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## CHAPTER II

### LITERATURE REVIEW

#### II.1 The Nature of Reading Comprehension

Reading is one of the language skills especially in English. It is very important activity for students because not only can give great knowledge but also as a realization obedient to Allah SWT that explain in Al-Qur'an for reading to all human beings. Good readers use on a day-to-day basis to process text in their world. Celce (2001:154) state that Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.

Many people may think that reading only involves the ability to sound the word printed in the page. Many experts have given their definition about what reading really means. Harmer (1991:90) states that reading is an exercise dominated by the eyes and the brain. In order to read, the readers must be able to decode the printed words and also comprehend what the readers read. It is not only the process of eyes movement to the printed materials, but also the process of thinking. In this activity, the readers are actively responsible for making sense of text and know the meaning of the text. In additions, Johnson (2008:3) claims that reading is the practice of using text to create meaning. The two key words are creating and meaning. If there is no meaning being created, there is no reading taking place. So when the reader read, she or he combines visual and non visual information to create meaning of the text.

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In reading, the reader needs comprehension. Catherine Snow Chair (2003:11) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension entails three elements:

- a. The reader who is doing the comprehending

A reader must have a wide range of capacities and abilities. These include cognitive capacities (e. g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

- b. The text that is to be comprehended

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader.

- c. The activity in which comprehension is a part

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Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated (a cluster of motivational variables, including interest and prior knowledge).

Based on explanation above that explain about definition of reading and reading comprehension, and combining both of them we called reading comprehension. Westwood (2001:19) states that reading comprehension is understanding text means extracting the required information from it as efficiently as possible. The information from the text becomes integrated with the reader's comprehension and also there is relationship between knowledge that students have in comprehending the text. The readers can use their prior knowledge to guess about the material that they will read. Reader' ability to understands the author' message influenced by their background knowledge. Denis and Carol (2008: 43) state that Comprehension of written English is accomplished with ease since students read language that is highly meaningful and relevant to their personal lives.

Readers should know some components in reading to make them easier in understanding the text. Catherine Snow Chair (2003:11) states that there are some components of reading, which focused in comprehending text:

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### 1. Finding factual information

Finding factual information requires readers to specific details. The readers must be able to recognize the factual or certain information in detail such as persons, places, events, and time. Factual information questions are generally prepared for junior high School students and those, will appear with WH questions.

### 2. Main idea

According to Elizabeth Chealse (2001:16), the main idea is the overall fct, or idea the author wants to convey about the subject. The main ideas are general enough to encompass all of the ideas in the passage. They also make an assertion about the subject that the rest of the passage develops and supports. The main ideas are often stated in topic sentences. In longer text, each prgrph has a main idea (thought it may not be explicitly stated), and each main idea works to support the overall main idea of the passage. In other words, the main idea provides the reader with different clues. The most of the common place of the main idea and the clues that each offers the reader about paragraph development and organization are discussed. Sometimes, the main idea of the paragraph that we can find are in the first sentence, last sentence, middle sentence, or in the first and last sentence.

### 3. Reference



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Reference is the relationship which holds between word nd things: words refer things. Students are able to recognize the references words refer to sentences, which help them in understanding reading passages.

#### 4. Inference

According to Ktheleen (1992:37), inference is a logical connection that you draw between what you observe or know and what you do not know. Inferences are reasonable guesses made on the the basis of available information.

Understanding is the one important aspect in reading. Students are expected to understand what the writers' means. Writer uses language efficiently and recognizes what can be performed from their sentences.

#### 5. Finding the meaning of vocabulary

According to Katheleen (1992:324), your vocabulary defines and describes you by revealing a great deal about your level of education and your experience. The reader could develop his or her guessing ability to the word which, if it is not familiar with him or her, by relating the close meaning unfamiliar words to the next and the topic of the text that is read. The word has been nearly equivalent meaning when it has it or nearly the same meaning as another word.

#### 6. Restatement

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The last view questions of reading comprehension are to ask the reader to recognize which of the four possibilities best restated the meaning of sentences.

### II.1.1 The Reading Purposes

Reading is an activity with a purpose. Students do reading for some different purposes; a student may read to prepare for a class lecturer, make a note for decision, review for an exam and so forth. Randi Stone (2009: 85) states that Reading is a complex, purposeful, social and cognitive process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning. A reader's competence continues to grow through engagement with various types of texts and wide reading for various purposes over a lifetime. If the purpose of reading is for learning the students can improve their vocabulary, because lack of vocabularies will raise the problems for the readers that they will hard to understand what they are reading.

A student also may read in order to gain information or verify existing knowledge or in order to critique a writer ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. Purpose of reading affects the readers' motivation, interest, and manner of reading.

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a. Reading for learning

A good reader not only able to read, but also being able to interpret, judge, draws the inferences from the printed language being read. In other word, reading activities entail the reader intelligence and carefulness and analysis in identifying the major purpose of the author through words, signs or even symbols of the text. When you read, you may think that you are decoding a message of the writer has encoded into a text.

b. Reading for pleasure

Pleasure reading is the most frequently associated with narrative, and in particular, popular fiction. It is commonly perceived to be the antithesis or academic or serious reading. Reader interest in a text can be a function of purpose.

c. Reading for comprehension

Reading comprehension impacts our life everyday; therefore, we cannot underestimate the important of understanding the written word. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encoding meaning. The reader use knowledge, skills, and strategies that reader need to apply to achieve comprehension. Reading comprehension result when the reader know which skills and strategies are appropriate

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for types of the text, and understands how to apply them to accomplish the reading purpose.

d. Reading for getting information

Reading for information is pursued to gain insight or information. It may range from scanning and the reading of letters to in depth reading articles or books. Whether we are reading for pleasure or information the nature of the nature of the reading depends and what we wants from the text, as well as situational factors such as time available or constraints relative to place reading. No matter what our agenda, why, and where we read inevitably determine how we read.

### II.1.2 Reading Activities

There are some activities in reading class. Saricoban (1999) states that the activities are divided in three parts. They are pre-reading, during-reading, and post-reading activities.

a. Pre-reading activities.

In pre-reading, the teacher models to the students about what they are going to do in reading and the purpose of the lesson. In this activity, the students will be guided by giving some explanations before reading using graphic organizer. It is a good way to build students knowledge about the topic.

b. While-reading activities.



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In while reading activity, the students are reading the text and learning to understand the reading text. After listening teacher's lecture, the students will read reading text and then write five interesting statements on five index cards and other sides for commenting the statement, and then comparing the information from teacher's explanation with reading text that they have read.

#### c. Post-reading activities.

In post-reading activity the students can understand text further, through critically analyzing what they have read. It provides students a way to summarize, reflect, and questions what they have read.

### II.1.3 Teaching Reading Comprehension

Reading is a communicative process and also an interactive process between the reader and the text. It is means for communication between the reader and the writer. The process involves the reader, the text, and interaction between the reader and the text. Considering the importance of reading in English language learning, teacher's role is important in improving students' ability in reading. Harmer (2000:68) states there are some reasons why reading is taught. They are:

1. Many of students want to able to read texts in English either careers, for study purposes or simply for pleasure.

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2. Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.
3. Reading texts also provide good model for writing English.
4. Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts.
5. Lastly, good reading text can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well rounded, fascinating lessons.

Jeremy Harmer (2000:68) claims that the concept of teaching methodology consists of four aspects, namely:

#### a) Approach

Approach is an overall theory about learning language, which then lends it-self to “approaching” language teaching and learning in a certain manner.

#### b) Method

A series of procedures or activities used to teach language in a certain way. In other words method is the process of planning, selection and grading language materials and items, technique of teaching, and so on.

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**c) Strategy**

Procedure used in learning, thinking, and so on., with serve as a way of reaching a goal.

**d) Technique**

Technique is one activity or procedure used within a plan for teaching.

The research focuses on the strategy because comic strips strategy will be applied in teaching and learning process. These strategy will be used in teaching reading comprehension and writing ability that is focus on narrative text.

## **II.2 The Nature of Writing**

### **II.2.1 The Concept of Writing**

There are many interpretations about writing given by experts. Harmer (2004: 32) said writing has always been used as a means of reinforcing language that has been taught. Jane B. Hughey et all (1983: 6) gives additional information that writers gather information by reading, observing, talking with others, synthesizing and evaluating data. The purpose of writing are as follows :

**a. Writing to Inform a Reader**

By writing, the readers will be offered some information with a minimum of bias in order to educate them. Troyka (1993: 4) stated in writing, the information needs to bbe presented completely, clearly,

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and accurately. The material should be various by additional reading, talking with others, or personal experiences. In other word, informative writing seeks to give information and frequently to explain it which mainly focuses on the subject being discussed.

#### b. Writing to Persuade a Reader

Troyka (1993: 5) explained that persuasive writing seeks to convince the reader about the matter of opinion. It focuses mainly on the reader, whom the writer wants to influence. When you write to persuade, you deal with debatable, that which has other sides to it. Persuasive writing seeks to change the readers mind or at least to bring the reader point of view closer to the writer's.

Before writing, you should consider who your audience. According to Ruth Baygell (14-15), audience means people who would get the most from your ideas. By thinking of the audience, you can focus on the entire of the contents of writing. Audience will help you determine the following: how formal or informal to be, how much technical language you should include, how much detail to include, and how many statistical facts to include.

Moreover Grenvile (2001: 2) also points out that no one's born knowing how to write but it is a skill that most people can learn, and the more you do it, the easier it becomes. As one of the important skills process, writing allows the students to master very category that can give good influence to their writing ability in each level of Educations.



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One of the categories to master the writing skill is through the mastery of grammar. Brown (1994: 347) describes that grammar is a system of rules governing the conventional arrangement and relationship of word in a sentence.

Furthermore, the grammar aims at presenting a precise and explicit form produced in sentences suited with the situations of what, when, where, and how the language is used. This condition indicates a strongly considered reason to master grammar in written language. According to Lane (1993: 88), sentence structure errors are global errors. As such, they not only cause readers great difficulty in understanding a piece of writing but also are highly noticeable to readers. It is clear that grammar includes a system of rules that specifies structure of each sentence. It is available to understand the information and messages communicated in written form.

The students need five components to construct writing such as content, organization, vocabulary, language use, and mechanics. These components need to create effective writing.

#### a) Content

According to Hughey (1983: 141-142) content is one of writing components that discusses about knowledgeable, substantive, through development of thesis, and relevant to assigned topic.

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#### b) Organization

Organization is one of component in writing that tells about the systematic of ideas or flow of ideas. According to Alice Oshima and Ann Hoque (1991: 122), there are four common kinds of organization such as chronological order, logical division of ideas, cause and effect order and comparison and contrast order.

#### c) Vocabulary

According to Richard, et al. (2001: 580) vocabulary is a set of lexemes, including single words, compound words and idioms.

#### d) Language use

Don Shiach (2009: 133) discusses in his book that writing essays is a structured and clear way, so the readers can follow what you are trying to say is a very important factor in assessment grade you achieve. Another important factor is the accuracy of what you write. By accuracy, we mean not only the clarity of the expression but also the correctness of usage in terms of grammar. If you make too many grammatical errors in your writing, this will create the wrong impression.

#### e) Mechanics

In the component of mechanics, there are two common terms used are spelling and punctuation. In writing, the correct usage of spelling is needed in order to get the right meaning of essay.

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Besides spelling, punctuations are also important in writing. Vernon ( 2005: 48) said One of the most important functions of the punctuation system is to reveal structure.

## II.2.2 The Concept of Writing Ability

The term of ability is defined as skill or power, while writing is a process to produce a written work in order to give information to the reader. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. In other words, writing ability is someone's capability in conveying her/his ideas, thoughts, and feelings to the readers in written form. The written form itself can be benefited in order to enrich or to give information or knowledge to the readers.

In teaching and learning process especially in English course, writing is one of the language skills which has to be mastered by the students. As a skill, writing is not simple, but it is complex process which requires several components in order to create an effective writing.

According to Brown(2003: 221) there are two kinds of skills of writing as follows:

- a. Microskills
  - 1) Produce graphemes and orthographic patterns of English.
  - 2) Produce writing at an efficient rate of speed to suit the purpose.

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- 3) Produce an acceptable core of words and use appropriate word order patterns.
  - 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), pattern, and rules.
  - 5) Express a particular meaning in different grammatical forms
  - 6) Use cohesive devices in written discourse.
- b. Macroskills
- 1) Use the rhetorical forms and conventions of written discourse.
  - 2) Appropriately accomplish the communicative functions of written texts according to form and purpose.
  - 3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
  - 4) Distinguish between literal and implied meanings when writing
  - 5) Correctly convey culturally specific references in the context of the written text.
  - 6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.



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Based on those kinds of skills of writing conveyed by Brown, it is stated clearly that the microskills are more suitable for imitative and intensive writing, whereas, the macroskills apply more appropriately to responsive and extensive writing (composition or essay). In short, the students need the microskills of writing in writing paragraph.

### II.2.3 The Concept of Writing Process Approach

In order to help students in learning writing, the teacher can apply many approaches, methods, and techniques. Here are several approaches in teaching writing conveyed by Raimes (1983: 6-10) :

1) The controlled-to-free approach

The controlled-to-free approach in writing is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by, for instance, changing questions to statements, present to past, or plural to singular.

2) The free-writing approach

The emphasis in this approach is that intermediate-level students should put content and fluency first and not worry about form.

3) The paragraph-pattern approach

This approach is based on the principle that in different cultures people construct and organize their communication with each other in different ways.

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4) The grammar-syntax-organization approach

Students see the connection between what they are trying to write and what they need to write it. This approach links the purpose of a piece of writing to the forms that are needed to convey the message.

5) The communicative approach

The communicative approach stresses the purpose of a piece of writing and the audience for it.

6) The process approach

In the process approach the students do not write on a given topic in a restricted time and hand in the composition for the teacher to correct-which usually means to find the errors. Rather, they explore a topic through writing, showing the teacher and each other their drafts, using what they write to read over, think about, and move them on new ideas.

Writing process approach is one of the approaches that helps both teacher and students in teaching and learning English. It is a theory which has been developed in the early 1980s. This approach is presented firstly by a New Zealander named Donald Graves. Czerniewska in Wyse and Jones (2001: 119) describes Graves as „one of the most seductive writers in the history of writing pedagogy. Graves’ approach to writing became known as the process approach and had a significant influence on the teaching of writing in the UK.

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In short, the writing process approach is a way in which students and teacher work together to produce a written form. In this approach, the students or the writers should follow a series of writing process step by step in order to produce a good written form. The five-step process writing approach described by Donald Graves presented in Johnson (2008 (179-180) is *prewriting, drafting, revising, editing, and publishing and sharing*. This statement is suitable as Crawford (2005: 115) et al notes that most descriptions of the writing process contain five phases:

#### a) Rehearsing

Rehearsing or sometimes called prewriting is the first step in the writing process approach. Based on Williams (2003: 106) prewriting activities take place before starting on the first draft of a paper. Rehearsing is the act of finding a topic, gathering information, and collecting one's thoughts about the topic. Johnson (2008: 179-180) stated the goal is to generate ideas. There are some ways or strategies in generating ideas such as: listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing, discussion, freewriting, journals, talk-write, metaphor, and so on. In this part, the teacher guides the students to generate their ideas before writing. The teacher can apply several strategies such as listing, brainstorming, outlining in order to help the students gathering their ideas.

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#### b) Drafting

The second step in the writing process approach is drafting. According to Johnson (2008: 179-180) Drafting is the writers first attempt to capture ideas on paper. Writers display their ideas on paper or on a computer screen so they can see what they know and have to say about their topic. Once they have written them out, they can go on to the phase of revising. In this stage, the teacher asks the students to get words onto paper. It means that the students do the first draft of their writing.

#### c) Revising

After doing the first draft, the next step is revising. Revising is making the written work better. According to Brown and Hood (1989: 20), revising is the most important stage in writing process. It involves checking that your content and purpose are clear and appropriate for your reader, in the particular situation. In this part, the teacher guides the students to revise and reshape their works. It means the students are involved in arranging, adding, changing, leaving out words, and so on. This stages is not about correcting grammar and spelling, but rather the phase in which writers move ideas around, expand upon them, cut out nonessential parts, and otherwise make their ideas clearer, even elegant.



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#### d) Editing

Editing is the process of making a composition presentable before it is made public. Editing occurs after revising. The goal is to give your paper a professional appearance. This is the stage where grammar, spelling, and punctuation errors are corrected.

#### e) Publishing

The last stage is publishing. This is where students' writing is shared with an audience. Publishing isn't limited to getting a text printed in a journal. It includes turning a paper in to a teacher, a boss, or an agency. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Publishing serves another purpose: it enables students to see what others are doing, and becomes a means of informal teaching about composition among peers.

The writing process approach supplies many benefits to both teacher and students. For the teacher, this approach can be used in helping the students to produce a good written form. Meanwhile, for the students this approach can encourage their writing ability. As Harmer notes that a process approach aims at getting the heart of the various skills that should be employed when writing.

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### II.3 Recount Text

Recounts are the most common kind of texts we encounter and create. Their primary purpose is to retell events. They are the basic form of many story telling texts and in non-fiction texts they are used to create factual accounts of events (current or historical)

According to Anderson & Anderson (1997: 48) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. There for the experience of the readers themselves, such as their adventure and their day's activities.

The generic structure or rhetorical features of a recount text consist of three parts, namely:

a. Orientation

It gives reader background information of the story. As the opening paragraph, it should answer the questions: who, what, where, when, and how.

b. List/series of events

It tells a series of events in a chronological order and describes what happened. It begins from the first event, followed by the second event to the last event. The sum of events depends on the creativity of the writer and has to lead the readers or audiences to understand the topic well.

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c. Re-orientation

The lists of reflections of the events exist in the paragraph. It can be called a closing statement. The final section concludes the recount by summarizing the outcomes or result, evaluating the result, evaluating the topic's importance or offering personal comment or opinion. However, not all of recounts are closed by re-orientation. It is optional.

Mark & Khaty Anderson (2003:50) states the language features usually found in recount text as follow:

- a. Proper nouns to identify those involved in the text.
- b. Descriptive words to give details about who, what, when, where and how.
- c. The use of past tense to retell the events
- d. Word that show the order of events (for example, first, next and then).

Types of recount divides into three parts as follows:

- a. Personal recount, these usually retell an event that the writer was personally involved in;
- b. Factual recount, recording an incident, eg. a science experiment, police report;
- c. Imaginative recount, writing an imaginary role and giving details of events. For example "A day in the life of a pirate", and "How I invented".

The recount text has social function. Recount "tell what happened". The purpose of a social recount is to document a series of

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events and evaluate their significance in some way. It is also to give the audience a description of what occurred and when it occurred. The purpose of the literary / story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

## II.4 The Nature of Comic strips Strategy

### II.4.1 Comic Strips

Comic is about the spoken language that conveyed in the picture and panels. Generally it is different from books. Usually, comic book provides the spoken language related to the reality exist in the real life, completed with gaps, hesitations, and slang. Cary (2004: 33) states that comic strips can be used as a means to help students deal with difficulties in complex language in language learning especially. Comic strips are a text structure with a story to tell. Just as a story in print requires comprehension by the reader, comics require the reader to blend the print and the graphics to comprehend the intended communication.

A comic strip also can be defined as “a series of pictures inside boxes that tell a story” (Liu, 2004: 229). Moreover Ranker in Drolet (2010) defines the use of comic as reading material for ESL students and found that they help English language learners with both reading and writing.



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## II.4.2 The Use of Comic Strips Strategy

Wright & Sherman (1994) identified the features of comic strips that make them an ideal medium for reading and English courses. They suggested that comic strips can be used effectively to build reading skills in a three-step model in the language classrooms.

Based on Derrick (2008), there are some ways in using comics in writing. Those are:

1. Understanding visual symbols.
2. Reading order in Comics.
3. Comic jigsaw.
4. Fill in the text.

According to Csabay (2006), there are some activities that can be done in teaching English by using comic strips in the classroom:

1. The teacher cuts apart the individual panels of a comic strip and puts them in an envelope. The students (individually or in groups) then are asked to arrange the pieces into the proper sequence to tell the story, either in written form or as a speaking exercise. For more advanced learners, the task can be made more difficult by giving a different panel to each student in a group

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and asking students to describe to the rest of the group what is on their panels. The students should not show their pictures to each other until they have figured out the correct order for the panels.

2. In a variation of the first exercise, the teacher removes the speech or thought bubbles of the comic strips, hands out copies of both the comic strip and the text of the bubbles to the students. The students' task is to figure out the proper order of the speech or thoughts.
3. The teacher hands out a comic strip which the last panel is cut out. Students are asked to continue the story and come up with an ending. A follow-up for this exercise could be that the students act out their stories in class. After acting out a story, they could continue it as a role-play activity.
4. Another interesting (and slightly more complex) exercise is to organize students into groups and give them a written story with missing information. First, the groups should discuss what might be missing from the text. Then the teacher gives them a comic strip version of the text. They must fill in the blanks in the written story by describing what they see in the pictures. After that, they are asked to think of speech and/or thought

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bubbles for the comic strip. Naturally, as a follow-up activity, they can act it out and continue the story as a role-play.

In this research, the researcher applies the first model with certain modifications of the way of applying comic strips in the classroom because he thinks that it is the most appropriate one for his research.

### II.4.3 Procedure of Using Comic Strips

Based on the first activity that can be done in teaching English by using comic strips in the classroom by Csabay (2006), researcher designed the activities that will be done in teaching English by using comic strips.

1. The teacher cuts apart the individual panels of a comic strip and puts them in an envelope.
2. The teacher then are asked to decide the topic of comic strips that are given to them.
3. The teacher explains the characteristics of recount text to provide students with more information about the text they will write.
4. The teacher introduces the idea that the comic strip is an outline for the text.
5. The teacher shows one frame of a comic strip, and then explains that students will be changing the comic strip into text.

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6. The teacher asks the students to write an recount text based on the comic that they already arranged (writing skill).
7. The teacher asks the students to read recount text based on the comic that they already arranged (reading skill)
8. The teacher and the students discuss the comic strips and the students' handwriting.
9. The teacher lets the student to ask question about the materials.
10. The teacher motivates the students to be more active in the classroom.

## II.5 Related Studies

Related studies require some previous researches conducted by other researchers in which they are relevant to this research itself. Besides, the related studies have to analyze what the point that focuses on, inform the design, and find the conclusion of the previous researches, as follows:

- a) Afyusma Harwiningsih (2014) conducted a research "Using Comic Strips to Improve the Eight Grade students' Narrative Writing Ability in SMP Negeri 1 Pandak. This research aimed to improve the eighth grade students' narrative writing ability in SMP Negeri 1 Pandak. The research was conducted in Class VIII G.

This study was an action research in nature. The steps of the research were reconnaissance, planning, action and observation, and reflection. The subjects of the research were 26 students of VIII G class. The data collected were in the form of qualitative data and



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supported by quantitative data. The qualitative data were gained from observation and interviews, while the quantitative data were gained from tests. There were two tests in this research namely Pre-test and Post-test. The result of the research showed that the use of Comic Strips gave significant improvement to the students' narrative writing ability.

The similarities are on the strategy used, using pre test and post test for instrument and her study also supported by quantitative. The differences of his study and this study are in form of the text, her study used narrative text while this study used recount text. Her study only focused on students' writing ability while this study focused on students' reading comprehension and writing ability.

- b) Ali Merc (2013) conducted a research entitled "The Effect Of Comic Strips On EFL Reading Comprehension". The purpose of this study is to investigate the effects of comic strips on reading comprehension of Turkish EFL learners. he collected data were analyzed through scoring the Immediate Recall Protocols (IRP) by dividing each recall protocol into acceptable pausal units and ranging them from 1 to 4 based on their salience to the message of the text based on a sample value list. The results of the quantitative analyses showed that all students with a comic strip effect, regardless of proficiency and text level, performed better than the ones without the comic strips. The results of the study

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are discussed along with the existing literature on the use of visuals for developing reading skills.

The similarities are on the strategy used, that is comic strips strategy. Both of them are quantitative. The differences of his study and this study are in collecting the data, his study used Immediate Recall Protocols (IRP).

- c) Atik Rokhayani & Aisyah Ririn Perwikasih Utari (2015) conducted a research entitled “ Improving English Vocabulary By Using Printed Material Comic Strips for The Junior High School Students In Kudus”. The purposes of this research are to know whether Printed Material Comic Strips can improve the English vocabulary of the Junior High School students in Kudus, to know the extent of the effectiveness of teaching and learning in the English class when the teacher use Printed Material Comic Strips. This research belongs to action research which is applied for the students of VII A SMP 2 Bae Kudus consisting 30 students.

The similarities of his study and this study are on the data collection and data analysis technique. Test and observation are used in collecting the data. Both of them are giving pre test and post test. The difference of his study and this study is on the design of the research. His study used action research while this study use Quasi-experimental design. His study only focused on vocabulary mastery,

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which is different from this study that focuses on reading comprehension and writing ability.

- d) Bahman Gorjian, Abadan Branch (2016) conducted a research entitled “ Using Comic Strips Stories to Teach Vocabulary in Intensive Reading Comprehension Courses”. This study investigated the using of comic strip stories on vocabulary learning intensive reading comprehension courses among intermediate English learners. To this end, two groups including 66 students were assigned to an experimental and a control group. Independent and Paired Samples t-test was run to discover the differences between the groups in pre and posttests. The results showed that the experimental group had a significant improvement after treatment on vocabulary learning. In addition, there was a significant difference between the experimental and control groups.

The similarities of their study and this study are on the research design, instrument, and technique of collecting the data. The differences are on their study focused on vocabulary in reading comprehension while this study focused on reading and writing.

- e) Budiman (2012) conducted a research entitled “Increasing The Ability Of SMAN 12 Pekanbaru Students In Writing An Analytical Exposition Text Through Comic Strips”. The aim of this research was to find out students’ ability in writing an analytical exposition text using comic strips. The research design was a classroom action research. This

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research was conducted on the second grade students of SMAN 12 Pekanbaru. In collecting the data, the researcher used test and observation. The data analysis technique was quantitative data. The result of the study was the strategy gave the positif effect on students' writing ability.

The similarities of his study and this study are on the data collection and data analysis technique. Test and observation are used in collecting the data. Both of them are quantitative. The difference of his study and this study is on the design of the research. His study used action research while this study use Quasi- experimental design. His study only focused on writing ability, which is different from this study that focuses on reading comprehension and writing ability.

- f) Fauzy Fajar Kurnia (2015) conducted a research entitled "Using Comic Strips To Improve The Writing Learning Process Of The Eighth Grade Students Of SMPN 2 Padang, Bojonegoro In The Academic Year 2014/2015". The aim of this study was to improve the writing learning process of the eighth grade students of SMP N 2 Padang, Bojonegoro through comic strips in the academic year of 2014/2015. This research was conducted on the second grade of SMPN 2 Padang. The subjects of this research were 34 students of VIIIB class and the English teacher. The data were mainly in the form of qualitative data, and the quantitative data were also added. The data were collected through observing the teaching learning process, giving



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questionnaire, taking photographs of the teaching learning process and interviewing the students. The instruments for collecting data were the interview guide and questionnaire. The data were analyzed qualitatively and the quantitative data were added to show the number of students' improvement. The results of the research indicated that the use of comic strips effectively improved the students' learning process in writing recount texts. The strategy made a quite much improvement on the students' writing learning process in the aspects of participation, involvement, students' awareness, level of noisiness, and confidence.

The similarities of his study and this study are on the grade of the students, the second year of students become participants. Both of them are used test and observation in collecting the data. Writing ability was also focused on his study. The differences of his study and this study are on the instruments for research instrument, his study used the interview guide and questionnaire while this study use test and observation.

- g) Farida Arroyani (2010) conducted a research entitled "The Effectiveness of Teaching Using Comic Strips strategy to Facilitate Students' Reading comprehension Skill on Narrative Text". the aims of this reasearch was to find out the effectiveness of using comic strips to improve students' reading comprehension skill on narrative text in SMPN 2 Tanggunharjo Grobogan. In collecting the data, the researcher used test and observation. The data analysis technique was

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quantitative data. The result of the study was the strategy gave the positif effect on students' reading skill.

The similarities of his study and this study are on the data collection and data analysis technique. Test and observation are used in collecting the data. Both of them are quantitative. The difference of his study and this study is on the design of the research. His study used action research while this study use Quasi- experimental design. His study only focused on reading skill, which is different from this study that focuses on reading comprehension and writing ability. Next differences were in text used, her study used narrative while this study used recount text.

- h) Fika Megawati and Mirjam Anugerahwati (2012) conducted a research entitled “ Comic Strips : A Study On The Teaching of Writing Narrative Texts To Indonesian EFL Students”. This study investigates the implementation of comic strips in teaching writing through a collaborative classroom action research at MAN Bangil. The procedures included planning, implementing, observing, and reflecting. The results show that teaching writing using comic strips through Process-Genre Based Approach (PGBA) could successfully improve students' ability in writing. The findings also reveal that comic strips' effective implementation requires proper stories as well as sufficient teacher's guidance during the writing process.

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The similarities of their study and this study exist on the strategy used. Their study also uses observation in collecting the data. The difference is on the kinds of research, their study was action research. The text they used in their study was narrative text, but this study uses recount as a text.

- i) Rangga Darmawan (2013) conducted a research entitled “The Use of Comic Strips in Improving Students’ Reading Comprehension of Narrative Texts : A Quasy Exerimental Reseach in Eight Grade Students of a Junior High School in Bandung”. The study aims to investigate the use of comic strips strategy in improving students’ reading comprehension of narrative texts and to investigate the students’ responses toward the use of those comic strips. Quasi-experimental research was employed. The data were gathered from eight grade students in a junior high school in Bandung. Two classes contained 60 students were taken and divided into experimental and control group. Some intstrument like pre-test – post-test and questionnaire were employed to collect the data.

The similarities of his study and this study are on grade students of the school, research design and technique of collecting the data. The difference is on the rext used, his study used narrative while this study used recount text.

- j) Renyta Okfiani Klau (2015) conducted a research entitled “Using Comic Strips To Improve The Speaking Skills of Grade VII Students

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Of SMPN 15 Yogyakarta In The Academic Year 2013/2014”. The objective of this research was to improve the speaking skills of Grade VIII students of SMP Negeri 15 Yogyakarta through the use of comic strips. This research was classified as an action research. The subjects of this research were 34 students of class VIII F of SMP Negeri 15 Yogyakarta. The data were qualitative and quantitative. The qualitative data were obtained through observations and interviews with the students and the collaborators. The data were in the forms of field notes and interview transcripts. Meanwhile, the quantitative data were obtained from pre-test and post-test. The results of the research showed that the implementation of comic strips in the teaching and learning process of speaking was believed to be effective to improve the students’ speaking skills.

The similarities of his study and this study are on the grade of the students, the second year of students become participants. Both of them are use test and observation in collecting the data. Writing ability was also focused on his study. The difference of his study and this study is on research design, his study is an action reasearch. His study used comic strips strategy on students’ speaking skill while this study uses the strategy on students’ reading comprehension and writing ability.

- k) Winda Apriani, Machdalena, Bambang A.L (2013) conducted a research entitled “The Use of English Comic Book Series in Teaching



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Reading Comprehension”. The objectives of this study were to find out whether or not the use of English Comic Book series could improve reading comprehension of the seventh grade students of SMP Negeri 32 Palembang. In this study, one group pre-test and post-test control group design was applied. The population was 170 seventh grade students in academic year 2013/2014. The data were analyzed by using t-test. The results confirmed that the use of English Comic book series could be used as a reading material to help the seven graders of SMP Negeri 32 improve their reading comprehension.

The similarities of their study and this study are on instrument, and reasearch design. The difference was on the text used.

- 1) Yusda Humola and Rasuna Talib (2016) conducted a research entitled “Enhancing The Students Writing Ability By Using Comic Strips (An Action Research Conducted At The Tenth Grade Of SMA Negeri I Tapa)”.

This article reports on the results of a study aiming to investigate whether the comic strips can help students to enhance their writing skill in English. This study was conducted at the tenth class of SMA Negeri I Tapa 2014/2015 in academic years with 25 students as the participants. The text in focus was narrative.

The study used an action research by using Kemmis and Taggart” s design that consists of four steps, namely planning, acting, observing, and reflecting. The data were collected from observation

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and written test. The data of observation were obtained the teacher and students" activities in teaching learning writing. The results indicates that despite some aspects that still need improvement, the use of comic strips can enhance students writing skill in narrative text.

The similiraties are on the strategy used, comic strips. Test and observation were used in collecting the data. The differences of their study and this study were on the method used, they used classrom action research. Then, their study used narrative text while this study used recount text. their study only focused on students' writing ability while this study focused on students' reading comprehension nd writing ability. Last difference looked in the subject of the research, their subject was tenth grade.

## **II.6 Operational Concept and Indicator**

### **II.6.1 Operational Concept**

To avoid misunderstanding and to give guidance in collecting data in this research, this part will be expressed into the operational concept. It is an important element in scientific study, because it is still operated in an abstract form of the research planning, which must be particular word in order to be easy to measure empirically and clarify briefly the variable used in this research.

Importantly, this research is an experimental group which is focused on gaining effect og Comic Strips Strategy on students'

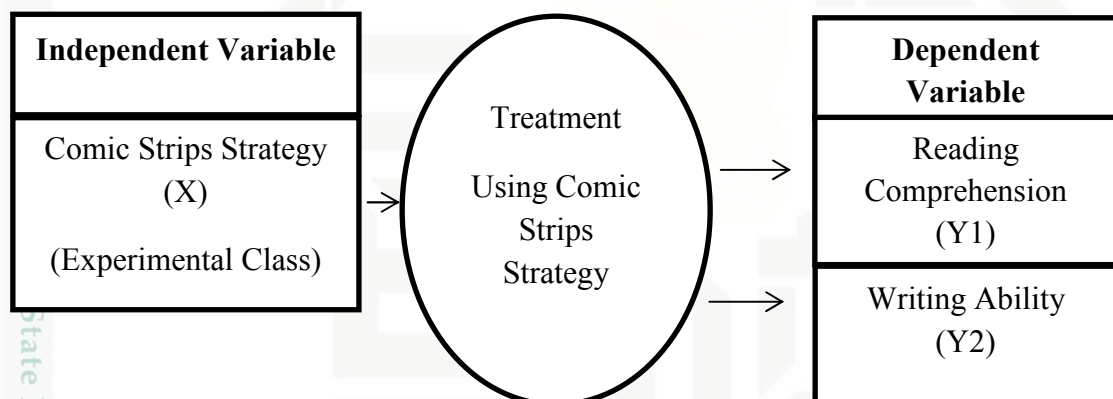
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reading comprehension and writing ability. Therefore, in analyzing the problem of this research, three variables are used. They are Variable (X) and Variable (Y1 & Y2). Variable X is using Comic Strips Strategy and Variable Y1 is students' reading comprehension, while Variable Y2 is students' writing ability

#### Concept 1

#### Experimental Research



### II.6.2 Indicators of Variable X (Comic Strips strategy)

#### II.6.2.1 Indicators of Variable X for Reading Comprehension

1. The students get comic strips in an envelope.
2. The teacher asked to decide the topic of comic strips that are given to them.
3. The students learn about the characteristics of recount text.

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4. The students arrange the comic strips into a text.
5. The students read recount text based on the comic that they already arranged.
6. The teacher and the students discuss the comic strips and the students' work.

### **II.6.2.2 Indicators of Variable X for Writing Ability**

1. The get a comic strip in an envelope.
2. The teacher asked to decide the topic of comic strips that are given to them.
3. The students learn about the characteristics of recount text.
4. The students arrange the comic series into a text.
5. The students write some words to fullfil the fill in the blank of comic.
6. The teacher and the students discuss the comic strips and the students' handwriting.

### **II.6.3 Indicator Variable Y**

1. Students' reading comprehension (Y1)

The indicators of students' reading comprehension (reading recount texts) are as follow, the students are able to:



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- a) Find main ideas.
  - b) Find supporting detail.
  - c) Identify inference.
  - d) Identify reference.
  - e) Determine the generic structures.
  - f) Find vocabulary in context.
2. Students' writing ability (Y2)
- The indicators of students' writing ability (writing recount texts) are as follow, the students are able to:
- a) Use correct grammar (simple present tense and connective)
  - b) Choose appropriate vocabularies
  - c) Use correct mechanic (spelling, punctuation, and capitalization)
  - d) Arrangement fluency or correct structure in order to make composition easy to understand.
  - e) Form organization of the texts.

## II.7 Assumption and Hypothesis

### II.7.1 Assumption

Because of the ability of students on reading and writing are various, it is assumed that comic strip might better achievement for students' ability on reading comprehension

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and writing recount text. Ranker in Drolet (2010) defines the use of comic as reading material for ESL students and found that they help English language learners with both reading and writing.

Before formulating the hypothesis as the temporary answer to the problem, it is necessary to present some assumptions as follows:

- a. Using comic strips strategy can give effect on the students' reading comprehension.
- b. Using comic strips strategy can give effect on the students' writing ability.

#### II.7.2 Hypothesis

"Hypothesis is researcher tentative prediction of the results of the research findings" (Gay, 2009:71). It means hypothesis states researcher's anticipation which concerns on the relationship between two variables in the research problem. Therefore, the hypothesis are formulated as below:

$H_0$ 1 : There is no a significant difference on students' mean score of reading comprehension pre-test between an experimental group and a control groups at the second grade of MTs Nurul Islam Seresam.

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H<sub>a2</sub> : There is a significant difference on students' mean score of reading comprehension post-test between an experimental group and a control group at the second grade of MTs Nurul Islam Seresam.

H<sub>a3</sub> : There is a significant difference on students' mean score of reading comprehension between pre-test and post-test in the experimental group at the second grade of MTs Nurul Islam Seresam.

H<sub>a4</sub> : There is a significant difference on students' mean scores of reading comprehension between pre-test and post-test in the control group at the second grade students of MTs Nurul Islam Seresam.

H<sub>o5</sub> : There is no a significant difference on students' mean score of writing ability pre-test between an experimental group and a control groups at the second grade of MTs Nurul Islam Seresam.

H<sub>a6</sub> : There is a significant difference on students' mean score of writing ability post-test between an experimental group and a control group at the second grade of MTs Nurul Islam Seresam.

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$H_{a7}$  : There is a significant difference on students' mean score of writing ability between pre-test and post-test in the experimental group at the second grade of MTs Nurul Islam Seresam.

$H_{a8}$  : There is a significant difference on students' mean scores of writing ability between pre-test and post-test in the control group at the second grade students of MTs Nurul Islam Seresam.