 55,5 + \frac{2}{2+7} . 7$$

$$= 55,5 + 0. 2 . 7$$

$$= 55,5 + 1.4$$

$$= 56.9$$

$$= 57$$

10. Median

$$Me = Tb + \frac{\frac{1}{2}n - F}{f} c$$

$$= 55,5 + \frac{\frac{1}{2} 26 - 6}{26} . 7$$

$$= 55,5 + \frac{13-6}{26} . 7$$

$$= 55,5 + 0,26 . 7$$

$$= 55,5 + 1.82$$

$$= 57.32$$

$$= 57$$

Table for determine variance and standard deviation

$xi - \bar{x}$	$(xi - \bar{x})^2$	$F(xi - \bar{x})^2$
$39.5 - 61 = -21.5$	462.25×2	924.5
$45.5 - 61 = -15.5$	240.25×2	480.5
$51.5 - 61 = -9.5$	90.25×2	180.5
$57.5 - 61 = -3.5$	12.25×4	49
$63.5 - 61 = 2.5$	6.25×7	43.75
$68.5 - 61 = 7.5$	56.25×4	225
$74.5 - 61 = 13.5$	182.25×5	911.25
		2. 814

11. Variance

$$S^2 = \frac{\sum xi . \bar{x}}{n}$$

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$$\begin{aligned} & \Sigma f \\ & = \frac{2.814}{26} \\ & = 108 \end{aligned}$$

12. Standard Deviation (Sd)

$$\begin{aligned} Sd &= \sqrt{\frac{\Sigma (xi \cdot \bar{x})^2}{\Sigma f}} \\ &= \sqrt{\frac{2.814}{26}} \\ &= \sqrt{108} \\ &= 10.39 \end{aligned}$$

B. Statistical Analysis of Pre-test Experimental Group (y)

1. Sample Total (n) = 26

2. Distribution of the score

44 44 70 72 74 74 74 76 76 70 78 78 78
80 80 80 80 80 80 82 82 88 90 92 92 96

3. Determine the higher score and lower score

H = 96
L = 44

4. Determine Range

$$\begin{aligned} R &= H - L + 1 \\ &= 96 - 44 + 1 \\ &= 96 - 45 \\ &= 51 \end{aligned}$$

5. Determine Number of Class

$$\begin{aligned} K &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log 26 \\ &= 1 + 3,3 \log 4,699 \\ &= 1 + 4,669 \\ &= 5.699 \\ &= 6 \end{aligned}$$

Interval Class Table

No	Interval's Class
1.	44+6 = 50-1 = 49
2.	50+6 = 56-1 = 55

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6. Determine Length of the Class

$$P = \frac{R}{K}$$

$$= \frac{51}{6}$$

$$= 9$$

3.	$56+6 = 62-1 = 61$
4.	$62+6 = 68-1 = 67$
5.	$68+6 = 74-1 = 73$
6.	$74+6 = 80-1 = 79$
7.	$80+6 = 86-1 = 85$
8.	$86+6 = 92-1 = 92$
9.	$92+6 = 98-1 = 97$

7. Frequency Distribution of Post-test of Experimental Class

No	Interval	fi	yi	fi.yi
1.	44-49	2	46.5	93
2.	50-55	0	52.5	52.5
3.	56-61	0	58.5	58.5
4.	61-67	0	64.5	64.5
5.	68-73	2	70.5	141
6.	74-79	9	76.5	688.5
7.	80-85	8	82.5	660
8.	86-91	2	88.5	177
9.	92-97	3	94.5	283.5
Total		26	634.5	2218.5

8. Mean (\bar{x})

$$M_x = \frac{\sum f_i \cdot y_i}{\sum F}$$

$$= \frac{2218.5}{26}$$

$$= 85.32$$

$$= 85$$

9. Modus (M_o)

$$M_o = T_b + \frac{d_1}{d_1 + d_2} \cdot c$$

$$= 68,5 + \frac{0}{0+9} \cdot 9$$

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$$\begin{aligned}
 &= 68,5 + 0 . 5 \\
 &= 68,5 + 0 \\
 &= 70
 \end{aligned}$$

10. Median

$$\begin{aligned}
 Me &= Tb + \frac{\frac{1}{2}n - F}{f} \cdot c \\
 &= 68.5 + \frac{13 - 6}{26} \cdot 9 \\
 &= 68.5 + 0.26 \cdot 9 \\
 &= 68.5 + 2.34 \\
 &= 70.84 \\
 &= 71
 \end{aligned}$$

Table for determine variance and standard deviation

$y_i - \bar{x}$	$(y_i - \bar{x})^2$	$F(y_i - \bar{x})^2$
46.5-85 = -38.5	1482.25 x 2	2964.5
52.5-85 = - 32.5	1056.25 x 2	2112.5
58.5-85 = - 2.5	702.25 x 2	1404.5
64.5-85 = - 20.5	420.25 x 2	840.5
70.5-85 = -14.5	210.25 x 2	420.5
76.5-85 = - 8.5	72.25 x 2	144.5
82.5- 85 = -2.5	6.25 x 2	12.5
88.5-85 = 3.5	12.25 x 2	24.5
94.5-85 = 9.5	90.25 x 2	180.5
Total		8.104

11. Variance

$$\begin{aligned}
 S^2 &= \frac{\sum y_i \cdot \bar{x}}{\sum f} \\
 &= \frac{8.104}{26} \\
 &= 311
 \end{aligned}$$

12. Standard Deviation (Sd)

$$Sd = \sqrt{\frac{\sum (y_i \cdot \bar{x})^2}{\sum f}}$$

$$= \frac{8.104}{26}$$

$$= \sqrt{311}$$

$$= 17,63$$

C. Determine t-test

$$1. SE\bar{x}_x = \frac{SD}{\sqrt{n-1}}$$

$$= \frac{24}{\sqrt{26-1}}$$

$$= \frac{24}{5}$$

$$= 4,8$$

$$2. SE\bar{x}_y = \frac{SD}{\sqrt{n-1}}$$

$$= \frac{9}{\sqrt{26-1}}$$

$$= \frac{9}{5}$$

$$= 1,8$$

$$3. SE\bar{x}_x\bar{x}_y = \sqrt{SE\bar{x}_x^2 + SE\bar{x}_y^2}$$

$$= \sqrt{1,8^2 + 4,8^2}$$

$$= \sqrt{3,24 + 23,04}$$

$$= \sqrt{26,28}$$

$$= 5$$

Determine t_{obtaine}

$$4. t_o = \frac{\bar{x}_x - \bar{x}_y}{SE\bar{x}_x\bar{x}_y}$$

$$= \frac{78-63}{5}$$

$$= \frac{15}{5}$$

$$= 3.00$$

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Determining t-table in sig level 5% with degree of freedom (df)

$$\begin{aligned} 5. \text{ df} &= (N_x + N_y) - 2 \\ &= (26 + 26) - 2 \\ &= 52 - 2 \\ &= 50 \end{aligned}$$

The t-table of degree of freedom 50 in significance level 5% is 1,67.

Comparing t-obtained ($t_o = 3,00$). We know that t_o was higher than t_t . The result as follow:

$$\begin{aligned} T_{\text{table}} (t_t) \text{ at significance level } 5\% &= 1,67 \\ 5\% = t_o > t_t = 3,00 > 1,67 \end{aligned}$$

The hypothesis criterion stated that; if $t_o > t_t = H_a$ is accepted and H_0 is rejected. In other condition, if $t_o < t_t = H_a$ is rejected and H_0 is accepted. The result from calculating the data is $t_o = 3,00$ and $t_t = 1,67$. It means, t_o is higher than t_t in significance 5%. So, the null hypothesis (H_0) and the alternative hypothesis (H_a) is accepted.

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Appendix 5

LESSON PLAN

For Experimental Group

School	: MTsN 2 Muaro Jambi
Subject	: English
Academic Year	: 2018/2019
Class/Semester	: VIII/I
Topic	: Comic Webtoon
Time Allocation	: 2 x 40 menit

A. STANDARD COMPETENCE

KI 3 : Understanding, applying, analyzing, factual, conceptual, procedural, knowledge based on his curiosity about science, technology, art, culture, and humanities with the insight of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study specific to his or her talents and interests to solve problem.

B. BASIC COMPETENCE

3.3 : Understanding social function, text structures, and linguistics of the text to state and ask the name of days, month, name of time in the days, time in form of number, date, and years.

C. INDICATORS

1. Students are able to determine meaning of the story or the text.
2. Students are able to comprehend the meaning of the words.
3. Students are able to determine factual information from the text.

D. LEARNING STRATEGY

- Language Learning and Technology

E. Teaching and Learning Activities

Experimental Group	Control Group
<p>Opening</p> <ul style="list-style-type: none"> e. Greeting, praying together, and checking student attendance. f. The teacher prepare students physically to follow learning process. g. The teacher motivate students by asking some question about the related material. h. The teacher delivers the material coverage and description of the syllabus activities. <p>During activity:</p> <ul style="list-style-type: none"> i. The researcher reminds the students about the material last week. j. The teacher introduce about application English Comic Webtoon as a new media to learn. k. The teacher explain about application English Comic Webtoon and how to operate the Webtoon application. l. The teacher show several of English comic Webtoon that students should read, and give them opportunity to ask (give feedback). m. Based on guidance teacher each students should choose and determine one or more comic that 	<p>Opening</p> <ul style="list-style-type: none"> e. Greeting, praying together, and checking student attendance. f. The teacher prepare students physically to follow learning process. g. The teacher motivate students by asking some question about the related material. h. The teacher delivers the material coverage and description of the syllabus activities <p>During activity:</p> <ul style="list-style-type: none"> e. The teacher reminds the students about the material last week. f. The teacher explain the material g. The teacher explain the subject matter appropriate material in the book. h. Students practice reading. <p>Closing :</p> <ul style="list-style-type: none"> d. The teacher asks the students what the students' difficulties they face about the material. e. Teacher asks students what is conclusion about the material

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<p>teacher determine before.</p> <p>n. After students finish to read. Teacher give them some of multiple question or reading test to know how far they understand about the story.</p> <p>o. The presentation of each students should retell about the story to audience based on their own language.</p> <p>p. After finish teacher ask them to know their experience when read English Comic Webtoon.</p> <p>Closing :</p> <p>d. The teacher asks the students what the students' difficulties they face about the material.</p> <p>e. Teacher asks students what is conclusion about the material today.</p> <p>f. The teacher concludes material and closed the learning process by praying together.</p>	<p>today.</p> <p>f. The teacher concludes material and closed the learning process by praying together.</p>
--	---

G. Learning Sources

- English Comic Webtoon Story.

G. Material

1. Strawberry Seaform



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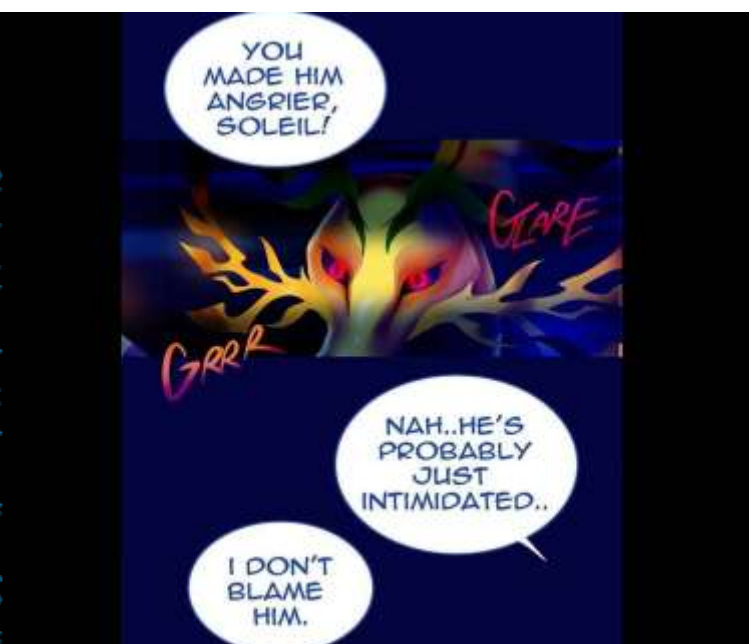
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Berembang, 1 November 2018

The Researcher

Suci Supitri
TE. 141052

Headmaster of MTsN 2

Kardono Z. S. Ag
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English Teacher

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@ Hak cipta milik UIN Sutha Jambi

State Islamic University of Sulthhan Thaha Saifuddin Jambi



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SULTHAN THAHA SAIFUDDIN
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APPENDIX 6 Manual Form

Pre-test of Experimental Group
Variable X

No	Students	Score
1	A	96
2	B	90
3	C	80
4	D	80
5	E	92
6	F	72
7	G	80
8	H	80
9	I	44
10	J	80
11	K	44
12	L	82
13	M	80
14	N	74
15	O	78
16	P	74
17	Q	88
18	R	74
19	S	78
20	T	76
21	U	78
22	V	76
23	W	70
24	X	82
25	Y	76
26	Z	92

Post-test of Experimental Group
Variable Y

NO	Students	Score
1	A	76
2	B	70
3	C	68
4	D	62
5	E	76
6	F	44
7	G	64
8	H	68
9	I	40
10	J	63
11	K	37
12	L	68
13	M	64
14	N	51
15	O	64
16	P	52
17	Q	72
18	R	56
19	S	64
20	T	60
21	U	64
22	V	60
23	W	48
24	X	72
25	Y	60
26	Z	76

D. Statistical Analysis of Pre-test Experimental Group (x)

13. Sample Total (n) = 26

14. Distribution of the score

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37 40 44 48 51 52 56 60 60 60 62 63 64
 64 64 64 64 68 68 68 70 72 72 76 76 76

15. Determine the higher score and lower score

$$H = 76$$

$$L = 37$$

16. Determine Range

$$R = H - L + 1$$

$$= 76 - 37 + 1$$

$$= 40$$

17. Determine Number of Class

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 26$$

$$= 1 + 3,3 \log 4,669$$

$$= 1 + 4,669$$

$$= 6$$

18. Determine Length of the Class

$$P = \frac{R}{K}$$

$$= \frac{40}{6}$$

$$= 6,6$$

$$= 7$$

Interval Class Table

No	Interval's Class
1.	$37+6= 43-1 = 42$
2.	$43+6= 49-1 = 48$
3.	$49+6= 55-1 = 54$
4.	$55+6= 61-1 = 60$
5.	$61+6= 66-1 = 65$
6.	$66+6= 72-1 = 71$
7.	$72+6= 78-1 = 77$

19. Frequency Distribution of Post-test of Experimental Class

No	Interval	fi	xi	fi.xi
1.	37-42	2	39.5	79
2.	43-48	2	45.5	91
3.	49-54	2	51.5	103
4.	55-60	4	57.5	230
5.	61-65	7	63.5	444.5
6.	66-71	4	68.5	274
7.	72-77	5	74.5	372.5
Total		26		1594

20. Mean (\bar{x})

$$M_x = \frac{\sum f_i \cdot x_i}{\sum F}$$

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$$= \frac{1594}{26}$$

$$= 61.30$$

$$= 61$$

21. Modus (Mo)

$$Mo = Tb + \frac{d1}{d1+d2} c$$

$$= 55,5 + \frac{2}{2+7} . 7$$

$$= 55,5 + 0. 2 . 7$$

$$= 55,5 + 1.4$$

$$= 56.9$$

$$= 57$$

22. Median

$$Me = Tb + \frac{\frac{1}{2}n - F}{f} c$$

$$= 55,5 + \frac{\frac{1}{2} 26 - 6}{26} . 7$$

$$= 55,5 + \frac{13-6}{26} . 7$$

$$= 55,5 + 0,26 . 7$$

$$= 55,5 + 1.82$$

$$= 57.32$$

$$= 57$$

Table for determine variance and standard deviation

$xi - \bar{x}$	$(xi - \bar{x})^2$	$F(xi - \bar{x})^2$
$39.5 - 61 = -21.5$	462.25×2	924.5
$45.5 - 61 = -15.5$	240.25×2	480.5
$51.5 - 61 = -9.5$	90.25×2	180.5
$57.5 - 61 = -3.5$	12.25×4	49
$63.5 - 61 = 2.5$	6.25×7	43.75
$68.5 - 61 = 7.5$	56.25×4	225
$74.5 - 61 = 13.5$	182.25×5	911.25
		2. 814

23. Variance

$$S^2 = \frac{\sum xi . \bar{x}}{n}$$

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$$\begin{aligned} & \Sigma f \\ & = \frac{2.814}{26} \\ & = 108 \end{aligned}$$

24. Standard Deviation (Sd)

$$\begin{aligned} Sd &= \sqrt{\frac{\Sigma (xi \cdot \bar{x})^2}{\Sigma f}} \\ &= \sqrt{\frac{2.814}{26}} \\ &= \sqrt{108} \\ &= 10.39 \end{aligned}$$

E. Statistical Analysis of Pre-test Experimental Group (y)

13. Sample Total (n) = 26

14. Distribution of the score

44 44 70 72 74 74 74 76 76 70 78 78 78
80 80 80 80 80 80 82 82 88 90 92 92 96

15. Determine the higher score and lower score

H = 96
L = 44

16. Determine Range

$$\begin{aligned} R &= H - L + 1 \\ &= 96 - 44 + 1 \\ &= 96 - 45 \\ &= 51 \end{aligned}$$

17. Determine Number of Class

$$\begin{aligned} K &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log 26 \\ &= 1 + 3,3 \log 4,699 \\ &= 1 + 4,669 \\ &= 5.699 \\ &= 6 \end{aligned}$$

Interval Class Table

No	Interval's Class
1.	44+6 = 50-1 = 49
2.	50+6 = 56-1 = 55

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18. Determine Length of the Class

$$P = \frac{R}{K}$$

$$= \frac{51}{6}$$

$$= 9$$

3.	$56+6 = 62-1 = 61$
4.	$62+6 = 68-1 = 67$
5.	$68+6 = 74-1 = 73$
6.	$74+6 = 80-1 = 79$
7.	$80+6 = 86-1 = 85$
8.	$86+6 = 92-1 = 92$
9.	$92+6 = 98-1 = 97$

19. Frequency Distribution of Post-test of Experimental Class

No	Interval	fi	yi	fi.yi
1.	44-49	2	46.5	93
2.	50-55	0	52.5	52.5
3.	56-61	0	58.5	58.5
4.	61-67	0	64.5	64.5
5.	68-73	2	70.5	141
6.	74-79	9	76.5	688.5
7.	80-85	8	82.5	660
8.	86-91	2	88.5	177
9.	92-97	3	94.5	283.5
Total		26	634.5	2218.5

20. Mean (\bar{x})

$$M_x = \frac{\sum f_i \cdot y_i}{\sum F}$$

$$= \frac{2218.5}{26}$$

$$= 85.32$$

$$= 85$$

21. Modus (M_o)

$$M_o = T_b + \frac{d_1}{d_1 + d_2} \cdot c$$

$$= 68,5 + \frac{0}{0+9} \cdot 9$$

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$$\begin{aligned}
 &= 68,5 + 0 . 5 \\
 &= 68,5 + 0 \\
 &= 70
 \end{aligned}$$

22. Median

$$\begin{aligned}
 Me &= Tb + \frac{\frac{1}{2}n - F}{f} \cdot c \\
 &= 68.5 + \frac{13 - 6}{26} \cdot 9 \\
 &= 68.5 + 0.26 \cdot 9 \\
 &= 68.5 + 2.34 \\
 &= 70.84 \\
 &= 71
 \end{aligned}$$

Table for determine variance and standard deviation

$y_i - \bar{x}$	$(y_i - \bar{x})^2$	$F(y_i - \bar{x})^2$
46.5-85 = -38.5	1482.25 x 2	2964.5
52.5-85 = - 32.5	1056.25 x 2	2112.5
58.5-85 = - 2.5	702.25 x 2	1404.5
64.5-85 = - 20.5	420.25 x 2	840.5
70.5-85 = -14.5	210.25 x 2	420.5
76.5-85 = - 8.5	72.25 x 2	144.5
82.5- 85 = -2.5	6.25 x 2	12.5
88.5-85 = 3.5	12.25 x 2	24.5
94.5-85 = 9.5	90.25 x 2	180.5
Total		8.104

23. Variance

$$\begin{aligned}
 S^2 &= \frac{\sum y_i \cdot \bar{x}}{\sum f} \\
 &= \frac{8.104}{26} \\
 &= 311
 \end{aligned}$$

24. Standard Deviation (Sd)

$$Sd = \sqrt{\frac{\sum (y_i \cdot \bar{x})^2}{\sum f}}$$

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$$= \frac{8.104}{26}$$

$$= \sqrt{311}$$

$$= 17,63$$

F. Determine t-test

$$6. SE\bar{x}_x = \frac{SD}{\sqrt{n-1}}$$

$$= \frac{24}{\sqrt{26-1}}$$

$$= \frac{24}{5}$$

$$= 4,8$$

$$7. SE\bar{x}_y = \frac{SD}{\sqrt{n-1}}$$

$$= \frac{9}{\sqrt{26-1}}$$

$$= \frac{9}{5}$$

$$= 1,8$$

$$8. SE\bar{x}_x-\bar{x}_y = \sqrt{SE\bar{x}_x^2 + SE\bar{x}_y^2}$$

$$= \sqrt{1,8^2 + 4,8^2}$$

$$= \sqrt{3,24 + 23,04}$$

$$= \sqrt{26,28}$$

$$= 5$$

Determine t_{obtaine}

$$9. t_o = \frac{\bar{x}_x - \bar{x}_y}{SE\bar{x}_x - \bar{x}_y}$$

$$= \frac{78-63}{5}$$

$$= \frac{15}{5}$$

$$= 3.00$$

Determining t-table in sig level 5% with degree of freedom (df)

$$\begin{aligned} 10. df &= (N_x + N_y) - 2 \\ &= (26 + 26) - 2 \\ &= 52 - 2 \\ &= 50 \end{aligned}$$

The t-table of degree of freedom 50 in significance level 5% is 1,67.

Comparing t-obtained ($t_o = 3,00$). We know that t_o was higher than t_t . The result as follows:

$$\begin{aligned} T_{\text{table}} (t_t) \text{ at significance level } 5\% &= 1,67 \\ 5\% = t_o > t_t = 3,00 > 1,67 \end{aligned}$$

The hypothesis criterion stated that; if $t_o > t_t = H_a$ is accepted and H_0 is rejected. In other condition, if $t_o < t_t = H_a$ is rejected and H_0 is accepted. The result from calculating the data is $t_o = 3,00$ and $t_t = 1,67$. It means, t_o is higher than t_t in significance 5%. So, the null hypothesis (H_0) and the alternative hypothesis (H_a) is accepted.

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3.	<p>c. No, She does not</p> <p>b. Yes, he does</p> <p>d. Yes, she does</p>										
4.	<p>What is his brother's name?</p> <p>a. Amran Kusuma</p> <p>b. Andriana</p> <p>c. Dion</p> <p>d. Chandra</p>										
	<p>Where does he live?</p> <p>a. Suryanaga No. 62 Banjar Masin</p> <p>b. Suyranaga No. 63 Pandeglang</p> <p>c. Suryanaga No. 62 Banten</p> <p>d. Suryanaga No. 63 Jambi</p>										
	<p>Text 2 (level 6) The text below is for number 6-9!</p> <p><u>My classroom</u></p> <p>My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.</p>										

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	<p>Text 4 (level 6) The text below is for number 17-21!</p> <p>Hi, my name is Sinatrio Eko Rahardjo. I am twenty years old. I speak three languages, Indonesian but I have spent my life in Canada. I love fencing, and I have several championships from this kind of sport. My club is Epic Fencing Club and my coach is Leslie Palmai. In my spare time, I like to play music from Mozart or Scott Jolin on the piano.</p>								
16.	<p>Is Sinatrio a champion?</p> <p>a. Yes, he is</p> <p>b. No, he not</p> <p>c. I'm not sure</p> <p>d. I don't know</p>								
17.	<p>What kind of sport is he play?</p> <p>a. Fencing</p> <p>b. Swimming</p> <p>c. Climbing</p> <p>d. Running</p>								
18.	<p>What is his nationality?</p> <p>a. He is American</p> <p>b. He is Malaysian</p> <p>c. He is Indonesian</p> <p>d. He is Thai</p>								
19..	<p>What language does he speak?</p> <p>a. He speak one languages</p>								

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	<p>b. He speaks two languages</p> <p>c. He speak three languages</p> <p>d. He speak four languages</p>								
20.	<p>What does he like to do in his spare time?</p> <p>a. He likes playing music from Mozart or Scott</p> <p>b. He likes doing exercise</p> <p>c. He likes doing yoga</p> <p>d. He likes playing badminton</p>								
	<p>Text 5 (level 6) The text below is for number 22-23!</p> <p>To : All Employees From : Paul Walker Subject : Ordering Supplies Date : April 4th, 2017</p> <p>All request for supplies must be typed and signed. Only typed requests will be accepted. All requests must be on my desk by fifteenth every month.</p> <p>Approved requested will be sent on the Accounting Department. Please plan ahead. It takes two to six weeks to order supplies.</p>								
21.	<p>The memo is addressed to</p> <p>a. New employees</p> <p>b. Mr. Paul Walker</p> <p>c. Head of personnel</p> <p>d. All employees</p>								
22.	<p>What should they do with the request?</p>								

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<p>a. Write down on a paper</p> <p>b. Type and sign</p> <p>c. Write and sign</p> <p>d. Signed</p>										
<p>Text 11 (Level 8) The text below is for number 24- !</p> <p style="text-align: center;"><u>Mosque 1000 Pillars</u></p> <p>The grand mosque of Al-Falah is the largest and most interesting mosque in Jambi Province. The mosque is known as a “seribu tiang” mosques because many pillars. Although, the number of pillars does not reach a thousand but people call it a thousand pillars of the mosque. The mosque is located on the Street Sulthan Thaha. No 60 Legok, Jambi City.</p> <p>Al –Falah mosque was built in 1971 for 9 years. The mosque has a building area of 6400 square that can accommodate about ten thousand Muslims while worshiping. The mosque also has a beautiful architecture. The building of this mosque is unique like a pendopo without doors and windows and has many pillars with a very</p>										

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<p>large dome. The pillars are estimated to be about 256 white pillars and copper-lined pillars.</p> <p>This mosque is similar to the Mosque in Rome, Italy which also has many pillars. Inside the mosque there are various antiques such as large decorative lights in the center of the dome, antique pulpit, wooden clock, and mosque drum. The colorful accents that become dome ornaments are also very beautiful to look at.</p>										
<p>23. What is the mosque “Al-Falah” like?</p> <p>a. Like Home</p> <p>b. Like pyramid</p> <p>c. Like Park</p> <p>d. Like Pendopo</p>										
<p>24. Where the mosque is located?</p> <p>a. In Sarolangun</p> <p>b. In Jambi City.</p> <p>c. In Bungo</p> <p>d. In Tebo</p>										
<p>25. How wide is this mosque?</p> <p>a. 6400 square</p>										

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<p>fermentation process of durian.</p> <p>Tempoyak is known on Sumatera Island, especially in Jambi.</p> <p>Tempoyak is cooked with chicken or fish or as a mixture of sambal. Tis food is usually consumed as a side dish when eating rice. Tempoyak can also be eaten by directly, but this is rarely done because many cannot stand the acidity and aroma of the tempoyak itself.</p> <p>In addition, tempoyak used as cooking spice. The tempoyak dough is prepared by preparing the selected durian meat, so that it is cooked, usually it is already</p>										
<p>29. What is the material to cook tempoyak?</p> <p>a. Durian</p> <p>c. Duku</p> <p>b. Apple</p> <p>d. Dragon Fruit</p>										
<p>30. The fermentation process makes the tempoyak become?</p> <p>a. Sweet</p> <p>c. Salty</p> <p>b. Acid</p> <p>d. Bitter</p>										

Petunjuk :

Berikan komentar dan saran Bapak/Ibu tentang tingkat kemudahan dan tingkat kesulitan masing-masing bacaan dan soal dari 30 butir soal membaca dengan menconteng pilihan huruf a,b,c,d, dan e untk menunjukan tingkat kesesuaian (the level of appropriateness) dan angka 1,2,3,4, dan 5 untk menunjukan tingkat kesulitan (the level of difficulty).

- | | |
|------------------------|-----------------|
| a. Sangat sesuai | 1. Sangat sulit |
| b. Sesuai | 2. Sulit |
| c. Sedang | 3. Sedang |
| d. Tidak sesuai | 4. Mudah |
| e. Sangat tidak sesuai | 5. Sangat mudah |

Reading Comprehension Test Specification

Standar kompetensi : 5

Table 2. Reading Comprehension test specification

No	Comprehension Question	Specification	Number of Item
1	Identifying of place/time and feeling	5,6,7,8,9,18,19,24,25,26,28,30	12
2	Identifying of name /someone	1,2,4,10,11,19,20,22,23,27,29	11
3	Identifying of job/ownership	3,13,14,15,16,21,23	7
	Total		30

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Table 3. range of students' reading comprehension

Score	Criteria of Ability
81-100	Excellent
61-80	Good
41-60	Enough
21-40	Bad
0-20	Very Bad

Validator

Uyun Nafi'ah, M.Pd

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APPENDIX 8



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CURRICULUM VITAE

NAME : SUCI SUPITRI
 NIM : TE.141052
 Date of Birth : Jambi, 21 September 1991
 Gender : Female
 Address : Jl. Lintas Timur Desa Pematang Pulai Rt. 04 Kec. Sekernan Kab. Muaro Jambi.
 Motto : "Just trust your self and do it"
 Identity : College Student
 Email : shucysyafitri2121@gmail.com
 Contact Person : 0813- 7911- 8337

Experience of Organization :

- The Students Unity of English Department (T-SUEDE)
- Members of Komisi Pemilihan Umum (KPU)
- Members of Musabaqah Tilawatil Qur'an Provinsi.
- Members of Da'I Muda Provinsi.
- Members of Home Beauty UIN STS Jambi.
- Members of Syarhil Qur'an Jambi.

Educational Background

No	Level of Education	Adress	Year
1.	SDN 118/IX Pematang Pulai	Pematang Pulai, Kec. Sekernan, Kab. Muaro Jambi	2003-2004
2.	SMPN 5 Sekernan	Desa Sekernan, Kec. Sekernan, Kab. Muaro Jambi.	2007-2008
3.	SMK N 4 Kota Jambi	Jl.Jendral Urip Sumoharjo, No 31. Sungai Putri. Kec.Danau Sipin, Kota Jambi	2009-2010
4.	UIN STS JAMBI	Sei. Duren, Kec.Jaluko, Kab. Muaro Jambi	2019



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