

**THE EFFECT OF COMIC STRIPS
ON STUDENTS' READING INTEREST
AT SECOND GRADE OF SMP NEGERI 10
PADANGSIDIMPUAN**



Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd.) in English*

Written By:

AYU TRIANA KHAIRUNNISA

Reg. No. 18 203 00054

**ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
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2024

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Written By:

AYU TRIANA KHAIRUNNISA
Reg. No. 18 203 00054

Advisor I

Dr. Eka Sustris Harida, M.Pd.
NIP. 19750917 200312 2 002

Advisor II

Sri Rahmadhani Siregar, M.Pd.
NIP.19860506 202321 2 045

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2024

LETTER OF AGREEMENT

Term : Thesis

a.n. Ayu Triana Khairunnisa

Padangsidempuan, 28 March 2024

To: Dean of Tarbiyah and Teacher
Training Faculty

In-

Padangsidempuan

Assalamu 'alaikumwarohmatullahwabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Ayu Triana Khairunnisa**, entitled **"The Effect of Comic Strips on Students' Reading Interest at Second Grade of SMP Negeri 10 Padangsidempuan"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullahwabarakatuh.

Advisor I



Dr. Eka Sustris Harida, M. Pd.
NIP. 19750917 200312 2 002

Advisor II



Sri Rahmadhani Siregar, M. Pd.
NIP. 19860506202321 2 045

DECLARATION OF THESIS COMPLETION

The name who signed here:

Name : Ayu Triana Khairunnisa
Reg. Number : 18 203 00054
Department : English Education
Faculty : Tarbiyah and Teacher Training
Tittle of the Thesis : **The Effect of Comic Strips on Students' Reading Interest at Second Grade of SMP Negeri 10 Padangsidimpuan**

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I did the declaration truthfully, if there was a deviation and incorrect in my declaration letter on, I resigned to get punishment as what had involved in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 19 verse 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norm and accepting the requirement.

Padangsidimpuan, 28 March 2024

Declaration Maker,



Ayu Triana Khairunnisa
Reg. No. 1820300054

APPROVAL STATEMENT FOR PUBLICATION

As academic covity of The State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the name who signed here;

Name : Ayu Triana Khairunnisa
Reg. Number : 18 203 00054
Department : English Education
Faculty : Tarbiyah and Teacher Training
Kind : Thesis

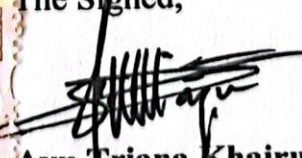
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Padangsidimpuan, 28 March 2024

The Signed,




Ayu Triana Khairunnisa
Reg. No. 1820300054



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN


Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022


MUNAQOSYAH THESIS EXAMINERS

Name : Ayu Triana Khairunnisa
Registration Number : 18 203000 54
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI
The Tittle of Thesis : The Effect of Comic Strips on Students'
Reading Interest at Second Grade of SMP
Negeri 10 Padangsidimpuan

Chief,


Secretary,


Fitri Rayani Siregar, M. Hum.
NIP. 19820731200912 2 004


Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010201903 2 007

Members,


Fitri Rayani Siregar, M. Hum.
NIP. 19820731200912 2 004


Sri Rahmadhani Siregar, M.Pd.
NIP. 19860506202321 2 045


Dr. Eka Sutri Harida, M. Pd.
NIP. 19750917200312 2 002


Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010201903 2 007

Proposed:

Place : Padangsidimpuan
Date : January, 25th 2024
Time : 14:00 WIB until finish
Result/Mark : 84.5 (A)
IPK : 3.58
Predicate : Sangat Memuaskan



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UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. T. Rizal Nurdin, Km, 4,5 Sihitang. Telp. (0634) 22080
Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis : The Effect of Comic Strips on Students' Reading Interest at Second Grade of SMP Negeri 10 Padangsidimpuan

Name : Ayu Triana Khairunnisa

Reg. Num : 18 203 00054

Faculty/ Department : Tarbiyah and Teacher Training Faculty/ TBI

The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.



Padangsidimpuan, 20 Desember 2023
Dean of Tarbiyah and Teacher Faculty

Dr. Lelya Hilda, M.Si.
NIP 19720920 200003 2 002

Name : Ayu Triana Khairunnisa
Reg.No : 18 203 00054
Title of Thesis : **The Effect of Comic Strips on Students' Reading Interest at Second Grade of SMP Negeri 10 Padangsidimpuan**

ABSTRACT

The problems of the research are: most of students have problems in reading English after the interview session with the students. The students are not interested when the teacher teaches reading in the class. The Objectives of the research are: to know the information about the students' reading interest before learning by using comic strips, to know the information about the students' reading interest after learning by using comic strips, and the last is to examine whether there is significant effect of using comic strips to students' reading interest at the second grade in SMP Negeri 10 Padangsidimpuan. Quantitative research with experimental by using Pretest-Posttest control group design was the method of the research. The students in experimental class were given pre-test and post-test questionnaire of reading interest. The data in pre-test and post-test was analyzed statistically with mean score and t-test. The mean score of experimental class in pre-test was 67 predicated enough, it means that the students' reading interest before using comic strips is in enough category or enough interest. The mean score in post-test was 77.75 predicated good, it means that the students' reading interest after learning by using comic strips is in good category or good interest. Besides, by using T-test formula the score of t_{count} was higher than t_{table} ($4.44 > 2.06$) which means that the hypothesis alternative (H_a) was accepted. It can be concluded that there is significant effect of using comic strips on students' reading interest at the second grade in SMP Negeri 10 Padangsidimpuan.

Key words: Comic Strips, Students' Reading Interest

Nama : Ayu Triana Khairunnisa
Nomor Registrasi : 18 203 00054
Judul Skripsi : Pengaruh Komik Strips terhadap Minat Baca Siswa
di Kelas Dua SMP Negeri 10 Padangsidempuan

ABSTRAK

Permasalahan dalam penelitian ini adalah: sebagian besar siswa mempunyai masalah dalam membaca bahasa Inggris setelah sesi wawancara dengan siswa. Siswa tidak tertarik ketika guru mengajar membaca di kelas. Tujuan dari penelitian ini adalah: untuk mengetahui informasi tentang minat membaca siswa sebelum pembelajaran dengan menggunakan komik strip, untuk mengetahui informasi tentang minat membaca siswa setelah pembelajaran dengan menggunakan komik strip, dan yang terakhir adalah untuk menguji ada tidaknya pengaruh yang signifikan dalam penggunaan komik strip terhadap minat membaca siswa kelas dua SMP Negeri 10 Padangsidempuan. Penelitian kuantitatif bersifat eksperimental dengan menggunakan desain Pretest-Posttest control group sebagai metode penelitiannya. Siswa di kelas eksperimen diberikan angket minat membaca siswa awal dan akhir. Data pada awal dan akhir dianalisis secara statistic dengan nilai rata-rata dan uji-t. Nilai rata-rata kelas eksperimen pada pre-test adalah 67 dikategorikan cukup, yang berarti minat membaca siswa berada dalam kategori cukup atau minatnya cukup. Nilai rata-rata post-test adalah 77.75 dikategorikan baik, yang berarti minat membaca siswa berada dalam kategori baik atau minatnya baik. Selain itu, dengan menggunakan rumus uji-t nilai t_{hitung} lebih besar dari t_{tabel} ($4.44 > 2.06$) yang berarti hipotesis alternatif (H_a) diterima. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari penggunaan komik strip terhadap minat membaca siswa kelas dua di SMP Negeri 10 Padangsidempuan.

Kata Kunci: Komik Strip, Minat Baca Siswa

اسم : أبو تريانا خير النساء
رقم التسجيل : ١٨٢٠٣٠٠٠٥٤
موضوع البحث : تأثير القصص المصورة على اهتمام الطلاب بالقراءة في الصف الثاني من المدرسة المتوسطة الحكومية ١٠ بدنج سيدمبوان

تجريد

أهداف البحث هي: معرفة معلومات عن اهتمام الطلاب بالقراءة قبل التعلم باستخدام القصص المصورة، ومعرفة معلومات عن اهتمام الطلاب بالقراءة بعد التعلم باستخدام القصص المصورة، والأخير هو معرفة ما إذا كان هناك تأثير استخدام القصص المصورة على اهتمام الطلاب بالقراءة في الصف الثاني في المدرسة المتوسطة الحكومية ١٠ بدنج سيدمبوان. البحث الكمي مع التجريبي باستخدام تصميم المجموعة الضابطة الاختبار القبلي والبعدي هو منهج البحث. تم إعطاء الطلاب في الفصل التجريبي استبياناً قبلًا وبعدياً حول اهتمامهم بالقراءة. وقد تم تحليل البيانات في الاختبار القبلي والاختبار البعدي إحصائياً باستخدام متوسط الدرجات واختبار t. كان متوسط درجات الفصل التجريبي في الاختبار القبلي ٦٧ مسنداً بدرجة كافية، مما يعني أن اهتمام الطلاب بالقراءة قبل استخدام القصص المصورة يقع في فئة كافية أو اهتمام كافٍ. وكان متوسط درجات الاختبار البعدي ٧٧.٧٥ متوقعاً جيداً، مما يعني أن اهتمام الطلاب بالقراءة بعد التعلم باستخدام القصص المصورة يقع في فئة جيد أو اهتمام جيد. علاوة على ذلك، باستخدام صيغة اختبار ت كانت درجة ت عدد أعلى من ت طاولة (٤,٤٤ < ٢,٠٦) مما يعني أن الفرضية البديلة (ه أ) مقبولة. يمكن الاستنتاج أن هناك تأثيراً كبيراً لاستخدام القصص المصورة على اهتمام الطلاب بالقراءة في الصف الثاني في المدرسة المتوسطة الحكومية ١٠ بدنج سيدمبوان.

الكلمات المفتاحية: القصص المصورة، اهتمام الطلاب بالقراءة

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Padangsidempuan, 28 October 2023

Researcher

Ayu Triana Khairunnisa

Reg.No: 1820300054

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Learning English is very difficult, many people express that, especially students. It is not surprising that many problems arise in teaching and learning process. English has become an international language where the language has become global, and it is an important second language for the Indonesian people to master. English is widely known as a language that is used in many various communities and activities in the world. In addition, only a few countries even use English as their main language. Learning English is important especially for students, and one of the ways for students to gain and increase knowledge and information is through reading.

Reading is a method, a way, and a process for people to get information from a source which is form as a series of written text within a book, magazine, newspaper, etc. Reading is also an activity that is worth to spare time while gaining a lot of knowledge. Many people said that reading is a window of the world, it means that by reading, people gain lot of new information and knowledge that they did not have before. Reading is one of language skills of English that students should master. It is one of learning ways for students to improve their ability and knowledge.

Nunan states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning, and the goal of reading is comprehension.¹ English as an international foreign language has been studied in Indonesia for a long time, even from the elementary school to senior high school, many students still cannot apply the correct English. The problem is not just they have poor ability in reading skill and English vocabulary, but also lacks of interest in reading.

According to Ananda and Hayati,² without interest, concentration on lessons will be difficult to develop and maintain. Meanwhile, if you are not interested, then it will cause boredom, emptiness of attention, or even self-involvement in an object. In contrast, it is important for us to have interest in many things, especially in learning, so that people are motivated to continue doing things.

Based on pre-research conducted at SMP Negeri 10 Padangsidempuan, there are several factors regarding students' reading interest problem that often occur, as following: 1) The students were not interest in learning reading, they were reluctant to read text, especially when they have to read the whole text. They were often bored while teaching learning process took place. 2) The students could not comprehend the specific information of the text well due to a lack of vocabulary. 3) The media used by the teacher was less diverse and still

¹David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), p. 68.

²R. Ananda & F. Hayati, *Variabel Belajar: Kompilasi Konsep* (Medan: CV. Pusdikra Mitra Jaya, 2020), p. 144.

used the old way of teaching. Those problems made students become lazy to read and less active in teaching learning process.

Therefore, in order to make students become easier to improve their reading's interest, the students need a teaching media which can get their interest and lead them to read more. One of the teaching media that can be implemented to improve students' reading interest is comic, and the researcher used comic strips as the teaching and learning media in this study. Comic strips is one of the least tool or media that can help to increase students' interest.

Related to what is talked by Donaghy and Xerri, Comics and cartoons are also a great source of topics in the language classroom. Comic strips or cartoons can be used as an introduction to a topic for language work or as a launch pad for discussion or writing.³ It can be concluded that, comic strips is one of the reading sources in the form of sequential images where all information has been stated clearly but briefly.

Based on pre-research that the researcher has conducted at SMP Negeri 10 Padangsidempuan, there are some barriers faced by students while they are studying. The English teacher said the students less interested in reading, especially in reading text book.⁴ The teacher taught using an outdated method in teaching and learning reading; not only that, the teacher only used the conventional book for teaching English, and the teacher did not use the appropriate media in teaching learning process.

³K. Donaghy & D. Xerri, *The Image in English Language Teaching* (Malta: ELT Council, 2017), p. 184.

⁴Nurita Siregar, as an English Teacher at Grade VIII of SMP Negeri 10 Padangsidempuan, Interview on March 10th 2023.

The researcher also found that most of students have problems in reading English after the interview session with the students. The students are not interested when the teacher teaches reading in the class.⁵ Many students nowadays still have problems in reading English textbook, because they have difficulties to read the words. They lacked of reading skill because students often claim that their primary problem in acquiring English is the lack of vocabulary to understand and they difficulties to get the main idea of the text.

From all of the things above, this research will be conducted with the aim of finding out whether comic strips are able to increase students' reading interest, and the research will be carried out at the second grade in SMP Negeri 10 Padangsidempuan. It entitled "The Effect of Comic Strips on Students' Reading Interest at Second Grade of SMP Negeri 10 Padangsidempuan."

B. Identification of the Problems

Based on the background of the problem, the identification of the problems can be taken as follows:

1. Students' interest is low in reading while teaching learning process.
2. The students could not comprehend the specific information of the text well due to a lack of vocabulary
3. The media used by the teacher was less diverse and still used the old way of teaching

⁵The Students of the VIII Grade of SMP Negeri 10 Padangsidempuan, an interview on March 10th 2023.

C. Limitation of the Problem

Based on above identification of the problems, this research only focused on lack of students' reading interest, and solved by using comic strips in class.

D. Formulations of the Problem

From the limitation above, the researcher formulated the problems as followed:

1. How is the students' reading interest before learning by using comic strips at the second grade in SMP Negeri 10 Padangsidempuan?
2. How is the students' reading interest after learning by using comic strips at the second grade in SMP Negeri 10 Padangsidempuan?
3. Is there any significant effect of comic strips to students' reading interest at the second grade in SMP Negeri 10 Padangsidempuan?

E. Objectives of the Research

Based on the problems above, the objectives of this research can be stated as follows:

1. To know the information about the students' reading interest before learning by using comic strips at the second grade in SMP Negeri 10 Padangsidempuan.
2. To know the information about the students' reading interest after learning by using comic strips at the second grade in SMP Negeri 10 Padangsidempuan.
3. To examine whether there is significant effect of using comic strips to students' reading interest at the second grade in SMP Negeri 10 Padangsidempuan.

F. Significances of the Research

The result of the research is expected give more information used to:

1. For the students:
 - a) To increase the students' interest in reading
 - b) To help the students' reading skills and vocabulary in reading better than before
2. For the English teacher:
 - a) It is expected can be useful as a reference how to make the learning and teaching process enjoyable and attractive to the students in the classroom.
 - b) It is to help the teacher improving and determine appropriate steps to overcome the problems.
3. For the institute:
 - a) This research cn be used as information to improve teaching and learning in the future
 - b) It give information to further research with certain interest
4. For other researchers:
 - a) The result of this study can be used as references for other researchers to do a further research.

G. Definitions of Operational Variables

There are two variables in this research; The Effect of Comic Strips as variable X and Students' Reading Interest as variable Y.

1. Comic Strips

Comic strips is a combination of pictures and sentences which contains all information from the text, so it will be easier for the students to comprehend the content.

2. Students' Reading Interest

Reading interest is a sense of attachment, desire or an attraction in reading activity that encourages us to read more in the future.

H. Outline of the Research

This research was divided into five chapters, each chapter consists of some sub chapters with details as follow:

The first chapter consists of introduction; background of the problem, the identification of the problem, limitation of the problem, formulation of the problem, significances of the research, the definition of operational variables, and thesis outline.

The second chapter consists of the theoretical descriptions; nature of reading interest, comic strips, procedures of teaching by using comic strips, related finding, conceptual framework and the hypothesis.

The third chapter consists of the research methodology; place and time of the research, research design, population and sample, instrument of the research,

validity and reliability of instrument, technique of data collection, and technique of data analysis.

The fourth chapter consists of the result of research; of the data description, discussion of the research and limitation of the research. The fifth chapter consists of the conclusion, suggestion, and implication of the research that are given by the researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Comic Strips

a. Definition of Comic Strips

Comic strips is a series of images that contain a story, and people often find them in textbooks or newspapers. According to Donaghy and Xerri, comic strip is used to mean a short series of panels, commonly 3 or 4.⁶ Cary also stated in Donaghy and Xerri's book, that the term panel refers to a single picture within a comic, cartoon or graphic novel. Cartoons often feature a single joke, a short anecdote or may be part of a longer running series, and are typically found in newspaper or magazines.⁷ In contrast, comic strips is one of the reading sources in the form of sequential images where all information has been stated clearly but briefly.

Purnama, et. al. stated that Comic strip was a fragment of a picture combined into one part or even a story line short (short stories).⁸ According to Handayani, et. al., a comic strip is defined as series of picture inside boxes that tell a story while comic books are collection of stories that have picture consist of one or more titles as themes.⁹ Comic strips are

⁶K. Donaghy and D. Xerri, *The Image in English Language Teaching, The Image in English Language Teaching*, (Malta: ELT Council, 2017), p. 180.

⁷K. Donaghy & D. Xerri, *The Image in English Language Teaching...*, p. 180.

⁸T. Ranti Purnama, et. al., 'The Effect of Comic Strips towards Students' Reading Comprehension', *Journal of Language, Literature, and English Teaching (JULIET)*, 4 (1), 2023, 31–38 <<https://doi.org/10.31629/juliet.v4i1.4815>>.

⁹Fitri Handayani, et. al., 'The Effect of Comic Strips on Reading Comprehension of The Tenth Grade Students At SMK NU Mambaul Huda Tegalsari In Academic Year 2019/2020', *LUNAR (Language and Art)*, 4 (2), 2020, 158–63 <<https://doi.org/10.36526/ln.v4i2.1457>>.

basically a set of pictures or a unified group of images in boxes that tell a variety of stories.

Meanwhile according to Merriam in Merriam Webster dictionary, comic strip is a group of cartoons in narrative sequence.¹⁰ Kristanto, in his book, defines comics are a form of graphic media that expresses various characters, presents deeply connected story sequences connected by images, and serves to provide entertainment to its readers.¹¹ Comic strips are designed to be more practical and usually appear in newspaper or magazine.

Based on those definition above, it can be concluded that comic strips is a sequence of cartoons arranged in interrelated panels to display brief story which contains the specific information from the text, and often serialized with text in balloons and captions. Comics are often read because they attract readers with their various illustrations, comic books are also in great demand by all groups, both parents, teenagers, and children. It is abbreviated to prevent people from getting bored of long sentences and provided by visualization or the picture itself.

¹⁰George Merriam & Charles Merriam, Merriam Webster Dictionary, Comic Strip Definition Meaning – Merriam – Webster. Accessed on February, 15th 2023, 13.41 WIB. <<https://www.merriam-webster.com/dictionary/comicstrip?src=search-dict-hed>>..

¹¹Andi Kristanto, *Media Pembelajaran*, (Jawa Timur: Penerbit Bintang Sutabaya), 2016, p. 46.

b. The Advantages of Using Comic Strips

Comics have many advantages and have been widely used as learning media. Benefits or strength of comics in education according to Donaghy and Xerri too as follows:

1. The art in comic helps to create a deeper learning experience as the pictures work at a representational level to connect to concrete information networks in the brain.
2. The abstract level of the language featured in the comic can then be linked to the pictures, forming a chain whereby the words can access the concrete concepts that the students is familiar with.¹²
3. Comics and cartoons are also a great source of topics in the language classroom. Comic strips or cartoons can be used as an introduction to a topic for language work or as a launch pad for discussion or writing.¹³

Kristanto also defines comic books can used effectively by teachers in terms of increasing interest and motivation, developing vocabulary and reading skills, as well as to expand students' reading interest. The advantage is that the story is concise, attracts attention, is complete with action, made more alive by the use of various colors.¹⁴ It stated that comics can be a good learning media for any grade level students and prompt a further interest in reading.

¹²K. Donaghy & D. Xerri, *The Image in English Language Teaching*, (Malta: ELT Council, 2017), p. 182.

¹³K. Donaghy & D. Xerri, *The Image in English Language Teaching*..., p. 184.

¹⁴Andi Kristanto, *Media Pembelajaran*..., p. 46.

Another benefits of comics also described by Bertram et. al., they stated that “Comics are an important element of youth culture in almost of every country today, so teachers who capitalize on the appeal that comics have for many learners (rather than being judgemental) gain ready access to learners’ interest.”¹⁵

Nowadays, many people especially teenagers often to read comics even from online application like webtoon, mangatoon, etc. so that we can use that opportunity to make some learning that is constructive and useful by using comic.

The characteristic of comic strips which is visualized especially colored ones also helps to increase motivation and interest. Moreover, in comic the picture shows gestures and facial expressions so that it is easy to memorize.

c. Procedures of Teaching by Using Comic Strips

Comic is a form of art that uses immovable images arranged in such a way that form a storyline which is used to deliver the story in a short way.

¹⁵Carol Bertram, et. al., *Using Media in Teaching*, (South African: SAIDE, 2010), p. 84.



Figure II.1
Example Picture of Comic Strips

The procedures of using comic strips in teaching used by researcher are based on two theories. First, are based on Donaghy and Xerri¹⁶, as follows:

- 1) The teacher distributes the comic strips that the teacher prepared beforehand to spark a discussion among the students.
- 2) The teacher then explain what students need to do and asks the students to take turns reading the comic strips aloud to the class.
- 3) To make the class is fun and not boring, the teacher asks them to divide into groups.
- 4) The students then discuss the matter that happens in the story of the comic strips, and discuss whether the views represented by the comic strips are something that the students agree with or not and why.
- 5) Finally after discussion, the teacher will reveal the answer together with the class.

¹⁶K. Donaghy & D. Xerri, *The Image in English Language Teaching*, (Malta: ELT Council, 2017), p. 186.

The second theories for the procedures of teaching by using comic strips are based on Yaumi¹⁷, they are:

- 1) The teacher prepares an examples of comic strips as a learning media, and show it to the students.
- 2) The teacher gives the students the stimulus about what will they learn and how the comic strips is work.
- 3) To make the class be active and creative, the teacher should choose the interesting one, with image, text, and colorful.
- 4) The teacher divides them into groups of discussion and ask them to have a learning process base on the lesson give to students regarding learning activities about that lesson.
- 5) Finally, the teacher gives addition, resolution, or explanation how to create a text and give appreciate
- 6) In every comic strips usually have moral lesson and depend on the message or point that wants to convey. It makes the learning more effective by using comics to students, because it contains deep stories colorful picture.

Based on theories above, the researcher chooses the first theories from Donaghy and Xerri for the procedures in teaching by comic strips.

¹⁷Muhammad Yaumi, *Media Teknologi Dan Pembelajaran*, (Jakarta: Prenadamedia Group, 2018) p. 123-124.

d. Teaching Reading by Using Comic Strips

Based on Donaghy and Xerri theory of teaching by using comic strips, the researcher imply to make some steps of teaching reading by using comic strips as follows:

Table II.1
Application of Comic Strips in Teaching Reading¹⁸

	Teacher's Activity	Students' Activity
Pre-teaching	<ol style="list-style-type: none"> 1. Teacher opens the class by greeting the students and pray to start the lesson. 2. Teacher takes the students' attendant list. 3. Teacher explains the purpose of the study. 4. Teacher asks the students about related material. 	<ol style="list-style-type: none"> 1. Students listen to the teacher, answer the teacher's greeting and pray before the lesson start. 2. Students pay attention to the teacher when checking the attendant list. 3. Students listen to the teachers' explanation 4. Students answer the teachers' question to the related material
While-teaching	<ol style="list-style-type: none"> 1. Teacher prepares the comic strips as the learning media, and distribute the comic strip to the class. 2. Teacher explains what students need to do and asks them to take turns reading the comic strips aloud to the class. 3. Teacher forms a groups of students to discuss, collect information, and exchange information. 4. Teacher asks the students to discuss the matter that happen in the story of the 	<ol style="list-style-type: none"> 1. Students try to focus and listen to the teacher. 2. Students take turns reading the comic strips aloud to the class. 3. Students form a group of discussion, collect information, and exchange information. 4. Students discuss the matter that happen in the story of the comic strips. (What is the comic strips tells about?) 5. Students review the comic strips and retelling the story into the recount text.

¹⁸Ayu Triana Khairunnisa, Application of Comic Strips in Teaching Reading at Second Grade of SMP Negeri 10 Padangsidempuan, October 19th 2023.

Teacher's Activity		Students' Activity
	comic strips. (What is the comic strips tells about?) 5. Teacher then asks the students to review the comic strips by giving them task to retelling the story into the recount text.	
Post-teaching	1. Teacher collect the students' task. 2. Teacher asks the students' difficulties in learning the material. 3. Teacher gives the students conclusion of the material learnt. 4. Teachers close the study by saying Alhamdulillah and pray together. 5. Teacher greetings and close the study.	1. Students collect their task. 2. Students answer the teacher's question related to the difficulties in learning the material. 3. Students give their opinion to the conclusion of the material learnt. 4. Students say Alhamdulillah and pray together. 5. Students answer the teacher's greetings.

e. Teaching Reading by Using Teachers' Media

Media generally refers to something that is used as a tool, container, or means for communicating. Heinich et. al. mentioned that "Media is a channel of communication. Derived from the Latin word meaning "between", the term refers to anything that carries information between a source and receiver."¹⁹ It is also supported by Newby et. al. in Yaumi's book, he stated that "Media is channels of communication."²⁰

¹⁹Robert Heinich, et. al., *Instructional Media and Technologies for Learning*, (New Jersey: Merrill Prentice Hall, 2002), p. 9-10.

²⁰Muhammad Yaumi, *Media dan Teknologi Pembelajaran*, (Jakarta: Prenadamedia Group, 2008), p. 5.

Bertram et. al. also defined that “Media resources is the forms of communication that people use to exchange information.”²¹ To sum up, teachers’ media is a tool of communication between the teacher and the students, which is the teacher used to encourage students' motivation because it is an important part of success in the learning process. Moreover, the use of teaching media helps the teacher to connect learners with events that are culturally relevant in order to achieve the teaching and learning goals.

Based on the description above and previous procedures of teaching reading by using comic strips, the researcher implies to make some steps of teaching reading by using teachers’ media as follows:

- 1) The teacher chooses the activity reading aloud and then asking the students to do the activity then provided a stimulus to the student about what they will learnt related to recount text.
- 2) The teacher divides the students into groups and asking the student to take turns reading a text from the teachers’ book aloud to the class.
- 3) After that, the teacher asks them some question related to the text and the students discuss it with the group.
- 4) Finally, the teacher will let the students answer according to the activity, then the teacher will explain and give some addition.

This procedures of teaching reading by using teachers’ media will be conduct later in the class VIII of SMP 10 Padangsidimpuan.

²¹Carol Bertram, et. al., *Using Media in Teaching*, (South African: SAIDE, 2010), p. 3.

2. Reading Interest

a. Definitions of Reading

Students need to mastery basic skill to learn English language, one of them is reading. The most important part in reading is students need to know what they have been read. Only when people understand it can they learn and get knowledge or information easily from the text.

Nunan stated that “Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning, and the goal of reading is comprehension.”²² It is also supported by Brown that “Reading is a process of negotiating meaning to the texts for understanding. In the case, reading is a way or process to gain information from a text.”²³ That is why reading often called as a window to the world, because from reading we gain new knowledge.

Harida²⁴ defined that reading as an interactive process between the reader and the text. An interactive process happens when readers try to understand the text. While understanding the text, the readers want to communicate with ideas proposed by the writers. It is also supported by Lems et. al. that “Reading is an interactive process that place between the text and readers’ processing strategies and background knowledge.”²⁵

²²David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p. 68.

²³H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2003), p. 189.

²⁴Eka Sustris Harida, *Basic Reading for EFL University Students*, (Medan: Merdeka Kreasi, 2022), p. 3.

²⁵Kristin Lem, et. al., *Teaching Reading For English Language Learners* (New York: Guilford, 2010), p. 33.

Reading is also referred to as receptive skill where a transaction process occurs between the reader and the writer.

It can be concluded that reading is the process of interpreting and understanding meaning from printed words or written language in order for the reader to comprehend the meaning, message, and the purpose of the text and figured out what the writer intended to tell.

b. The Importances of Reading

Reading is an important role in learning English, because it contributes many benefits in many aspects. From reading, students receive so much knowledge and it exercises people's mind to focus. It also stimulates your imagination and provides knowledge. Reading can teach us to think critically and analyze information objectively.

Vianty et. al. stated that reading is very important because almost all academic activities require reading activities.²⁶ In short, reading is an important skill which the students should master. Especially, for people to acquire knowledge and information from the written material.

It can be concluded that reading is one of the important skill for us to master. Like the expert said above, reading can exercise people's mind to focus. Therefore, through reading, students learn so many new grammar structures and it also widen their vocabulary. Not only that, the students will learn new facts, knowledge, and language through reading.

²⁶M. Vianty, et. al., 'English Reading Motivation, Strategies, Attitude, and Interest of State Junior High School Students', *The Journal of English Literacy Education*, 6 (2), 2020, 129–40 <<https://doi.org/10.36706/jele.v6i2.10825>>.

c. The Purposes of Reading

Finding and obtaining information from books or texts is the purpose of reading. Everyone has a different purpose when they read. It can be for pleasure, seeking information or knowledge, or just for their hobby. McDonough et. al. stated that “There are three purposes of reading; to get specific information that needed by the reader, to get general information, and simply for pleasure.”²⁷ To sum up, people has their own purposes of reading, and it can be various according to their needs.

Meanwhile, according to Caroline in Gusmeri’s there are two main reasons that people read. The first is for pleasure, students’ reading a book not only to get knowledge but also can get enjoyment. When students read a book, the words in the book understandable for learners. The second is reading for information. Some people may reading for pleasure or to entertain themselves, but many people read to find information. After they get the information that they needed, they will stop reading.²⁸ Most people read only to satisfy their needs and the rest is by their own freewill.

Based on the purposes of reading previously, it can be concluded that the purposes of reading are diverse, including searching for specific details of information, or simply seeking for enjoyment. Every people has

²⁷Jo McDonough, et. al., *Materials and Method in ELT: A Teachers’s Gide* (Oxford: Blackwell Publishing, 2003), p. 111.

²⁸Sri Ulfa Gusmeri, ‘The Effectiveness of Using Online Comic Strips on Students’ Reading Comprehension of Narrative Text’, *Thesis*, (Jakarta: UIN Syarif Hidayatullah, 2020), p. 8.

their own purposes of reading and based on the explanation above, some might reading as their hobby to satisfy their curiosity as well.

d. Definitions of Interest

The word interest is often heard in everyday life, and one of the things that causes people to have goals and aspirations is interest. Interest itself is a feeling of attachment and curiosity about something new that makes people interested.

Ananda and Hayati stated that:

Interest is both a preference and a strong attachment on a matter or activity, without anyone's order. Interest basically, it is the acceptance of a relationship between yourself with something outside yourself. In other words, the stronger or closer the relationship, the more great interest.²⁹

It is almost the same as bonding with something unfamiliar at first but later becoming accustomed to it because of attraction.

Slameto defines that “Interest is a preference for and a sense of attachment to something things or activities without being told.”³⁰ Based on Siregar and Harida, reading interest is a desire that comes from a students’ themselves to read. This desire arises because of their reading can satisfy them.³¹ To sum up, reading interest is a sense of attachment,

²⁹R. Ananda & F. Hayati, *Variabel Belajar: Kompilasi Konsep* (Medan: CV. Pusdikra Mitra Jaya, 2020), p. 144.

³⁰Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: PT. Rineka Cipta, 2003), p. 180.

³¹S. S. Rahmadhani and E. S. Harida, ‘Neurolinguistics Programming Method to Enhance Students’ Reading Interest’, *English Education: English Journal for Teaching and Learning*, 2019, 7 (2), p. 175–86 <<http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/2235>>.

desire, or attraction to reading activities that encourages people to read more in the future.

Delfi et. al. stated that reading and interest are recognized as a multidimensional construct, incorporating one's affective, cognitive, and behavioral tendencies towards an object, event, or tasks related to reading.³² In contrast, interest is a feeling or a desire that causes special attention to do or want something and it can lead people's desire to read.

It is difficult to establish and sustain focus on lessons without interest. In the meantime, it will lead to boredom, and lack of passion in doing some things. Interest is a big impact in each persons' self in many things, especially in learning, so that we are motivated to continue doing things.

e. The Types of Interest

Interest is known as the constant propensity to focus on and take pleasure in a certain activity or piece of material. Djamarah and Zain written in Ananda and Hayati, stated that "interest greatly affects learning activities. Students who are interested in the lesson will study it seriously, because of interest in it."³³ There are two forms of interest:

1) Personal Interest

³²Delfi, et. al., 'Exploring Personal Reading Histories in Developing Reading Interest of English Study Program Learners of University of Riau', *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 2 (2), 2018, p. 205-207 <<https://doi.org/10.21093/ijeltal.v2i2.103>>.

³³R. Ananda & F. Hayati, *Variabel Belajar: Kompilasi Konsep...*, p. 141.

Personal interest is a more stable personal inclination toward a specific topic or domain. Individual interests, such as space exploration that students bring to the classroom are founded on profound knowledge. Personal interest is believed to be focused on a particular activity or subject. Sports, science, music, dancing, and computers, for example, are all areas of interest.³⁴

2) Situational Interest

Situational interest is a type of attention to a topic that is more transient and particular. It is more context-specific or context dependent than personal interest. The term "situational interest" refers to interest created by external circumstances, such as the text and test; this type of interest is not durable. Therefore, “situational interest is asserted to be more important for the classroom because teachers have some control over this than over the individual interest students bring with them”.³⁵

In other words, there are two different kinds of interest. Situational interest is an outside desire influenced by text, media, and presentation. Individual interest is a sustained, intense personal dedication to a given subject, industry, or activity.

³⁴Sri Endah, et. al., ‘The Contribution of Reading Interest on Literature and Reading Comprehension toward Students’ Ability in Writing Fantasy Story’, *ICEST (International Conferences on Education, Social Sciences and Technology)*, 2018, p. 955–60 <<https://doi.org/10.29210/20181137>>.

³⁵Rusma Noortyani, ‘An Exploratory Study on Students’ Reading Interest Development through Independent Reading-Retelling Activity’, *AWEJ (Arab World English Journal)*, 9 (2), 2018, p. 108–117 <<https://doi.org/10.24093/awej/vol9no2.7>>.

f. Indicators of Interest

According to Ananda and Hayati in their book, there are four aspect of Interest, namely: awareness, will, attention, and fondness.

1) Awareness

Someone is said to be interested in an object, if that person is aware of the existence of that object. This element must exist in the individual, because with this awareness is where he will feel happy, curious, and desire the object.

2) Will

Will is meant as an impulse of desire that is directed at a certain life goal and is controlled by reasoning considerations of that will is the desire of every human being to form and realize themselves.

3) Attention

Attention is the concentration of energy or soul power focused on an object or the utilization of awareness to participate in an activity. Mindfulness is the heightened activity of the soul, meaning that the effort of the soul is stronger than usual, and the soul is just that focused on an object or group of objects. Individuals are said to be interested in something when accompanied by an object.

4) Fondness

Interest and feelings of pleasure are reciprocated, so it is not surprising that students who are unhappy will also be less interested or otherwise.³⁶

To sum up from the explanation above, if someone is interested in something, they will normally reveal their liking and at the same time try to express what they are interested in. So they will show some aspects of interest as explained before. The four points above used as the indicators of reading interest in this study.

B. Review of Related Studies

There were some related studies related to this research and to support argument in this research. Besides that, researcher also used it as the reference and comparison with other research, they are:

The first is from Saputri. This research is aimed to find the effectiveness of using comic strips as alternative media to teach reading comprehension of narrative text for tenth grade students of SMK Negeri 2 Sragen academic year 2018/2019. Based on the results of the post-test average score of experimental group was 67.00 and the post-test average score of control group was 52.13. It can be concluded that application of using comic strip is effective in teaching reading comprehension of narrative text in this research.³⁷

³⁶R. Ananda & F. Hayati, *Variabel Belajar: Kompilasi Konsep* (Medan: CV. Pusdikra Mitra Jaya, 2020), p. 142-143.

³⁷Vika Septiana Dewi Saputri, 'The Effectiveness Of Using Comic Strips To Teach Students' Reading Comprehension On Narrative Text At SMK Negeri 2 Sragen Academic Year 2018/2019', *Thesis*, (Surakarta: Universitas Muhammadiyah Surakarta, 2019) <<http://eprints.ums.ac.id/79015/>>.

The second is from Gusmeri. The objective of this research was to know the empirical evidence of the influence of using online comic strips on students' reading comprehension of narrative text at the tenth-grade of SMAN 10 Tangerang Selatan in academic year 2018/2019. The result of the calculation showed the value of t-table in the significance 5% (0.05) is 1.67 and the value of to is 3.71. It proved that Online Comic Strips was effective to improve students' reading comprehension of narrative text in this research.³⁸

The third is from Ambarwati. The objective of this research is to know whether there is an effect of the application of pictorial story media (comics) to students' reading interest in Indonesian language subjects at the third class MI Nurul Qamar Palembang. Based on the result of the research, there was the effectiveness of using comic strips to students' reading interest in this research.³⁹

The fourth is from Mayasari. This research is aimed to find out whether there was a significant effectiveness of comic strips to facilitate students' reading comprehension on narrative text of the first semester of the ninth grade of SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung in the academic year 2019/2020. Based on the result of the research, there was the effectiveness of using comic strips to facilitate students' reading comprehension on narrative text in this research.⁴⁰

³⁸Sri Ulfa Gusmeri, 'The Effectiveness of Using Online Coic Strips on Students Reading Comprehension of Narrative Text (A Quasi-experimental Study at Tenth Grade of SMAN 10 tangerang Selatan in Academic Year 2018/2019)' *Thesis*, (Jakarta: UIN Syarif Hidayatullah Jakarta, 2020).

³⁹Yunita Ambarwati, 'The Effect of The Application of Pictorial Story Media (Comics) to Students' Reading Interest in Indonesian Language Subjects at The Third Class MI Nurul Qamar Palembang', *Thesis*, (Palembang: UIN Raden Fatah Palembang, 2019).

⁴⁰Diana Mayasari, 'The Effectiveness Of Comic Strips To Facilitate Students' Reading Comprehension On Narrative Text At The First Semester Of The Ninth Grade Of SMP MMT

The fifth is from Ramuna. The objective of this research is to find out the use of comic as media to improve students' reading interest at the third class MIN 3 Aceh Besar. Based on the result of the research, it could be concluded that students' reading interest could improve by using comic.⁴¹

From the previous findings, this research have the similarity that is using comic strips as the teaching learning media. The research plans to get students' reading interest by using comic strips. The differences from this research is focused to get students' reading interest by using comic strips at the second grade in SMP Negeri 10 Padangsidempuan.

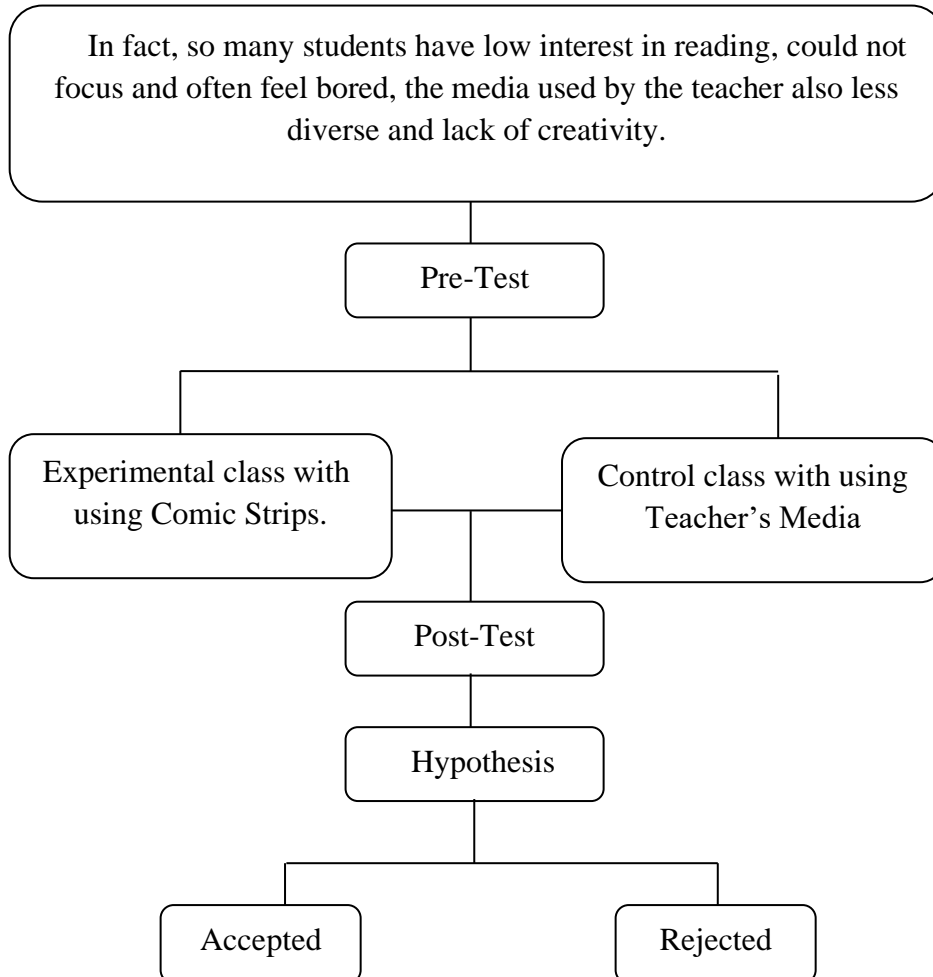
C. Conceptual Framework

By the concepts of comic strips is to make the learning process more interesting and enjoyable for the students. The conceptual framework, they are: in the context of English communicative competence includes four major aspects categorize in main ways to receptive competence and productive competence. The effect of comic strips on students' reading interest can be seen as picture follows:

Bangun Jaya Mesuji Lampung In The Academic Year 2019/2020', *Thesis*, (Lampung: UIN Raden Intan Lampung, 2020).

⁴¹C Ramuna, 'The Use of Comic as A Media to Improve The Students' Reading Interest at The Third Class Min 3 Aceh Besar', *Thesis*, (Banda Aceh: UIN AR-Raniry Darussalam, 2019) <<https://repository.ar-raniry.ac.id/id/eprint/9246/>>.

Figure II.2
Conceptual Framework



Based on the conceptual framework above, comic strips is a teaching media that use by the researcher. Comic strips is one of the media that can motivate students' reading interest. First, the researcher gives pre-test to know the students' reading interest before treatment. Then, researcher gives treatment with comic strips for experimental class and short text for control class. The last, researcher gives post-test to find out the effect of using comic strips on students' reading interest at the second grade in SMP Negeri 10 Padangsidimpuan.

D. Hypothesis

The hypothesis of this research stated that:

1. H_a : there is a significant effect of using comic strips on students' reading interest at the second grade in SMP Negeri 10 Padangsidempuan.
2. H_0 : There is no significant effect of using comic strips on students' reading interest at the second grade in SMP Negeri 10 Padangsidempuan.

CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of Research

This research was conducted at the second grade in SMP Negeri 10 Padangsidempuan. It is located at Jl. Jendral Besar A Haris Nasution, Ujunggurap. The subject of this research is the the second grade in SMP Negeri 10 Padangsidempuan. This research has been done from July 2023 up to December 2023.

B. Research Design

This research was categorized as quantitative research with experimental method. The design of this research is pre-test post-test control group design in order to figure out the effectiveness of using comic strips on students' reading interest.

Researcher used two classes, the first class was experimental class (VIII-2) who have pre-test before applying the comic strips as the teaching and learning media, and the last is post-test to know effect of the comic strips after the treatment. The second class was for control class (VIII-3) who have pre-test and post-test without treatment.

Table III.1
Pretest-posttest Control Group Design

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

Notes:

X = Treatment by using comic strips as the teaching and learning media
(experimental class)

O_1 = Pre-test before the treatment on experimental class

O_2 = Post-test after the treatment on experimental class

O_3 = Pre-test on control class

O_4 = Post-test on control class

C. Population and Sample

1. Population

The population of the research was the second grade's students of SMP Negeri 10 Padangsidempuan. It consisted of three classes with 70 students. It can be seen in the following table:

Table III.2
Population of the Research

No.	Class	Total of Students
1.	VIII-1	23
2.	VIII-2	24
3.	VIII-3	23
TOTAL		70

2. Sample

The samples of this research are VIII-2 and VIII-3 at the second grade in SMP Negeri 10 Padangsidempuan. In this research's sample, it was from VIII-2 = 24 students and VIII-3 = 23 students. So total of samples of this research is 47 students. It can be seen from the table follow:

Table III.3
Sample of Research

No.	Class	Total of Students
1.	Experimental Class	24
2.	Control Class	23
TOTAL		47

D. Instrument of the Research

Instrument and collecting data is important to support the research, and this research has two times to take the data which were pre-test and post-test. The researcher used questionnaire as the instrument for this research. This instrument is to measure students' reading interest. Each student is required to fill in each existing statement by selecting the options that have been determined.

Researchers used a likert scale to measure the answers to each statement. Respondents are encouraged to choose the answer categories that have been arranged by the researcher, for example, always (A), seldom (S), once (O), never (N) by giving a check mark on the answer they feel is appropriate. For the *favorable* score, that is always given the score 4, seldom given the score 3, once

given the score 2, and never given the score 1. For the *unfavorable* score, that is always given the score 1, seldom given the score 2, once given the score 3, and never given the score 4. The questionnaire data that has been obtained will be processed using the help of Microsoft Excel 2010. The final points for each student are calculated through the points in each answer given by the student.

The details of the points are as follows:

1. Score 4: for the always answer (A)
2. Score 3: for the seldom answer (S)
3. Score 2: for the once answer (O)
4. Score 1: for the never answer (N)⁴²

Table III.4
Indicator of Reading Interest Questionnaire Instrument⁴³

	Indicator	Sub-Indicator	Question Number	Total Item
	Interest (Students' Interest and feelings of pleasure are reciprocated)	Passion (Students' enthusiasm on reading activity)	1, 2	2
		Initiative (Students' endeavor on reading activity)	4, 13, 18	3
	Awareness (where the students feel happy)	Responsive (students' response and perceptiveness)	3, 5, 6, 7, 9, 10	6

⁴²Moch. Bahak Udin By Arifin & Aunillah, *Buku Ajar Statistik Pendidikan* (Sidoarjo: UMSIDA Press, 2021), p. 15.

⁴³R. Ananda & F. Hayati, *Variabel Belajar: Kompilasi Konsep* (Medan: CV. Pusdikra Mitra Jaya, 2020), p. 142-143.

	Indicator	Sub-Indicator	Question Number	Total Item
	curious, and desire the object)	reading activity)		
		Immediacy (students' rush or hurriedly on reading activity)	8, 11, 12	3
	ention (the students' concentration of energy or soul power focused on an object)	Concentration (students' focus on reading activity)	14, 15	2
		Accuracy (students' precision on reading activity)	16	1
	l (students' impulse of desire that is directed at a certain life goal)	Involvement (students' entanglement and implication on reading activity)	20, 21	2
		Tenacity (students' persistence and firmness on reading activity)	17, 19, 22, 23, 24, 25	6
TOTAL				25

E. Validity and Reliability of Instrument

1. Validity

Validity is defined as the extent to which a concept is accurately measured in a quantitative study. Validation begins with an understanding of the interpretation (s) to be made from the selected tests or instruments. It then requires the collection of sources of evidence to support the desired interpretation. A good test or instrument must have validity, so it can measure the aspects that will be measure. In this case, the researcher used item validity to get the validity of instrumentation.

Item validity is about the extent to which individual items measure what is meant to be measured, which will be tested on other students of the same level or class. It's crucial to establishing the overall validity of a method. The researcher has validated the instrument to the reading expert Dr. Eka Sustri Harida, M.Pd., as the validator.

2. Reliability

Another important requirement is reliability. The result of the research must be reliable. Reliability is a measure of the stability or consistency of test scores. A research instrument say to have a high reliability value, if the tests make to have consistent results in a measure that would be measure. Item validity and reliability are based on the judgment of the experts. In this case, expert gives opinion about the instrument, whether instrument can use or still need improving, or maybe the instrument is failed to use.

The researcher used questionnaire instrument to measure the students' reading interest. In this research, scoring criteria is based on four aspects of reading interest indicator; fondness, interest, attention, and involvement.

If the instrument is reliable, then the interpretation criteria regarding the correlation index (r) are seen as follows:

Between 0.800 – 1.000 : Very High

Between 0.600 – 0.799 : High

Between 0.400 – 0.599 : High Enough

Between 0.200 – 0.399 : Low

Between 0.000 – 0.199 : Very Low⁴⁴

F. Procedure of the Research

In collecting the data researcher used a questionnaire as instrument to measure the students' reading interest for taking the valid data. The researcher administered the questionnaire to find out whether there was any significant effect of students' reading interest after the implementation of comic strips. There are two kind of test, pre-test and post-test. The process collecting the data as follow:

1. Pre-test

The pre-test conducts to find out the homogeneity and normality of the sample. It gives for both classes before doing the treatment to the students

⁴⁴Dominikus Dolet Unaradjan, *Metode Penelitian Kuantitatif* (Jakarta: Grafindo, 2019), p. 163.

(experimental and control class) to know the students basic interest on reading. The researcher applied some steps for that, they are:

- a. Preparing the questionnaire.
- b. Distributing the questionnaire to both class; experimental and control class.
- c. Explaining what students need to do.
- d. Giving time for the students to fill the questionnaire.
- e. Answering the questionnaire.
- f. Collecting the questionnaire.
- g. Checking and giving the score.

2. Treatment

After conducting a pre-test, the researcher treated students of experimental class by using comic strips as the teaching learning media.

Experimental class was treated through applying comic strips as follows:

- a. Preparing a comic strips in advance before teaching and learning process.
- b. Choosing the activity reading aloud and then asking the students to do the activity after divide them into groups.
- c. Asking the student to take turns reading a set amount of comic strips aloud to the class.
- d. Describing the actions of each panel/page without revealing the images to the rest of the class.
- e. Making class is fun and not boring, the teacher asking them to do the activity while playing games.

- f. Asking them question related to the activity. The teacher let the students answer according the actions that are implicit with the dialogue according to the activity.

While the control class teaches by teachers' media. The researcher has some procedures in treat the class as follows:

- a. Choosing the activity reading aloud and then asking the students to do the activity after divide them into groups.
- b. Asking the student to take turns reading a text from the teachers' book aloud to the class.
- c. Asking them some question related to the text and the students discuss it with the group.
- d. Ordering the students answer according to the activity, then the teacher explains and give some addition.

3. Post-test

The post-test was given for both classes (experimental class and control class) after implementing comic strips for the experimental class and teacher's media for control class in order to know the students' reading interest after doing the treatment. This post-test is the final test in the research, especially measuring the treatment, whether there is a significant or not.

There are some procedures for give the test, are:

- a. Preparing an instruction of questionnaire
- b. Distributing the questionnaire to both class; experimental and control class.

- c. Explaining what students need to do.
- d. Giving time for the students to fill the questionnaire
- e. Answering the questionnaire.
- f. Collecting the questionnaire.
- g. Checking the answer of students and counts the students' score.

G. Technique of Data Analysis

Experimental design, the research pattern is being do toward experimental class and control class. After experimental process, the technique of the data analysis that is used in this research is T-test formula of two classes are test with using technique of data analysis as follow:

1. Descriptive Statistic Analysis

The data obtained from the data collection results were analyzed in stages according to the respective research objectives. The data are processed to determine the mean (average), median, standard deviation mode, range, maximum score, minimum score, interval, and number of classes.

- a. Mean (Average)

The formula used is:

$$\bar{x} = \frac{\sum FX}{\sum f}$$

Description:

\bar{x} = Mean (Average)

f = Frequency

X = Class⁴⁵

Table III.5
The Table Interpretation of Means Score

No	Interval	Predicate
1	80 – 100	Very Good
2	70 – 79	Good
3	60 – 69	Enough
4	50 – 59	Less
5	0 – 49	Fail

b. Median

The formula used is:

$$M_e = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

Description:

M_e = Median

b = Lower limit of the real containing median score

p = Interval class

n = Total data

f = Median class frequency

F = The sum of all frequencies with a class mark is smaller than the median class mark⁴⁶

⁴⁵ Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Perdana Publishing, 2015), p. 28.

⁴⁶ Ahmad Nizar Rangkuti, *Statistik untuk Penelitian Pendidikan...*, p. 39.

c. Modus

The formula used is:

$$M_o = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

Description:

M_o = Modus

b = The lower limit of the modal class is the interval class with the highest frequency

P = Interval Class

b_1 = The modal class frequency minus the class frequency of the interval with the smaller class mark before the modal class mark

b_2 = The modal class frequency reduced by the interval class frequency with the larger class mark after the modal class mark⁴⁷

d. Standard Deviation

The formula used is:

$$S = \sqrt{\frac{1}{n-1} \sum_{i=1}^n (x_i - \bar{X})^2}$$

Description:

n = Total of observation in the sample

\bar{X} = Sample average⁴⁸

e. Distribution Frequency

a) Determine the range. The range is the largest data minus the smallest data.

⁴⁷Ahmad Nizar Rangkuti, *Statistik untuk Penelitian Pendidikan...*, p. 37.

⁴⁸Ahmad Nizar Rangkuti, *Statistik untuk Penelitian Pendidikan...*, p. 53.

- b) Determine the number of interval class required. The number of classes is usually taken at least 5 classes and maximum of a 15 classes, sorted according to needs. Or in another way:

$$\text{Total class} = 1 + (3,3) \log n$$

- c) Determine the length of the interval class p with the formula:

$$P = \frac{\text{range}}{\text{banyak kelas}}$$

- d) Select the lower end of the first interval class. For this, it can be taken as the same as the smallest data or a data value that is smaller than the smallest data.⁴⁹

2. Requirement test

- a. Normality test

Normality test is carried out to find out whether the class population distributed normal or not. To know the normality, the researcher uses Chi-Quadrate formula. The formula is as follow:

$$X^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right]$$

$X^2_{Count} \leq X^2_{Table}$ is normal.

$X^2_{Count} \geq X^2_{Table}$ is not normal.

Where:

X^2 = Chi -Quadrate

F_0 = Frequency is gotten from the sample/result of observation.

⁴⁹Ahmad Nizar Ranguti, *Statistik untuk Penelitian Pendidikan...*, p. 21.

F_e = Frequency is gotten from the sample as image from frequency is hoped from the population.⁵⁰

b. Homogeneity

Homogeneity test is use to know whether control class and experimental class have the same variant or not. If both of classes are same, it is can be call homogeneous. Homogeneity is the similarity of variance of the group will be compare. So, the homogeneity test has function to find out whether the data homogeny or not. It uses Harley test, as follow:

$$F(\max) = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

The hypothesis is accepted if $F(\max)_{\text{count}} \leq F(\max)_{\text{table}}$

The hypothesis is rejected if $F(\max)_{\text{count}} \geq F(\max)_{\text{table}}$

Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant.⁵¹

3. Testing Hypothesis

To know the difference between experimental and control class the data will be analysing by using t-test formula as follows:

$$t_{\text{hitung}} = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}$$

⁵⁰Ahmad Nizar Rangkuti, *Statistik untuk Penelitian Pendidikan...*, p. 74.

⁵¹Agus Irianto, *Statistik Untuk Ilmu Sosial: Aplikatif Untuk Ilmu-Ilmu Sosial* (Jakarta: Kencana Prenada Media Group, 2021), p. 276.

Where:

Md = Average gain between initial test and final test

d = Gain (difference) in the initial test score and the final test

n = The number of sample⁵²

If $t_{count} > t_{table}$ then H_0 : Denied and H_a : Accepted

If $t_{count} < t_{table}$ then H_0 : Accepted and H_a : Denied

⁵²Ahmad Nizar Rangkuti, *Statistik untuk Penelitian Pendidikan...*, p. 89.

CHAPTER IV

THE RESULT OF THE RESEARCH

In this section, the researcher presents the scores from the students' reading interest questionnaire in experimental class and control class. In this research, the researcher used questionnaire as the instrument to collect the data. The experimental class was class VIII-2 which consist of 24 students and the control class was class VIII-3 which consist of 23 students at SMP Negeri 10 Padangsidempuan. The data descriptions of the students' reading interest are as follows:

A. Description of the Data

1. Data Before Learning by Using Comic Strips

a. Score of Pre-test in Experimental Class

After being given the pre-test of reading interest questionnaire in the class VIII-2 at SMP Negeri 10 Padangsidempuan as the experimental class, the researcher obtained the scores and then calculated it by the students in answering the questionnaire. The researcher arranged the data scores, started from the lowest score to the highest score in the form of interval classes. Score of pre-test in the experimental class can be seen in this following table:

Table IV.1
Score of Experimental Class (Pre-test)

No	Description	Statistics
1.	Total Score	1602
2.	Highest	78
3.	Lowest	51
4.	Range	27
5.	Interval	5
6.	Mean	67
7.	Median	66.25
8.	Modus	59.62
9.	Standard Deviation	7.98

Based on the table IV.1, the total score of experimental class in pre-test was 1602, the highest score was 78, the lowest score was 51, range was 27, mean was 67, median was 66.25, modus was 59.62, interval class was 5, standard deviation was 7.98. It was applied in frequency distribution table presented in histogram as follow:

Tabel IV.2
Frequency Distribution of Experimental Class (Pre-Test)

No	Interval Class	Frequency	Mid-Point	Percentages (%)
1.	51-56	2	53.5	8.33
2.	57-62	7	59.5	29.16
3.	63-68	4	65.5	3.22
4.	69-74	5	71.5	4.03
5.	75-80	6	77.5	4.83
Total		24		100%

Based on the table IV.2 above, it can be concluded that the highest interval was 75-80 with 6 students / 4.838%. The lowest interval was 51-56 with 2 students / 8.333%. It can be seen that the highest frequency was in interval 57-62 with total 7 students / 29.16%.

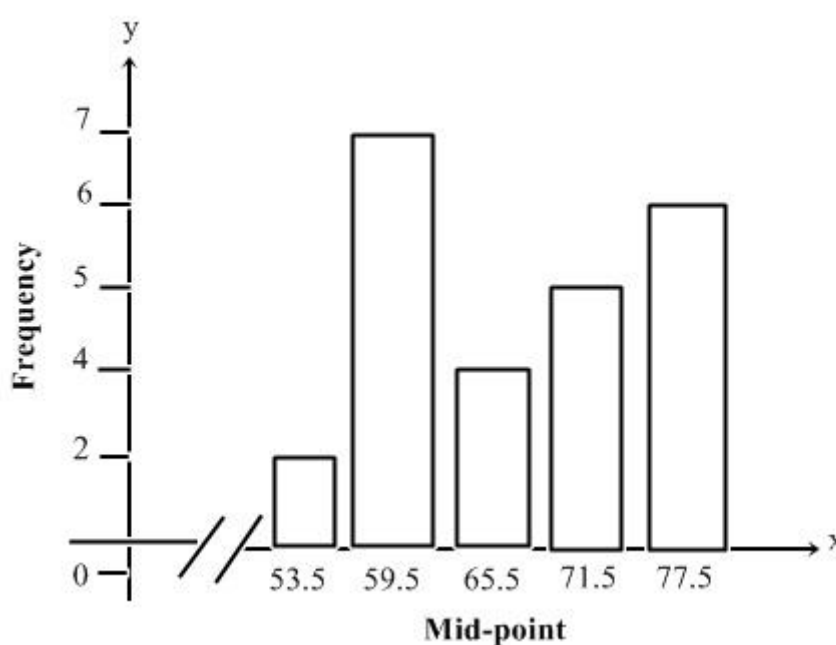


Figure IV.1
Score of Pre-Test in Experimental Class

Based on the figure 4.1, it can be concluded that the score based on the interval between the highest and the lowest. From the histogram above, it can be seen that the pre-test score of the experimental class that the highest score was 75-80 with 6 students and the lowest score was 51-56 with 2 students and the mean score was 67 and predicated enough.

b. Score of Pre-Test in Control Class

After being given the pre-test of reading interest questionnaire in the class VIII-3 at SMP Negeri 10 Padangsidempuan as the control class, the researcher obtained the scores and then calculated it by the students in answering the questionnaire. The researcher arranged the data scores, started from the lowest score to the highest score in the form of interval classes. Score of pre-test in the control class can be seen in this following table:

Tabel IV.3
Score of Control Class (Pre-Test)

No	Description	Statistics
1.	Total Score	1527
2.	Highest	82
3.	Lowest	43
4.	Range	39
5.	Interval	7
6.	Mean	66.32
7.	Median	65.11
8.	Modus	63.59
9.	Standard Deviation	9.09

Based on the table IV.3, the total score of control class in pre-test was 1527, the highest score was 82, the lowest score was 43, range was 39, mean was 66.32, median was 65.11, modus was 63.59, interval class was

7, standard deviation was 9.09. It was applied in frequency distribution table presented in histogram as follow:

Tabel IV.4
Frequency Distribution of Control Class in Pre-test

No	Interval Class	Frequency	Mid-Point	Percentages (%)
1.	43 – 50	2	46.5	8.69
2.	51 – 58	1	54.5	4.34
3.	59 – 66	9	62.5	39.13
4.	67 – 74	6	70.5	26.08
5.	75 – 82	5	78.5	21.73
Total		23		100%

Based on the table IV.4 above, it can be concluded that the highest interval was 75-82 with 5 students / 21.73%. The lowest interval was 43-50 with 2 students / 8.69%. It can be seen that the highest frequency was in interval 59-66 with total 9 students / 39.13%.

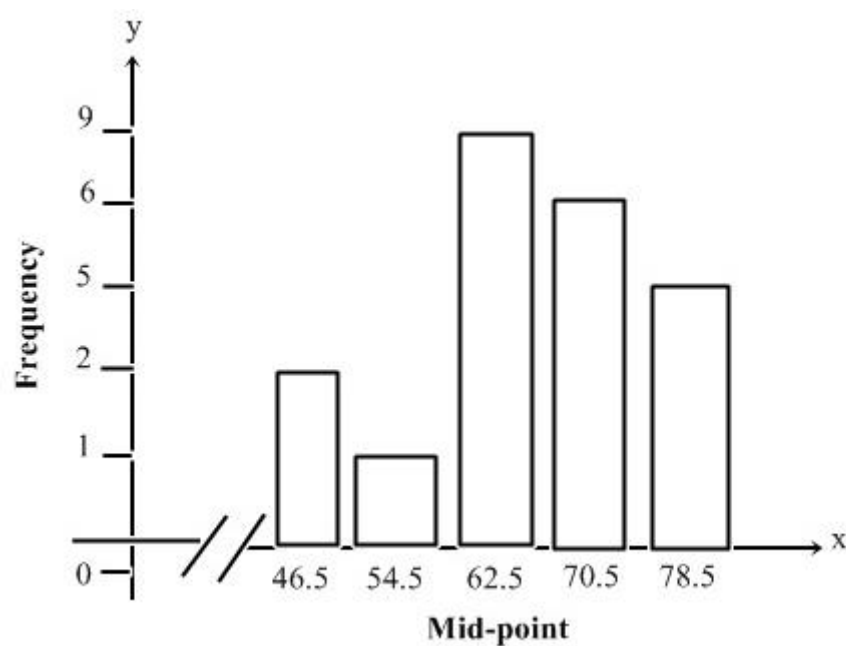


Figure IV.2
Score of Pre-Test in Control Class

Based on the figure IV.2, it can be concluded that the score based on the interval between the highest and the lowest. From the histogram above, it can be seen that the pre-test score of the experimental class that the highest score was 75-82 with 5 students and the lowest score was 43-50 with 2 students and the mean score was 66.32 and predicated enough.

2. Data After Learning by Using Comic Strips

a. Score of Post-Test in Experimental Class

After the treatment on the experimental class by using Comic Strips as the teaching and learning media. The researcher gave the post-test reading interest questionnaire in the class VIII-2 at SMP Negeri 10 Padangsidempuan. The researcher obtained the scores and then calculated it by the students in answering the questionnaire. The researcher arranged the data scores, started from the lowest score to the highest score in the form of interval classes. Score of post-test in the experimental class can be seen in this following table:

Tabel IV.5
Score of Experimental Class (Post-Test)

No	Description	Statistics
1.	Total Score	1861
2.	Highest	89
3.	Lowest	62
4.	Range	27
5.	Interval	4.86
6.	Mean	77.75

No	Description	Statistics
7.	Median	77.25
8.	Modus	70.68
9.	Standard Deviation	7.13

Based on the table IV.5 above, the total score of experimental class in pre-test was 1861, the highest score was 89, the lowest score was 62, range was 27, mean was 77.75, median was 77.25, modus was 70.68, interval class was 4.86, standard deviation was 7.13. It was applied in frequency distribution table presented in histogram as follow:

Tabel IV.6
Frequency Distribution of Experimental Class (Post-Test)

No	Interval Class	Frequency	Mid-point	Percentages (%)
1.	62 – 67	1	64.5	4.16
2.	68 – 73	8	70.5	33.33
3.	74 – 79	4	76.5	16.66
4.	80 – 85	7	72.5	29.16
5.	86 – 91	4	88.5	16.66
Total		24		100%

Based on table IV.6, it can be concluded that the highest interval was 86-91 with 4 students / 16.66 %, the lowest interval was 62-67 with 1 students / 4.16%, it can be seen that the highest frequency was in interval 68-73 with total of 8 students / 33.33 %.

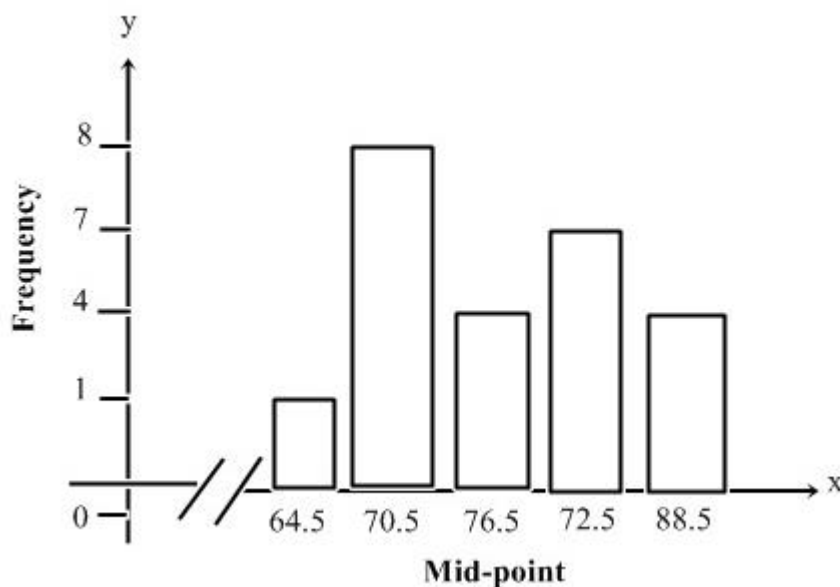


Figure IV.3
Score of Post-Test in Experimental Class

Based on the figure IV.3, it can be concluded that the score based on the interval between the highest and the lowest. From the histogram above, it can be seen that the post-test score of the experimental class that the highest score was 86-91 with 4 students and the lowest score was 62-67 with 1 students and the mean score was 77.75 and predicated good.

b. Score of Post-Test in Control Class

After the treatment on the experimental class by using Comic Strips as the teaching and learning media. The researcher gave the post-test reading interest questionnaire in the class VIII-3 at SMP Negeri 10 Padangsidimpuan as the control class. The researcher obtained the scores and then calculated it by the students in answering the questionnaire. The researcher arranged the data scores, started from the lowest score to the

highest score in the form of interval classes. Score of post-test in the experimental class can be seen in this following table:

Tabel IV.7
Score in Control Class (Post-Test)

No	Description	Statistics
1.	Total Score	1566
2.	Highest	81
3.	Lowest	45
4.	Range	36
5.	Interval	6.55
6.	Mean	68.32
7.	Median	66.54
8.	Modus	65.02
9.	Standard Deviation	8.78

Based on the table IV.7 above, the total score of control class in post-test was 1566, the highest score was 81, the lowest score was 45, range was 36, mean was 68.32, median was 66.54, modus was 65.02, interval class was 6.55, standard deviation was 8.78. It was applied in frequency distribution table presented in histogram as follow:

Tabel IV.8
Frequency Distribution of Control Class (Post-Test)

No	Interval Class	Frequency	Mid-Point	Percentages (%)
1.	45 – 52	2	48.5	8.33
2.	53 - 60	0	56.5	0
3.	61 - 68	11	64.5	45.83
4.	69 - 76	5	72.5	20.83
5.	77 - 84	5	80.5	20.83
Total		23		100%

Based on table IV.8, it can be concluded that the highest interval was 77-84 with 5 students / 20.83 %, the lowest interval was 45-52 with 2 students / 8.33 %, it can be seen that the highest frequency was in interval 61-68 with total 11 students / 45.83 %. It can be seen in the histogram as follow:

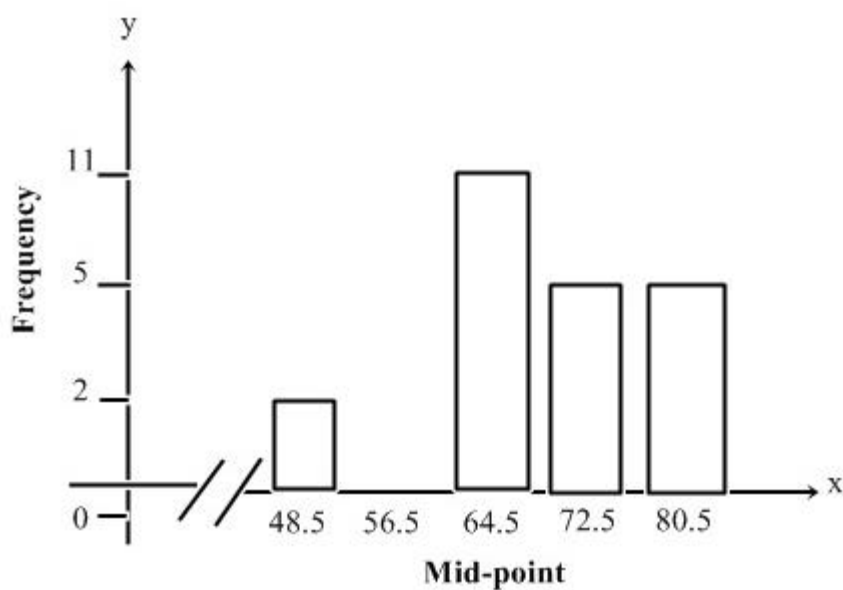


Figure IV.4
Score of Post-Test in Control Class

Based on the figure IV.4, it can be concluded that the score based on the interval between the highest and the lowest. From the histogram above, it can be seen that the post-test score of the control class that the highest score was 77-84 with 5 students and the lowest score was 45-52 with 2 students and the mean score was 68.32 and predicated enough.

B. Data Analysis

1. Homogeneity Test of Pre-Test

The formula used to test homogeneity was:

a) Class VIII-1 with VIII-2

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

$$F = \frac{7,88091}{2,8095} = 2,80509$$

After doing the calculation by using homogeneity test, researcher found that F_{count} for class VIII-1 and VIII-2 was 2.80509 and have been compared with F_{table} with $\alpha = 5\%$ and dk was ($n_1 = 23$, $dk = 23-1 = 22$ and $n_2 = 24$, $dk = 24-1 = 23$). From the distribution list F, researcher found that $F_{\text{table}} = 2.07$. So that $F_{\text{count}} > F_{\text{table}}$ ($2.80509 > 2.07$). It can be concluded that there is a difference of variant between class VIII-1 and VIII-2. It means the variant on students' reading interest pre-test questionnaire is not homogenous.

b) Class VIII-1 with VIII-3

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

$$F = \frac{10,1656}{2,8096} = 3,61831$$

After doing the calculation by using homogeneity test, researcher found that F_{count} for class VIII-1 and VIII-3 was 3.61831 and have been compared with F_{table} with $\alpha = 5\%$ and dk was ($n_1 = 23$, $dk = 23-1 = 22$ and $n_2 = 23$, $dk = 23-1 = 22$). From the distribution list F, researcher found that $F_{\text{table}} = 2.07$. So that $F_{\text{count}} > F_{\text{table}}$ ($3.61831 > 2.07$). It can be concluded that there is a difference of variant between class VIII-1 with VIII-3. It means the variant on students' reading interest pre-test questionnaire is not homogenous.

c) Class VIII-2 with VIII-3

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

$$F = \frac{10,16562}{7,880907} = 1,289905$$

After doing the calculation by using homogeneity test, researcher found that F_{count} for class VIII-2 and VIII-3 was 1.289905 and have been compared with F_{table} with $\alpha = 5\%$ and dk was ($n_1 = 24$, $dk = 24-1 = 23$ and $n_2 = 23$, $dk = 23-1 = 22$). From the distribution list F, researcher found that $F_{\text{table}} = 2.05$. So that $F_{\text{count}} < F_{\text{table}}$ ($1.289905 < 2.05$). It can be concluded that there is no difference of variant between class VIII-2 dan VIII-3. It means the variant on students' reading interest pre-test questionnaire is homogenous.

From those three data above, researcher concluded that researcher choose the class VIII-2 as the experimental class and class VIII-3 as the control class. Thus because the researcher found class VIII-2 and class VIII-3 is homogenous.

2. Homogeneity Test of Post-Test

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

$$F = \frac{8,84674}{7,24106}$$

$$F = 1,22175$$

After doing the calculation by using homogeneity test, researcher found that F_{count} for class F_{count} for experimental class and control class was 1.22175 and have been compared with F_{table} with $\alpha = 5\%$ and dk was ($n_1 = 24$, $dk = 24 - 1 = 23$ and $n_2 = 23$, $dk = 23 - 1 = 22$). From the distribution list F, researcher found that $F_{\text{table}} = 2.05$. So that $F_{\text{count}} < F_{\text{table}}$ ($1.22175 < 2.05$). It can be concluded that there is no difference on variant between experimental class and control class. It means the variant on students' reading interest post-test questionnaire is homogenous.

3. Normality Test

After got the resume score from the post-test reading interest questionnaire, the data was analyzed by using chi-square formula to know the data was normal or not. Normality test was as the requirement of test before go to the testing hypothesis.

Table IV.9
Normality Test

Data	Class	Normality Test	
		x_{count}	x_{table}
Pre-Test Reading Interest Questionnaire	Experimental	4.12	9.48
	Control	4.86	9.48
Post-Test Reading Interest Questionnaire	Experimental	3.25	9.48
	Control	9.32	9.48

Based on the table IV.9, the pre-test reading interest questionnaire data for experimental class = $X_{count}^2 < X_{table}^2$ ($4.12 < 9.48$) with $n = 24$, while the pre-test reading interest questionnaire data for control class = $X_{count}^2 < X_{table}^2$ ($9.32 < 9.48$) with $n = 23$, it means the data distribution is normal.

For the post-test reading interest questionnaire data for experimental class = $X_{count}^2 < X_{table}^2$ ($3.25 < 9.48$) with $n = 24$, while the post-test reading interest questionnaire data for control class = $X_{count}^2 < X_{table}^2$ ($9.32 < 9.48$) with $n = 23$, it means the data distribution is normal.

C. Hypothesis Test

After knowing that the data is homogenous, the researcher continue to check the hypothesis. The researcher used the T-test to collect the conclusion from the data analysis. In this research the (H_0) said that there is no significant effect of using comic strips on students' reading interest at the second grade in SMP Negeri 10 Padangsidempuan (H_a) said that there is a significant effect of

using comic strips on students' reading interest at the second grade in SMP Negeri 10 Padangsidempuan.

Researcher used t-test to answer the research hypothesis, researcher used t-test formula for experimental class as follow:

$$n = 24$$

$$Md = \frac{\sum d}{n} = \frac{259}{24} = 10,7917$$

$$T_{count} = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n - (n - 1)}}$$

$$T_{count} = \frac{10,7917}{\sqrt{\frac{3313 - \frac{(259)^2}{24}}{24 - (24 - 1)}}$$

$$T_{count} = \frac{10,7917}{\sqrt{\frac{3313 - \frac{67081}{24}}{552}}$$

$$T_{count} = \frac{10,7917}{\sqrt{\frac{1340,03 - 1972,971}{552}}$$

$$T_{count} = \frac{10,7917}{\sqrt{\frac{517,958}{552}}$$

$$T_{count} = \frac{10,7917}{\sqrt{2,42759}}$$

$$T_{count} = 4,44542$$

$$T_{table} = \alpha = 5\% = 0,05$$

$$d_k = n - 1 = 23$$

$$T_{(\alpha, d_k)} = T_{(0,05, 23)} = 2,069$$

Based on researchers' calculation on reading interest questionnaire. Researcher found that $T_{count} = 4,44542$ while $T_{table} = 2,069$ with $(1 - \alpha) = 1 - 5\% = 95\%$ and $d_k = n - 1 = 23$. So that $T_{count} > T_{table} = 4,44542 > 2,069$. It means H_0 were rejected and H_a accepted.

t-test result as follow:

Tabel IV.10
T-Test Result

Experimental	
t_{count}	t_{table}
4.4454	2.069

Based on tabel IV.10, the calculation can be concluded that there is a significant effect of using comic strips on students' reading interest in experimental class (VIII-2) of SMP Negeri 10 Padangsidimpuan.

D. Discussion

Based on the data analysis above through reading interest questionnaire, the researcher has proven that students' reading interest can be increased by using comic strips. According to Donaghy and Xerri,⁵³ as explained in the previous chapters that: "comics are excellent sources of ideas for language classes. Comic strip can serve as a starting point for debate or argument, or they can be used as the introduction to a topic for language study."

⁵³K. Donaghy & D. Xerri, *The Image in English Language Teaching*, (Malta: ELT Council, 2017), p. 184.

It means that students' reading interest can be increased by using comic strips as what Smith stated. This was supported by frequency percentages and result percentages from pre-test and post-test reading interest questionnaire. The result of students' reading interest after by using comic strips at class VIII-2 of SMP Negeri 10 Padangsidempuan has much better from before the treatment so these findings prove what the theory argued.

Based on related studies that researcher used to support the argument, there is from Saputri⁵⁴ who stated that application of using comic strip in teaching reading comprehension of narrative text is effective. The similarity is the comic strips as the media, and the differences are that in Saputri's research, she focused on teaching reading comprehension of narrative text for tenth grade students of SMK Negeri 2 Sragen, while the researcher focused on students' reading interest at second grade of SMP Negeri 10 Padangsidempuan.

The next studies from Gusmeri⁵⁵ who stated that to know the empirical evidence of the influence of using online comic strips on students' reading comprehension of narrative text. The similarity is we both use comic strips as the media, and the differences are that in Gusmeri's research, she used online comic strips and focused on to know the empirical evidence of the influence of using online comic strips on students' reading comprehension of narrative text

⁵⁴Vika Septiana Dewi Saputri, "The Effectiveness of Using Comic Strips to Teach Students' Reading Comprehension on Narrative Text at SMK Negeri 2 Sragen Academic Year 2018/2019", *Thesis*, (Surakarta: Universitas Muhammadiyah Surakarta, 2019) <http://eprints.ums.ac.id/79015>

⁵⁵Sri Ulfa Gusmeri, "The Effectiveness of Using Online Comic Strips on Students' Reading Comprehension of Narrative Text (A Quasi-experimental Study at Tenth-Grade of SMAN 10 Tangerang Selatan in Academic Year 2018/2019)", *Thesis*, (Jakarta: UIN Syarif Hidayatullah Jakarta, 2020).

at the tenth-grade of SMAN 10 Tangerang, while the researcher focused on students' reading interest at second grade of SMP Negeri 10 Padangsidimpuan.

The next studies is from Ambarwati⁵⁶ who stated that the application of pictorial story media (comics) to students' reading interest in Indonesian language subjects is effective. The similarities are we both use comics as the media and both focused on students' reading interest and the differences are that Ambarwati used comics as the media in Indonesian language subjects at the third class MI Nurul Qamar Palembang while the researcher focused on students' reading interest at second grade of SMP Negeri 10 Padangsidimpuan.

The next studies is from Mayasari⁵⁷ who stated that there was a significant effectiveness of comic strips to facilitate students' reading comprehension on narrative text. The similarity is we both used comic strips as the media, and the differences are Mayasari focused on facilitate facilitate students' reading comprehension on narrative text of the first semester of the ninth grade of SMP Makarti Mukti Tama Bangun Jaya Mesuji Lampung, while the researcher focused on students' reading interest at second grade of SMP Negeri 10 Padangsidimpuan.

⁵⁶Yunita Ambarwati, "The Effect of The Application of Pictorial Story Media (Comics) to Students' Reading Interest in Indonesian Language Subjects at The Third Class MI Nurul Qamar Palembang", *Thesis*, (Palembang: UIN Raden Fatah Palembang, 2019).

⁵⁷Diana Mayasari, "The Effectiveness of Comic Strips to Facilitate Students' Reading Comprehension on Narrative Text at The First Semester of The Ninth Grade of SMP MMT Bangun Jaya Mesuji Lampung in The Academic year 2019/2020", *Thesis*, (Lampung: UIN Raden Intan Lampung, 2020).

The last studies is from Ramuna⁵⁸ who stated that the use of comic as media to improve students' reading interest. The similarities are both researchers used comic as the media and both focused on students' reading interest. The differences are, Ramuna focused to improve it at the third class MIN 3 Aceh Besar while the researcher focused to find the effect at second grade of SMP Negeri 10 Padangsidempuan.

It can be concluded that comic strips can be used in teaching and learning process to increase and improve students' reading interest as what the theories said, and it is proved by the result of this study and the related findings that the researcher used to support and strengthened in this study.

E. Limitation of the Research

The researcher limits in this research, as follow:

1. Researcher did not know the students' concentration level and how serious the students was when they answered the pre-test and post-test questionnaire.
2. Researcher did not see how to measure the truth's aspect on students, so there is a probability the students cheat their answer by copying their friends' answer.
3. Some of the students was loud while the teaching and learning process and cause some other students' concentration distracted. And there is some students who talked out of topic the researcher gave.

⁵⁸Cut Ramuna, "The Use of Comic as A Media to Improve The Students' Reading Interest at The Third Class MIN 3 Aceh Besar", *Thesis*, (Banda Aceh: UIN Ar-Raniry Darussalam, 2019).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result and data calculation which described in previous chapter, researcher concluded as follow:

1. The students' reading interest before using comic strips as the media of teaching and learning in the experimental class was 67 and predicated enough. It means that the students' reading interest before using comic strips is in enough category or they interests are enough.
2. After using the comic strips as the media of teaching and learning, the students' reading interest was better than before. It can be seen from the mean score in the experimental class was 77.75 and predicated good. It means that the students' reading interest after learning by using comic strips is in good category or they interests are good.
3. The calculation of t_{count} was 4.44 while t_{table} was 2.06 and the hypothesis alternative (H_a) is accepted. It means there was a significant effect of comic strips on students' reading interest at the second grade of SMP Negeri 10 Padangsidimpuan.

B. Suggestions

Based on the result and conclusions obtained, researcher gives some suggestions based on the experience as long as doing this research as follow:

1. For the headmaster of SMP Negeri 10 Padangsidimpuan, based on the result of this research, it can be seen that by choosing the fine media for teaching

and learning such as comic strips increase the students' reading interest so it is hoped to support and guide the English teacher to complete their media of teaching, teaching facilities and tools to support students English skill.

2. For the English teacher, it is suggest to use interesting and fun media as the teaching and learning media in the class, one of the media the researcher applied was comic strips in this research, which has been proven to increase the students' reading interest.
3. For the other researchers, this study can help other researcher who will conduct the similar research, and it is hoped to do better.

C. Implication

The implication of this research is to know whether the comic strips is useful to improve students' reading interest. These findings suggest that comic strips can be used as one of the teaching and learning media to improve the students' reading interest. Furthermore as this research has explained in the previous chapters, comic strips also become a powerful tool to not only improve the students' reading interest but can also advantageous to student's analysis of the literature and reinforce the power of words. This not only aids in development of reading skills for students in earlier grades, but allows advanced students to visualize the story and the characters. It is also said and proved as the related findings explained that the researcher used to support this research that comic strips also benefits to improve other skills for the students. As previously noted, the effect of comic strips on students' reading interest has been proved by the

this research and it is hoped to help and give support for the other researcher interested in this area of study.

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Appendix 1**RENCANA PELAKSANAAN PEMBELAJARAN****(Experimental Class)**

Satuan Pendidikan : SMP Negeri 10 Padang Sidempuan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII-2/Ganjil

Materi Pokok : Recount Text

Alokasi Waktu : 3 x 40 Menit

A. Kompetensi Inti

KI 1	Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI 2	Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
KI 3	Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan

	kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4	Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari cerita teks recount, berbentuk komik strips berdasarkan penggunaan konteksnya.	3.14.1 Mendengarkan dan membaca ungkapan untuk memahami fungsi sosial, struktur teks, dan kebahasaan unsur-unsur dari teks recount, berbentuk komik strips berdasarkan penggunaan konteksnya.

		<p>3.14.2. Mengidentifikasi ungkapan untuk memahami fungsi sosial, struktur teks, dan kebahasaan unsur-unsur dari teks recount berbentuk komik strips berdasarkan penggunaan konteksnya.</p>
2.	<p>3.18. Menangkap makna teks recount secara lisan dan tulisan berbentuk komik strips berdasarkan penggunaan konteksnya.</p>	<p>3.18.1. Mengkomunikasikan teks recount secara lisan dan tulisan berbentuk komik strips dengan pengucapan dan intonasi yang tepat berdasarkan penggunaan konteksnya.</p>
3.	<p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount,</p>	<p>3.9.1 Menggunakan struktur teks dan unsur kebahasaan untuk memahami teks recount secara lisan dan tulisan</p>

	berbentuk komik strips berdasarkan penggunaan konteksnya.	berbentuk komik strips berdasarkan penggunaan konteksnya.
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C. Tujuan Pembelajaran

1. Peserta didik dapat mendengarkan dan membaca untuk memahami fungsi sosial, struktur teks, dan unsur-unsur kebahasaan dari teks recount berbentuk komik strips berdasarkan penggunaan konteksnya.
2. Peserta didik dapat mengidentifikasi informasi terkait fungsi sosial, karakteristik, stuktur teks, dan unsur kebahasaan dalam teks recount. Berbentuk komik strips dengan baik dan benar.
3. Peserta didik dapat mengkomunikasikan teks recount secara lisan dan tulisan berbentuk komik strips dengan pengucapan dan intonasi yang tepat berdasarkan penggunaan konteksnya.
4. Menggunakan struktur teks dan unsur kebahasaan untuk memahami teks recount secara lisan dan tulisan berbentuk komik strips berdasarkan penggunaan konteksnya.

D. Materi Pembelajaran

Subject: Recount text.

Recount text is a text which retells events or experiences in the past.

Recount text, generally you have to consider the following generic structure:

1. Orientation

Setting the scene, introducing the participant, or giving necessary background (who, when, where)

2. Series of Events

Series of events that experience by the figure of the story (the main part of the recount text)

3. Reorientation

Contains the moral message of the story

Language features of Recount text are:

1. Using simple past tense (using Verb 2)
2. Using specific participants (special object like Borobudur Temple, etc.)
3. Using action verb (worked, played, ate, went, etc.)
4. Using linking verb (be (was and were), become seem, appear)

Example:



E. Media Pembelajaran dan Sumber Pembelajaran

1. Media/Alat : Comic Strips, papan tulis, spidol, text book
2. Sumber : Buku guru dan buku siswa kelas VIII bahasa inggris, pinterest

F. Metode Pembelajaran

1. Metode/Media : Comic Strips
2. Teknik : Ceramah, diskusi, Tanya jawab, pemberian tugas.

G. Langkah-langkah kegiatan Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan Pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap santun dan disiplin.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi teks recount dengan menggunakan komik strips.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Memberikan lembar angket minat baca siswa (awal) sebelum memulai pembelajaran.	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	uru menyiapkan komik strips terlebih dahulu sebelum proses belajar dan mengajar berlangsung, lalu memberikan stimulus kepada siswa tentang apa yang akan mereka pelajari terkait materi teks recount dengan komik strips.
Klarifikasi Masalah	uru kemudian menjelaskan kepada para peserta didik apa yang harus dilakukan dan menyuruh mereka untuk bergantian membaca komik strip didepan kelas, kemudian membentuk kelompok diskusi siswa untuk mendiskusikan,

	<p>mengumpulkan informasi, dan saling bertukar informasi mengenai masalah/hal yang terjadi didalam cerita dari komik strips terkait dengan materi teks recount.</p>
<p>Pengungkapan Aksi/Pendapat</p>	<p>Para peserta didik menjalankan kegiatan sambil mendeskripsikan masalah yang terjadi didalam cerita komik strips, kemudian seisi kelas fokus untuk mendiskusikan isinya bersama kelompoknya masing-masing. Guru juga membuat permainan sambil belajar terkait kegiatan tersebut untuk membuat kelas menyenangkan dan para peserta didik tidak bosan.</p>
<p>Evaluasi dan Pemilihan</p>	<p>Peserta didik mempresentasikan hasil diskusi kelompok, mengemukakan pendapat atau presentasi yang dilakukan kemudian ditanggapi oleh kelompok lain untuk menemukan pendapat mana yang sesuai terkait materi teks recount dengan komik strips.</p>
<p>Implementasi</p>	<p>Peserta didik menemukan jawaban yang tepat dan membuat kesimpulan tentang penyelesaian masalah terkait materi teks recount dengan komik strips.</p>

Kegiatan Penutup (15 menit)
peserta didik membuat rangkuman/simpulan pelajaran tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
guru mengulas kembali pelajaran dan membuat rangkuman/simpulan pelajaran tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
guru membagikan lembar angket minat baca siswa (akhir) kepada peserta didik.
menutup pembelajaran dengan berdoa mengucapkan salam.

H. Penilaian Hasil Pembelajaran

Teknik penilaian: Reading test by using comic strips

Padang Sidempuan, October 2023

Mengetahui,

English Teacher

Researcher

Nurita Siregar, S.Pd
NIP. 19710812 200701 2 007

Ayu Triana Khairunnisa
Reg. No. 18 203 00054

Appendix 2**RENCANA PELAKSANAAN PEMBELAJARAN****(Control Class)**

Satuan Pendidikan : SMP Negeri 10 Padang Sidempuan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII-3/Ganjil

Tema/Subtema : Recount Text

Alokasi Waktu : 3 x 40 Menit

A. Kompetensi Inti

KI 1	Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI 2	Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
KI 3	Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan

	kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4	Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari cerita teks recount	<p>3.14.1 Mendengarkan dan membaca ungkapan untuk memahami fungsi sosial, struktur teks, dan kebahasaan unsur-unsur dari teks recount.</p> <p>3.14.2. Mengidentifikasi ungkapan untuk memahami fungsi sosial,</p>

		struktur teks, dan kebahasaan unsur-unsur dari teks recount.
2.	3.18. Menangkap makna teks recount secara lisan dan tulisan.	3.18.1. Mengkomunikasikan teks recount secara lisan dan tulisan dengan pengucapan dan intonasi yang tepat.
3.	3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount.	3.9.1 Menggunakan struktur teks dan unsur kebahasaan untuk memahami teks recount secara lisan dan tulisan.

C. Tujuan Pembelajaran

1. Peserta didik dapat mendengarkan dan membaca untuk memahami fungsi sosial, struktur teks, dan unsur-unsur kebahasaan dari teks recount.
2. Peserta didik dapat mengidentifikasi informasi terkait fungsi sosial, karakteristik, stuktur teks, dan unsur kebahasaan dalam teks recount.

3. Peserta didik dapat mengkomunikasikan teks recount secara lisan dan tulisan dengan pengucapan dan intonasi yang tepat.
4. Menggunakan struktur teks dan unsur kebahasaan untuk memahami teks recount secara lisan dan tulisan.

D. Materi Pembelajaran

Subject: Recount text.

Recount text is a text which retells events or experiences in the past.

Recount text, generally you have to consider the following generic structure:

1. Orientation

Setting the scene, introducing the participant, or giving necessary background (who, when, where)

2. Series of Events

Series of events that experience by the figure of the story (the main part of the recount text)

3. Reorientation

Contains the moral message of the story

Language features of Recount text are:

1. Using simple past tense (using Verb 2)
2. Using specific participants (special object like Borobudur Temple, etc.)
3. Using action verb (worked, played, ate, went, etc.)
4. Using linking verb (be (was and were), become seem, appear)

Example:

My Last Summer Holiday

I spent my last summer holiday in Seoul, South Korea. I went there with my friends. On the first day, I was landed at Incheon Airport around 7 AM after a 6 hours long flight. Then I went to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. At night, I went to Hongdae, a famous district in South Korea. I went to eat traditional Korean food. On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I went back to the hotel at 10 PM and immediately went to sleep. I spent my last day in Myeongdong and bought some stuffs and souvenirs for my family and friends. I also ate the street food there. I went to the airport at 3 PM because my flight was at 5 PM. I had a fantastic experience in South Korea and made wonderful memory with my friends. It was a great trip.

E. Media dan Sumber Pembelajaran

1. Media/Alat : Papan tulis, spidol, text book.
2. Sumber : Buku guru dan buku siswa kelas VIII bahasa inggris.

F. Metode Pembelajaran

1. Metode/Media : Teachers' Media (English Book)
2. Teknik : Ceramah, diskusi, Tanya jawab, pemberian tugas.

G. Langkah-langkah kegiatan Pembelajaran

Kegiatan Pendahuluan (15 Menit)
Melakukan Pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap santun dan disiplin.
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi teks recount.
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Memberikan lembar angket minat baca siswa (awal) sebelum memulai pembelajaran.
Kegiatan Inti (90 Menit)
uru memilih kegiatan reading aloud dan memberikan stimulus kepada siswa tentang apa yang akan mereka pelajari terkait materi teks recount.
uru membentuk para peserta didik dalam beberapa kelompok untuk berdiskusi kemudian meminta para peserta didik dari setiap kelompok untuk bergiliran membaca teks recount.
uru memberikan kesempatan kepada siswa untuk memberikan pendapat mereka terkait materi teks recount.
uru memberikan kesimpulan akhir tentang materi teks recount.
Kegiatan Penutup (15 menit)
eserta didik membuat rangkuman/simpulan pelajaran tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

uru mengulas kembali pelajaran dan membuat rangkuman/simpulan pelajaran tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
uru membagikan lembar angket minat baca siswa (akhir) kepada peserta didik.
enutup pembelajaran dengan berdoa mengucapkan salam.

H. Penilaian Hasil Pembelajaran

Teknik penilaian: Reading test (Recount Text)

Padang Sidempuan, October 2023

Mengetahui,

English Teacher

Researcher

Nurita Siregar, S.Pd
NIP. 19710812 200701 2 007

Ayu Triana Khairunnisa
Reg. No. 18 203 00054

Appendix 3

Instrument for Pre-Test and Post-Test
Questionnaire Sheet
Students' Reading Interest Questionnaire

Name :

Absent Number :

Class :

Instruction:

1. Write down your identity on the answer sheet provided!
2. Put a check mark (√) on the following statements according to your opinion!
3. Alternative answers to these statements use the answer scale as follows:

A : Always

S : Seldom

O : Once

N : Never

No	Question	Answer			
	I read a Book at least one in one day				
	I read at least one book in one week				
	I am happy when I read book				
	During school breaks I visited the library				
	I am happy if given the task of reading a passage by the teacher				

	When I read a book I gain new experience				
	I feel that there is no difference before and after reading books				
	I will read a book if there is a free time in the class				
	I read on my own desire				
	There is a certain satisfaction after I read the book				
	I will not read if a friend doesn't lend me a book				
	I buy books to read sometimes				
	I usually borrow a friend's book for reading				
	I always read carefully				
	I know the contents or message after I read carefully				
	I'm trying to understand the content				

	I read books over and over when I don't know the information after I read it once				
	I am willing to read the reading text in front of the class without being asked				
	I looked for many reading sources to complete the information I needed				
	I prefer read a book and study and then play with friends				
	I can feel and think of the information from books while reading				
	I complete the reading task before the other assignments given by the teacher				
	I feel normal when I get the lowest rank in the class				
	I always get good grades when I practice reading				
	I often get high grades in class				

Catatan Validator

Padangsidempuan, September 2023

Mengetahui,

Validator

Researcher

Dr. Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002.

Ayu Triana Khairunnisa
Reg. No. 18 203 00054

Appendix 4

Reading Interest Questionnaire Pre-Test Total Score

A. Class VIII-1

No	Name	Initial	Questionnaire Number																									Total
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	Aditya Pratama	AP	2	1	4	1	4	4	1	3	4	3	1	3	3	3	4	4	3	1	4	4	1	4	1	4	3	70
2	Aidil Azhar	AA	3	1	1	3	2	4	1	3	4	3	1	3	3	3	3	3	3	1	3	1	3	3	1	3	3	62
3	Ali Al Majid	AAM	4	3	3	3	1	4	2	3	3	1	3	3	2	2	3	4	4	4	4	3	3	2	1	4	3	72
4	Arbai Fauzan	AF	3	1	1	3	4	4	4	3	4	3	1	1	3	1	3	4	4	3	1	4	1	1	4	4	3	68
5	Dayat Simbolon	DS	3	1	2	3	4	4	1	3	4	3	2	3	3	3	4	4	3	1	4	3	4	1	4	3	1	71
6	Dimas Putra Bungsu	DPB	3	4	4	3	4	2	3	3	3	3	1	4	4	3	3	3	2	3	3	1	4	2	1	3	2	71
7	Fajar Ilham Syahputra	FIS	3	3	3	3	4	4	2	3	4	1	1	1	3	3	4	4	4	1	4	3	1	3	4	3	1	70
8	Hadi Firmansyah	HF	3	3	4	4	3	2	2	3	4	4	1	3	3	3	4	1	3	1	4	3	3	2	3	3	3	72
9	Izmi Wulan Sahirah	IWS	2	3	3	4	3	3	4	3	3	3	3	2	3	3	3	4	3	1	4	3	1	3	1	3	3	71
10	Mahbib Rafiqi	MR	3	3	3	4	4	3	2	4	4	3	1	2	3	4	4	3	3	1	3	4	2	1	4	3	3	74
11	Masito	M	2	1	3	1	4	3	4	3	3	4	2	3	2	3	4	4	3	2	4	3	1	3	1	3	3	69

12	Mhd. Hasan Safii Srg	MHSS	3	1	3	1	4	4	1	3	4	3	4	3	1	3	3	2	4	4	4	3	3	3	4	2	2	72
13	Nazwa Ramadhani	NR	3	4	3	3	2	3	3	4	1	2	4	3	3	4	4	4	3	3	3	2	4	3	1	4	3	76
14	Pajar Muliadi	PM	4	4	3	3	3	2	3	3	4	4	3	3	2	3	3	3	4	4	3	4	2	2	3	1	3	76
15	Rafik Sanjaya	RS	4	2	4	3	4	1	1	1	2	4	1	3	3	4	4	3	4	4	4	3	1	4	3	1	3	71
16	Rahmat Toguan	RT	2	3	4	1	4	4	2	3	4	3	2	3	4	4	3	3	2	4	3	1	1	3	4	2	3	72
17	Restaina Bintang	RB	3	3	2	4	4	1	3	2	4	3	3	2	4	1	3	4	4	3	2	2	3	3	4	2	3	72
18	Rizky Handayani	RH	2	3	4	2	4	4	4	1	4	4	1	3	2	3	3	4	3	3	4	3	2	2	1	3	3	72
19	Sahrin Efendi	SE	3	1	3	3	4	4	1	3	4	3	1	4	2	3	4	4	4	3	3	2	3	4	3	2	2	73
20	Salwa Aidha Novela	SAN	3	3	2	4	4	4	3	3	4	4	4	4	3	2	2	3	1	3	2	3	4	1	2	3	3	74
21	Sisailillah Halomoan	SH	3	3	1	3	4	3	2	2	3	4	4	3	4	2	1	3	3	3	4	2	3	4	2	3	2	71
22	Sri Rahayu	SR	2	3	4	2	4	3	1	1	4	4	1	3	4	3	3	4	3	3	4	4	4	3	1	2	3	73
23	Sri Wahyuni	SW	2	3	4	2	4	4	4	3	4	4	1	2	1	3	4	3	2	3	3	3	2	1	4	3	2	71

B. Class VIII-2

No	Name	Initial	Questionnaire Number																									Total
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	Abdul Rifai Lubis	ARL	3	3	4	3	4	3	3	1	4	4	3	2	3	3	3	3	3	3	3	2	1	4	1	4	4	74
2	Ahmad Karim	AK	1	4	4	1	1	3	4	1	3	2	3	2	2	3	4	4	3	1	1	1	1	4	1	4	3	61
3	Ade Irma	AI	3	3	3	1	4	4	4	3	3	3	3	2	3	4	4	3	1	4	3	3	3	1	4	3	75	
4	Amirah Kanza Aqilah	AKA	3	3	4	2	4	4	3	3	4	4	1	3	1	3	3	4	3	2	4	3	3	3	1	4	3	75
5	Chiko Jeriko	CJ	3	2	2	3	1	3	3	1	1	3	3	1	3	3	3	4	3	1	4	1	1	3	1	4	3	60
6	Dedek Fitria Ningsih	DFN	4	1	4	3	4	4	3	1	3	4	1	3	2	3	4	4	3	2	4	3	3	2	1	4	3	73
7	Eva Sofiana Hrp	ESH	3	3	4	3	4	3	3	3	4	3	1	3	1	3	3	4	3	2	1	3	3	3	1	4	3	71
8	Faruhuman	F	1	2	4	1	3	4	4	1	3	4	3	3	3	2	4	4	1	1	4	1	1	1	1	4	1	61
9	Hanif Alfarizi	HA	3	2	1	3	1	3	3	1	1	3	3	1	2	3	3	4	1	1	1	1	1	3	1	4	4	54
10	Jakman Nauli	JN	4	1	4	1	3	4	4	4	4	3	3	1	1	1	3	3	4	1	4	1	1	1	1	4	3	64
11	Mardan Saikatani	MS	3	3	4	3	3	4	3	1	3	2	4	1	3	3	2	4	3	3	3	2	2	3	1	4	4	71
12	Mh. Riski Fadlan	MRF	2	1	3	1	3	4	4	1	3	3	4	2	1	3	2	4	4	3	1	3	1	1	1	3	1	59

13	Nela Ramayani	NR	2	3	3	1	2	2	3	3	2	2	3	2	3	4	4	3	2	4	3	2	3	3	1	1	1	62
14	Putra Alam Nagogo	PAN	3	3	4	1	1	3	3	1	3	3	3	2	2	3	3	3	1	1	4	1	1	1	1	3	3	57
15	Panaungan Sarumpaet	PS	3	3	2	3	3	1	1	2	4	4	3	3	2	1	1	1	3	2	4	3	3	3	4	4	3	66
16	Rosanna Hrp	RH	3	3	4	2	4	4	3	2	4	4	1	3	1	3	4	4	3	2	4	3	3	4	1	4	3	76
17	Ramadan Kodri	RK	2	1	4	1	3	4	4	4	1	3	3	1	2	3	3	4	4	1	1	1	1	1	1	3	3	59
18	Rafka Abdul Saleh	RAS	4	1	4	1	4	4	4	3	3	3	3	3	3	4	4	1	1	3	3	1	1	1	1	4	3	67
19	Rinaldi Rahmatalin Alamin	RRA	1	1	1	1	1	3	3	1	1	1	3	3	3	3	4	3	1	4	1	1	2	1	3	3	2	51
20	Sulastri Hrp	SH	4	2	4	1	4	4	3	3	4	4	3	3	3	3	3	4	3	2	4	3	1	3	1	4	3	76
21	Saima Putri Hariyani	SPY	3	3	3	1	4	4	4	3	3	3	3	3	2	3	4	4	3	1	4	3	3	3	1	4	3	75
22	Sofia Safana Putri	SSP	3	1	3	1	4	4	4	3	3	4	1	1	2	3	4	4	3	3	1	3	1	2	1	3	3	65
23	Salwa Dalimunthe	SD	4	4	4	1	4	4	3	3	3	4	3	3	3	3	3	4	3	2	3	3	3	3	1	4	3	78
24	Winda Yulianti	WY	4	4	4	1	4	4	4	3	3	3	1	1	3	3	4	4	1	1	4	3	1	4	1	4	3	72

C. Class VIII-3

No	Name	Initial	Questionnaire Number																									Total
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	Adi Satria Perdana	ASP	3	3	3	2	3	1	3	3	3	3	3	2	2	3	3	2	3	2	3	2	2	1	1	3	3	62
2	Ahmad Syafuruddin	AS	4	3	2	3	2	4	3	3	4	3	1	2	1	2	4	4	3	2	3	3	3	4	1	4	3	71
3	Anwar Saleh	AS	3	3	4	4	2	2	4	2	2	3	1	2	1	1	4	4	1	4	1	4	2	4	1	1	3	63
4	Danil Jailani	DJ	1	3	1	1	1	2	1	1	3	2	1	1	2	1	2	3	1	1	2	3	1	1	4	3	1	43
5	Dedi Ananda	DA	3	2	2	1	4	3	2	3	2	3	2	3	3	2	3	4	2	1	3	2	3	3	3	2	3	64
6	Feby Tuti Asiah	FTA	3	3	4	1	4	4	4	3	3	4	3	1	3	4	4	4	3	3	3	3	3	4	1	3	3	78
7	Kiki Armada	KA	2	2	2	1	1	3	4	3	3	2	3	1	3	2	3	4	3	3	1	3	2	3	1	4	3	62
8	Marwah Indah	MI	3	2	4	1	3	4	3	4	4	4	3	1	3	2	3	3	1	1	4	3	3	2	1	3	3	68
9	Monda Fitri Yani	MFY	3	3	3	4	3	4	3	3	4	3	4	3	1	4	4	4	3	1	4	4	4	4	1	3	4	81
10	Muhammad Ripaldo	MR	1	1	1	1	2	1	3	4	2	1	3	3	2	1	1	1	3	3	3	3	4	3	3	3	3	56
11	Nalsila	N	3	4	3	3	4	3	4	3	3	4	1	3	3	2	4	4	3	3	3	4	2	4	3	4	3	80
12	Natama Malik Fajar	NMF	3	3	4	3	2	3	3	2	4	4	1	1	1	1	3	2	2	3	3	4	2	3	1	2	3	63

13	Nurul Fatonah	NF	2	2	3	4	3	3	2	3	1	1	3	2	3	4	4	3	3	2	2	2	1	2	2	3	3	63
14	Padil Sausu	PS	4	3	2	1	1	4	2	4	4	2	2	2	3	2	1	3	3	1	4	4	2	1	3	2	4	64
15	Putra Ansori	PA	3	2	4	1	1	4	3	1	4	4	3	2	3	3	4	3	2	1	3	3	2	3	4	1	1	65
16	Randy Hrp	RH	3	3	3	2	3	1	4	3	3	2	3	3	2	3	1	3	3	1	3	3	2	1	1	3	4	63
17	Rahmadani	R	1	3	1	1	1	2	1	1	3	2	1	1	2	1	2	3	1	1	2	3	1	1	4	3	1	43
18	Risky Andrian	RA	3	3	4	1	3	4	4	3	3	4	3	1	3	4	3	4	3	3	3	3	2	4	3	2	4	77
19	Royma Risky	RR	3	3	4	2	4	3	3	3	3	3	2	1	4	1	4	3	3	3	3	2	4	1	4	4	3	73
20	Royhan Martua	RM	1	1	3	4	3	4	3	3	3	3	1	1	3	2	3	4	3	3	2	3	2	4	4	2	4	69
21	Salsabila Lestari	SL	1	1	3	1	3	4	4	3	4	3	4	3	1	4	2	4	4	1	4	1	1	4	1	3	4	68
22	Syafril Annas	SA	4	2	2	3	3	3	4	2	4	1	3	2	3	3	4	3	3	2	3	4	2	1	3	4	1	69
23	Sonya Viana Sari	SVS	3	3	3	2	3	4	4	3	4	4	3	2	4	3	4	4	3	4	3	3	3	3	4	3	3	82

Appendix 5

Reading Interest Questionnaire Post-Test Total Score

D. Class VIII-2 (Experimental)

No	Name	Initial	Questionnaire Number																									Total
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
25	Abdul Rifai Lubis	ARL	4	4	2	4	4	4	4	3	4	3	3	1	3	4	4	4	4	3	4	3	4	4	1	4	4	86
26	Ahmad Karim	AK	3	3	4	2	3	2	2	3	2	4	3	3	2	3	3	2	3	3	2	3	2	2	3	3	3	68
27	Ade Irma	AI	3	3	3	4	3	4	4	4	3	3	3	3	3	4	3	3	4	3	3	4	3	3	3	3	3	82
28	Amirah Kanza Aqilah	AKA	4	3	4	2	3	4	4	3	4	3	3	3	4	4	4	4	3	3	4	3	3	1	4	3	83	
29	Chiko Jeriko	CJ	3	2	3	1	3	2	4	3	1	3	3	3	3	4	3	3	2	3	3	3	3	3	2	4	3	70
30	Dedek Fitria Ningsih	DFN	3	2	3	4	3	2	4	3	4	3	3	3	4	3	3	4	3	3	3	3	3	4	4	3	80	
31	Eva Sofiana Hrp	ESH	4	4	3	3	3	4	4	3	4	4	3	3	3	4	4	4	4	4	4	3	4	4	1	4	3	88
32	Faruhuman	F	3	4	4	1	4	4	4	1	3	2	3	4	4	4	3	4	4	1	3	1	3	3	1	4	1	73
33	Hanif Alfarizi	HA	2	3	3	3	2	4	4	3	3	3	2	2	4	4	4	4	3	4	1	4	4	1	4	4	78	
34	Jakman Nauli	JN	4	4	3	2	3	4	4	2	2	3	2	4	2	2	4	4	3	3	3	3	2	3	3	3	3	75
35	Mardan Saikatani	MS	4	4	4	4	4	4	4	4	4	4	4	1	3	4	4	4	4	3	4	1	4	4	1	4	4	89
36	Mh. Riski Fadlan	MRF	3	2	3	1	3	2	4	3	4	3	3	3	3	4	3	3	2	3	3	3	3	3	2	4	3	73

37	Nela Ramayani	NR	3	2	4	3	4	2	4	2	4	3	3	3	4	2	4	4	3	1	3	3	1	4	1	3	3	73
38	Putra Alam Nagogo	PAN	3	2	2	3	2	2	3	2	3	3	2	3	2	2	3	3	3	3	2	3	4	3	3	4	4	69
39	Panaungan Sarumpaet	PS	3	3	3	4	4	2	3	2	4	4	3	2	3	2	3	1	3	4	2	3	3	2	1	4	3	71
40	Rosanna Hrp	RH	4	3	4	2	3	4	4	3	4	3	3	3	2	4	4	2	2	3	4	4	4	3	4	4	3	83
41	Ramadan Kodri	RK	3	4	4	1	4	4	4	1	4	4	3	1	3	4	3	4	3	4	4	1	4	3	1	3	3	77
42	Rafka Abdul Saleh	RAS	4	4	1	4	4	4	4	3	4	4	3	1	2	3	4	4	4	1	4	1	4	1	1	4	3	76
43	Rinaldi Rahmatalin Alamin	RRA	2	4	2	1	3	3	3	1	4	3	1	1	1	4	4	4	4	1	1	1	1	3	4	3	3	62
44	Sulastrri Hrp	SH	4	3	4	3	4	4	4	3	4	4	3	3	3	3	3	4	3	3	3	4	4	3	3	4	3	86
45	Saima Putri Hariyani	SPY	4	4	3	3	3	4	4	2	3	3	2	2	4	4	4	3	2	4	3	2	4	4	3	3	3	80
46	Sofia Safana Putri	SSP	3	3	4	1	3	4	4	3	4	4	1	3	2	3	4	4	3	3	1	3	1	2	1	3	3	70
47	Salwa Dalimunthe	SD	4	3	4	3	4	4	3	4	3	3	3	4	4	4	3	4	3	3	3	3	4	3	3	3	3	85
48	Winda Yulianti	WY	4	3	4	1	3	4	4	3	4	4	4	3	3	4	4	4	3	4	3	4	4	3	1	3	3	84

E. Class VIII-3 (Control)

No	Name	Initial	Questionnaire Number																									Total	
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
24	Adi Satria Perdana	ASP	4	4	2	2	3	3	3	1	3	3	3	2	2	3	3	3	3	2	2	1	3	2	1	2	3	63	
25	Ahmad Syafuruddin	AS	3	2	2	2	4	3	3	3	3	2	4	3	2	4	3	3	4	2	3	2	3	3	2	3	4	72	
26	Anwar Saleh	AS	2	3	2	2	3	2	2	3	3	2	2	3	3	2	2	3	2	3	2	3	3	2	3	3	3	63	
27	Danil Jailani	DJ	1	3	1	1	1	2	1	1	3	2	1	1	2	1	2	3	1	1	2	3	2	1	4	3	2	45	
28	Dedi Ananda	DA	3	3	3	1	4	3	2	3	2	3	2	3	3	2	3	2	2	1	3	2	3	3	3	2	3	64	
29	Feby Tuti Asiah	FTA	4	4	4	2	3	4	4	2	3	4	3	2	2	4	4	1	3	4	4	3	4	3	1	3	3	78	
30	Kiki Armada	KA	3	2	3	1	3	2	4	3	1	3	3	3	3	4	3	3	2	3	3	3	3	3	2	4	3	70	
31	Marwah Indah	MI	3	3	4	1	3	4	3	4	3	3	3	1	3	2	3	3	1	1	4	3	3	2	1	3	3	67	
32	Monda Fitri Yani	MFY	3	4	4	1	3	4	4	3	3	4	4	3	3	3	4	4	3	3	4	3	4	3	1	3	3	81	
33	Muhammad Ripaldo	MR	3	3	2	1	2	2	3	4	2	2	3	3	2	3	4	4	1	2	3	3	4	3	2	3	3	67	
34	Nalsila	N	3	4	4	1	3	4	4	3	3	4	4	3	3	3	4	4	3	3	4	3	4	3	1	3	3	81	
35	Natama Malik Fajar	NMF	3	3	4	2	4	4	3	4	3	4	2	1	2	4	3	3	4	2	3	4	3	4	1	4	4	78	
36	Nurul Fatonah	NF	3	3	2	1	2	2	3	3	2	2	3	3	2	3	2	3	1	2	3	3	3	3	2	3	3	62	
37	Padil Sausu	PS	4	4	3	1	3	4	3	1	1	3	3	3	3	4	3	3	1	1	3	2	3	1	4	3	2	66	
38	Putra Ansori	PA	4	4	3	1	3	4	3	1	1	3	3	3	3	4	3	3	1	1	3	2	3	1	4	3	2	66	
39	Randy Hrp	RH	2	2	2	2	3	3	3	3	1	4	4	3	4	2	3	3	3	3	2	2	1	3	2	1	2	3	63

Appendix 6

Reading Interest Questionnaire Score (Pre-Test)

Class VIII-1		
1	AP	70
2	AA	62
3	AAM	72
4	AF	68
5	DS	71
6	DPB	71
7	FIS	70
8	HF	72
9	IWS	71
10	MR	74
11	M	69
12	MHSS	72
13	NR	76
14	PM	76
15	RS	71
16	RT	72
17	RB	72
18	RH	72
19	SE	73
20	SAN	74
21	SH	71
22	SR	73
23	SW	71
Total		1643

Class VIII-2		
1	ARL	74
2	AK	61
3	AI	75
4	AKA	75
5	CJ	60
6	DFN	73
7	ESH	71
8	F	61
9	HA	54
10	JN	64
11	MS	71
12	MRF	59
13	NR	62
14	PAN	57
15	PS	66
16	RH	76
17	RK	59
18	RAS	67
19	RRA	51
20	SH	76
21	SPY	75
22	SSP	65
23	SD	78
24	WY	72
Total		1602

Class VIII-3		
1	ASP	62
2	AS	71
3	AS	63
4	DJ	43
5	DA	64
6	FTA	78
7	KA	62
8	MI	68
9	MFY	81
10	MR	56
11	N	80
12	NMF	63
13	NF	63
14	PS	64
15	PA	65
16	RH	63
17	R	43
18	RA	77
19	RR	73
20	RM	69
21	SL	68
22	SA	69
23	SVS	82
Total		1527

Appendix 7

Reading Interest Questionnaire Score (Post-Test)

Experimental Class (VIII-2)		
1	ARL	86
2	AK	68
3	AI	82
4	AKA	83
5	CJ	70
6	DFN	80
7	ESH	88
8	F	73
9	HA	78
10	JN	75
11	MS	89
12	MRF	73
13	NR	73
14	PAN	69
15	PS	71
16	RH	83
17	RK	77
18	RAS	76
19	RRA	62
20	SH	86
21	SPY	80
22	SSP	70
23	SD	85
24	WY	84
Total		1861

Control Class (VIII-3)		
1	ASP	63
2	AS	72
3	AS	63
4	DJ	45
5	DA	64
6	FTA	78
7	KA	70
8	MI	67
9	MFY	81
10	MR	67
11	N	81
12	NMF	78
13	NF	62
14	PS	66
15	PA	66
16	RH	63
17	R	50
18	RA	77
19	RR	74
20	RM	70
21	SL	66
22	SA	68
23	SVS	75
Total		1566

Appendix 8

Homogeneity Test (Pre-test)

Hypothesis:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. Variant Class VIII-1

Class VIII-1			
No.	Name	X_i	X_i^2
1	AP	70	4900
2	AA	62	3844
3	AAM	72	5184
4	AF	68	4624
5	DS	71	5041
6	DPB	71	5041
7	FIS	70	4900
8	HF	72	5184
9	IWS	71	5041
10	MR	74	5476
11	M	69	4761
12	MHSS	72	5184
13	NR	76	5776
14	PM	76	5776
15	RS	71	5041
16	RT	72	5184
17	RB	72	5184
18	RH	72	5184
19	SE	73	5329
20	SAN	74	5476
21	SH	71	5041
22	SR	73	5329
23	SW	71	5041
Total		1643	117541

$$n = 23$$

$$\sum X_i = 1643$$

$$\sum X_i^2 = 117541$$

$$S = \sqrt{\frac{n \sum X_i^2 - (\sum X)^2}{n(n-1)}}$$

$$S = \sqrt{\frac{(23)(117541) - (1643)^2}{23(23-1)}}$$

$$S = \sqrt{\frac{(2703443) - (2699449)}{506}}$$

$$S = \sqrt{\frac{3994}{506}}$$

$$S = \sqrt{7,89328}$$

$$S = 2,8095$$

B. Variant Class VIII-2

Class VIII-2			
No.	Name	$\sum X_i$	$\sum X_i^2$
1	ARL	74	5476
2	AK	61	3721
3	AI	75	5625
4	AKA	75	5625
5	CJ	60	3600
6	DFN	73	5329
7	ESH	71	5041
8	F	61	3721
9	HA	54	2916
10	JN	64	4096
11	MS	71	5041
12	MRF	59	3481
13	NR	62	3844
14	PAN	57	3249
15	PS	66	4356

16	RH	76	5776
17	RK	59	3481
18	RAS	67	4489
19	RRA	51	2601
20	SH	76	5776
21	SPY	75	5625
22	SSP	65	4225
23	SD	78	6084
24	WY	72	5184
Total		1602	108362

$$n = 24$$

$$\sum X_i = 1602$$

$$\sum X_i^2 = 108362$$

$$S = \sqrt{\frac{n \sum X_i^2 - (\sum X)^2}{n(n-1)}}$$

$$S = \sqrt{\frac{(24)(108362) - (1602)^2}{24(24-1)}}$$

$$S = \sqrt{\frac{(2600688) - (2566404)}{552}}$$

$$S = \sqrt{\frac{34284}{552}}$$

$$S = \sqrt{62,1087}$$

$$S = 7,880907$$

C. Variant Class VIII-3

Class VIII-3			
No.	Name	$\sum x_i$	$\sum x_i^2$
1	ASP	62	3844
2	AS	71	5041
3	AS	63	3969
4	DJ	43	1849
5	DA	64	4096

6	FTA	78	6084
7	KA	62	3844
8	MI	68	4624
9	MFY	81	6561
10	MR	56	3136
11	N	80	6400
12	NMF	63	3969
13	NF	63	3969
14	PS	64	4096
15	PA	65	4225
16	RH	63	3969
17	R	43	1849
18	RA	77	5929
19	RR	73	5329
20	RM	69	4761
21	SL	68	4624
22	SA	69	4761
23	SVS	82	6724
Total		1527	103653

$$n = 23$$

$$\sum X_i = 1527$$

$$\sum X_i^2 = 103653$$

$$S = \sqrt{\frac{n \sum X_i^2 - (\sum X)^2}{n(n-1)}}$$

$$S = \sqrt{\frac{(23)(103653) - (1527)^2}{23(23-1)}}$$

$$S = \sqrt{\frac{(2384019) - (2331729)}{506}}$$

$$S = \sqrt{\frac{52290}{506}}$$

$$S = \sqrt{103,3399}$$

$$S = 10,16562$$

The formula used to test homogeneity was:

d) Class VIII-1 with VIII-2

$$F = \frac{\textit{the biggest variant}}{\textit{the smallest variant}}$$

$$F = \frac{7,88091}{2,8095} = 2,80509$$

After doing the calculation by using homogeneity test, researcher found that F_{count} for class VIII-1 and VIII-2 was 2.80509 and have been compared with F_{table} with $\alpha = 5\%$ and dk was ($n_1 = 23$, $dk = 23-1 = 22$ and $n_2 = 24$, $dk = 24-1 = 23$). From the distribution list F, researcher found that $F_{\text{table}} = 2.07$. So that $F_{\text{count}} > F_{\text{table}}$ ($2.80509 > 2.07$). It can be concluded that there is a difference of variant between class VIII-1 and VIII-2. It means the variant on students' reading interest pre-test questionnaire is not homogenous.

e) Class VIII-1 with VIII-3

$$F = \frac{\textit{the biggest variant}}{\textit{the smallest variant}}$$

$$F = \frac{10,1656}{2,8096} = 3,61831$$

After doing the calculation by using homogeneity test, researcher found that F_{count} for class VIII-1 and VIII-3 was 3.61831 and have been compared with F_{table} with $\alpha = 5\%$ and dk was ($n_1 = 23$, $dk = 23-1 = 22$ and $n_2 = 23$, $dk = 23-1 = 22$). From the distribution list F, researcher found that $F_{\text{table}} = 2.07$. So that $F_{\text{count}} > F_{\text{table}}$ ($3.61831 > 2.07$). It can be concluded that there is a difference of variant between class VIII-1 with VIII-3. It means the variant on students' reading interest pre-test questionnaire is not homogenous.

f) Class VIII-2 with VIII-3

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

$$F = \frac{10,16562}{7,880907} = 1,289905$$

After doing the calculation by using homogeneity test, researcher found that F_{count} for class VIII-2 and VIII-3 was 1.289905 and have been compared with F_{table} with $\alpha = 5\%$ and dk was ($n_1 = 24$, $dk = 24-1 = 23$ and $n_2 = 23$, $dk = 23-1 = 22$). From the distribution list F, researcher found that $F_{\text{table}} = 2.05$. So that $F_{\text{count}} < F_{\text{table}}$ ($1.289905 < 2.05$). It can be concluded that there is no difference of variant between class VIII-2 dan VIII-3. It means the variant on students' reading interest pre-test questionnaire is homogenous.

From those three data above, researcher concluded that researcher choose the class VIII-2 as the experimental class and class VIII-3 as the control class. Thus because the researcher found class VIII-2 and class VIII-3 is homogenous.

Appendix 9

Homogeneity Test (Post-Test)

Hypothesis:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. Variant Experimental Class

Class VIII-2			
No.	Name	ΣX_i	ΣX_i^2
1	ARL	86	7396
2	AK	68	4624
3	AI	82	6724
4	AKA	83	6889
5	CJ	70	4900
6	DFN	80	6400
7	ESH	88	7744
8	F	73	5329
9	HA	78	6084
10	JN	75	5625
11	MS	89	7921
12	MRF	73	5329
13	NR	73	5329
14	PAN	69	4761
15	PS	71	5041
16	RH	83	6889
17	RK	77	5929
18	RAS	76	5776
19	RRA	62	3844
20	SH	86	7396
21	SPHH	80	6400
22	SSP	70	4900
23	SD	85	7225
24	WY	84	7056
Total		1861	145511

$$n = 24$$

$$\sum X_i = 1861$$

$$\sum X_i^2 = 145511$$

$$S = \sqrt{\frac{n \sum X_i^2 - (\sum X)^2}{n(n-1)}}$$

$$S = \sqrt{\frac{(24)(145511) - (1861)^2}{24(24-1)}}$$

$$S = \sqrt{\frac{(3492264) - (3463321)}{552}}$$

$$S = \sqrt{\frac{28943}{552}}$$

$$S = \sqrt{52,433}$$

$$S = 7,24106$$

B. Variant Control Class

Class VIII-3			
No.	Name	$\sum x_i$	$\sum x_i^2$
1	ASP	63	3969
2	AS	72	5184
3	AS	63	3969
4	DJ	45	2025
5	DA	64	4096
6	FTA	78	6084
7	KA	70	4900
8	MI	67	4489
9	MFY	81	6561
10	MR	67	4489
11	N	81	6561
12	NMF	78	6084
13	NF	62	3844
14	PS	66	4356

15	PA	66	4356
16	RH	63	3969
17	R	50	2500
18	RAS	77	5929
19	RRS	74	5476
20	RMPS	70	4900
21	SBL	66	4356
22	SAH	68	4624
23	SVS	75	5625
Total		1566	108346

$$n = 23$$

$$\sum X_i = 1566$$

$$\sum X_i^2 = 108346$$

$$S = \sqrt{\frac{n \sum X_i^2 - (\sum X)^2}{n(n-1)}}$$

$$S = \sqrt{\frac{(23)(108346) - (1566)^2}{23(23-1)}}$$

$$S = \sqrt{\frac{(2491958) - (2452356)}{506}}$$

$$S = \sqrt{\frac{39602}{506}}$$

$$S = \sqrt{78,2648}$$

$$S = 8,84674$$

The formula used to test homogeneity was:

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

$$F = \frac{8,84674}{7,24106} = 1,22175$$

After doing the calculation by using homogeneity test, researcher found that F_{count} for class F_{count} for experimental class and control class was 1.22175 and have been compared with F_{table} with $\alpha = 5\%$ and dk was ($n_1 = 24$, $dk = 24-1 = 23$ and $n_2 = 23$, $dk = 23-1 = 22$). From the

distribution list F, researcher found that $F_{table} = 2.05$. So that $F_{count} < F_{table}$ ($1.22175 < 2.05$). It can be concluded that there is no difference on variant between experimental class and control class. It means the variant on students' reading interest post-test questionnaire is homogenous.

Appendix 10

Reliability Questionnaire

A. Class VIII-2

No	r_{count}	r_{table}	Correlation Index (r)	Interpretation
1	0.60735	0.3438	High	Reliable
2	0.445577	0.3438	High Enough	Reliable
3	0.559003	0.3438	High Enough	Reliable
4	0.547301	0.3438	High Enough	Reliable
5	0.839933	0.3438	Very High	Reliable
6	0.360633	0.3438	Low	Reliable
7	0.60735	0.3438	High	Reliable
8	0.374494	0.3438	Low	Reliable
9	0.68016	0.3438	High	Reliable
10	0.547301	0.3438	High Enough	Reliable
11	0.60735	0.3438	High	Reliable
12	0.407387	0.3438	High Enough	Reliable
13	0.68016	0.3438	High	Reliable
14	0.51773	0.3438	High Enough	Reliable
15	0.51773	0.3438	High Enough	Reliable
16	0.407387	0.3438	High Enough	Reliable
17	0.344145	0.3438	Low	Reliable
18	0.68016	0.3438	High	Reliable
19	0.51773	0.3438	High Enough	Reliable
20	0.738433	0.3438	High	Reliable
21	0.509824	0.3438	High Enough	Reliable
22	0.550014	0.3438	High Enough	Reliable
23	0.51773	0.3438	High Enough	Reliable
24	0.447977	0.3438	High Enough	Reliable
25	0.344597	0.3438	Low	Reliable

B. Class VIII-3

No	r_{count}	r_{table}	Correlation Index (r)	Interpretation
1	0.60735	0.3438	High	Reliable
2	0.445577	0.3438	High Enough	Reliable
3	0.559003	0.3438	High Enough	Reliable
4	0.547301	0.3438	High Enough	Reliable
5	0.839933	0.3438	Very High	Reliable
6	0.360633	0.3438	Low	Reliable
7	0.60735	0.3438	High	Reliable
8	0.374494	0.3438	Low	Reliable
9	0.68016	0.3438	High	Reliable
10	0.547301	0.3438	High Enough	Reliable
11	0.60735	0.3438	High	Reliable
12	0.407387	0.3438	High Enough	Reliable
13	0.68016	0.3438	High	Reliable
14	0.51773	0.3438	High Enough	Reliable
15	0.51773	0.3438	High Enough	Reliable
16	0.407387	0.3438	High Enough	Reliable
17	0.344145	0.3438	Low	Reliable
18	0.68016	0.3438	High	Reliable
19	0.51773	0.3438	High Enough	Reliable
20	0.738433	0.3438	High	Reliable
21	0.509824	0.3438	High Enough	Reliable
22	0.550014	0.3438	High Enough	Reliable
23	0.51773	0.3438	High Enough	Reliable
24	0.447977	0.3438	High Enough	Reliable
25	0.344597	0.3438	Low	Reliable

Appendix 11

Questionnaire Normality (Pre-Test)

A. Questionnaire Result of Experimental Class (Pre-Test)

1. Reading interest questionnaire score (pre-test) sorted from the biggest to the smallest

51	54	57	59	60	61	62	64	65
66	67	71	72	73	74	75	76	78

2. Total of the class (BK)

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

$$K = 1 + 3,3 \log 24$$

$$K = 5,554 \approx 6$$

3. Highest score = 78

Lowest score = 51

Range = highest score – smallest score

$$= 78 - 51$$

$$= 27$$

4. Interval (p)

$$P = \frac{27}{5,554}$$

$$P = 4.8614 \approx 5$$

5. Mean

No	Interval Class	f_i	x_i	$f_i x_i$	x_i^2	$f_i x_i^2$
6.	51-56	2	53.5	107	2862.25	5724.5
7.	57-62	7	59.5	416.5	3540.25	24781.75
8.	63-68	4	65.5	262	4290.25	17161
9.	69-74	5	71.5	357.5	5112.25	25561.25
10.	75-80	6	77.5	465	6006.25	36037.5
Total		24		1608	21811.25	109266

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{X} = \frac{1608}{24}$$

$$\bar{X} = 67$$

$$SD = \sqrt{\frac{\sum f_i x_i^2}{n} - \left(\frac{\sum f_i x_i}{n}\right)^2}$$

$$SD = \sqrt{\frac{109266}{24} - \left(\frac{1608}{24}\right)^2}$$

$$SD = \sqrt{4552,75 - 67^2}$$

$$SD = \sqrt{4552,75 - 4489}$$

$$SD = \sqrt{63,75}$$

$$SD = 7,9844$$

Interval Class	Real Upper Limit	Z - Score	Limit of Area Large	Z _{table} Large Area	(E _i)	(O _i)	$f_o - f_e$	$(f_o - f_e)^2$	$\left(\frac{f_o - f_e}{f_e}\right)^2$
	50.5	-2.06	0.4808						
51 - 56				0.0759	1.822	2	0.178	0.031684	0.0173897
	56.5	-1.31	0.4049						
57 - 62				0.1926	4.622	7	2.3776	5.6529818	1.2229538
	62.5	-0.56	0.2123						
63 - 68				0.1409	3.382	4	0.6184	0.3824186	0.1130881
	68.5	0.18	0.0714						
69 - 74				-0.2524	6.058	5	-1.058	1.119364	0.1847745
	74.5	0.93	0.3238						
75 - 80				-0.1379	3.146	6	2.854	8.145316	2.5891024
	80.5	1.69	0.4549						
						24			4.1273084

$$DK = K-1$$

$$= 5-1$$

$$= 4$$

Significant level $\alpha = 0,05$

$$\begin{aligned} X^2 &= X^2(\alpha) (K-1) \\ &= (0.05) (5-1) \\ &= (0.05) (4) \\ &= 9.48 \end{aligned}$$

Based on the table above, researcher found that $X^2_{\text{count}} = 4.1503$, while $X^2_{\text{table}} = 9.488$. So that researcher obtained $X^2_{\text{count}} < X^2_{\text{table}}$ ($4.1503 < 9.488$), it means that the data is normal.

6. Median

Interval Class	f_i	FK
51-56	2	2
57-62	7	9
63-68	4	13
69-74	5	18
75-80	6	24
	24	

$$M_e = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$M_e = 62,5 + 5 \left(\frac{\frac{1}{2}24 - 9}{4} \right)$$

$$M_e = 62,5 + 5 \left(\frac{12 - 9}{4} \right)$$

$$M_e = 62,5 + 5(0,75)$$

$$M_e = 62,5 + 3,75$$

$$M_e = 66,25$$

7. Modus

$$M_o = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$M_o = 56,5 + 5 \left(\frac{5}{5 + 3} \right)$$

$$M_o = 56,5 + 0,625$$

$$M_o = 59,625$$

B. Questionnaire Result of Control Class (Pre-Test)

1. Reading interest questionnaire score (pre-test) sorted from the biggest to the smallest

43	56	62	63	64	65	68	69
71	73	77	78	80	81	82	

2. Total of the class (BK)

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

$$K = 1 + 3,3 \log 23$$

$$K = 5,4937 \approx 5$$

3. Highest score = 82

Lowest score = 43

Range = highest score – smallest score

$$= 82 - 43$$

$$= 39$$

4. Interval (p)

$$P = \frac{39}{5,4937}$$

$$P = 7.099$$

5. Mean

No	Interval Class	f_i	x_i	$f_i x_i$	x_i^2	$f_i x_i^2$
6.	43 – 50	2	46.5	93	2162.25	4324.5
7.	51 – 58	1	54.5	54.5	2970.25	2970.25
8.	59 – 66	9	62.5	56.25	3906.25	35156.25
9.	67 – 74	6	70.5	423	4970.25	29821.5

10.	75 – 82	5	78.5	392.5	6162.25	30811.25
Total		23		1525.5	20171	103084

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{X} = \frac{1525,5}{23}$$

$$\bar{X} = 66,326087$$

$$SD = \sqrt{\frac{\sum f_i x_i^2}{n} - \left(\frac{\sum f_i x_i}{n}\right)^2}$$

$$SD = \sqrt{\frac{103084}{23} - \left(\frac{1525,5}{23}\right)^2}$$

$$SD = \sqrt{4481,902 - (66,32)^2}$$

$$SD = \sqrt{4481,902 - 4399,15}$$

$$SD = \sqrt{82,75236}$$

$$SD = 9,096833$$

Interval Class	Real Upper Limit	Z - Score	Limit of Area Large	Z _{table} Large Area	(E _i)	(O _i)	f _o - f _e	(f _o - f _e) ²	$\left(\frac{f_o - f_e}{f_e}\right)^2$
	42.5	-2.6191	0.4955						
43 - 50				0.0373	0.858	2	1.1421	1.3043924	1.5204481
	50.5	-1.7397	0.4582						
51 - 58				0.1531	3.521	1	-2.5213	6.3569537	1.805286
	58.5	-0.8603	0.3051						
59 – 66				0.3011	6.925	9	2.0747	4.3043801	0.6215442
	66.5	0.0191	0.004						
67 – 74				-0.3093	7.114	6	-1.114	1.240996	0.1744442
	74.5	0.8985	0.3133						
75 - 82				-0.1483	3.411	5	1.589	2.524921	0.740229
	82.5	1.777	0.4616						
						23			4.862

$$\begin{aligned} DK &= K-1 \\ &= 5-1 \\ &= 4 \end{aligned}$$

Significant level $\alpha = 0.05$

$$\begin{aligned} X^2 &= X^2(\alpha) (K-1) \\ &= (0.05) (5-1) \\ &= (0.05) (4) \\ &= 9.48 \end{aligned}$$

Based on the table above, researcher found that $X_{Count}^2 = 4.862$, while $X_{Table}^2 = 9.48$. So that researcher obtained $X_{Count}^2 < X_{Table}^2$ ($4.862 < 9.48$), it means that the data is normal.

11. Median

Interval Class	f_i	FK
43 – 50	2	2
51 – 58	1	3
59 – 66	9	12
67 – 74	6	18
75 – 82	5	23
	23	

$$M_e = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$M_e = 58,5 + 7 \left(\frac{\frac{1}{2}23 - 3}{9} \right)$$

$$M_e = 58,5 + 7 \left(\frac{11,5 - 3}{9} \right)$$

$$M_e = 58,5 + 7(0,944)$$

$$M_e = 58,5 + 6,611$$

$$M_e = 65,111$$

12. Modus

$$M_o = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$M_o = 58,5 + 7 \left(\frac{8}{8 + 3} \right)$$

$$M_o = 58,5 + 0,7272$$

$$M_o = 63,5909$$

Appendix 12

Questionnaire Normality (Post-Test)

A. Questionnaire Result of Experimental Class (Post-Test)

1. Reading interest questionnaire score (post-test) sorted from the biggest to the smallest

62	68	69	70	71	73	75	76	77
78	80	82	83	84	85	86	88	89

2. Total of the class (BK)

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

$$K = 1 + 3,3 \log 23$$

$$K = 5,5547$$

3. Highest score = 89

$$\text{Lowest score} = 62$$

$$\text{Range} = \text{highest score} - \text{lowest score}$$

$$= 89 - 62$$

$$= 27$$

4. Interval (p)

$$P = \frac{27}{5,5}$$

$$P = 4.86075 \approx 5$$

5. Mean

No	Interval Class	f_i	x_i	$f_i x_i$	x_i^2	$f_i x_i^2$
6.	62 – 67	1	64.5	64.5	4160.25	4160.25
7.	68 – 73	8	70.5	564	4970.25	39762
8.	74 – 79	4	76.5	306	5852.25	23409
9.	80 – 85	7	82.5	577.5	6806.25	47643.8
10.	86 – 91	4	88.5	354	7832.25	31329
Total		24		1866	29621.25	146304

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{X} = \frac{1866}{24}$$

$$\bar{X} = 77,75$$

$$SD = \sqrt{\frac{\sum f_i x_i^2}{n} - \left(\frac{\sum f_i x_i}{n}\right)^2}$$

$$SD = \sqrt{\frac{146304}{24} - \left(\frac{1866}{24}\right)^2}$$

$$SD = \sqrt{6096 - (77,75)^2}$$

$$SD = \sqrt{6096 - 6045,06}$$

$$SD = \sqrt{50,9375}$$

$$SD = 7,13705$$

Interval Class	Real Upper Limit	Z - Score	Limit of Area Large	Z _{tabel} Large Area	(E _i)	(O _i)	f _o - f _e	(f _o - f _e) ²	($\frac{f_o - f_e}{f_e}$) ²
	61.5	-2.27685	0.4884						
62 - 67				0.0648	1.5552	1	-0.5552	0.30825	0.1982
	67.5	-1.43617	0.4236						
68 - 73				0.2012	4.8288	8	3.1712	10.0565	2.08261
	73.5	-0.59548	0.2224						
74 - 79				0.1276	3.0624	4	0.9376	0.87909	0.28706
	79.5	0.245199	0.0948						
80 - 85				-0.2651	6.3624	7	0.6376	0.40653	0.0639
	85.5	1.085883	0.3599						
86 - 91				-0.1127	2.7048	4	1.2952	1.67754	0.62021
	91.5	1.926566	0.4726						
						24			3.25198

$$DK = K-1$$

$$= 5-1$$

$$= 4$$

Significant level $\alpha = 0.05$

$$\begin{aligned} X^2 &= X^2(\alpha) (K-1) \\ &= (0.05) (5-1) \\ &= (0.05) (4) \\ &= 9.48 \end{aligned}$$

Based on the table above, researcher found that $X^2_{\text{count}} = 3.25198$, while $X^2_{\text{table}} = 9.48$. So that researcher obtained $X^2_{\text{count}} < X^2_{\text{table}}$ ($3.25198 < 9.48$), it means that the data is normal.

6. Median

Interval Class	f_i	FK
62 - 67	1	1
68 - 73	8	9
74 - 79	4	13
80 - 85	7	20
86 - 91	4	24
	24	

$$M_e = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$M_e = 73,5 + 5 \left(\frac{\frac{1}{2}24 - 9}{4} \right)$$

$$M_e = 73,5 + 5 \left(\frac{12 - 9}{4} \right)$$

$$M_e = 73,5 + 5 (0,75)$$

$$M_e = 77,25$$

7. Modus

$$M_o = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$M_o = 67,5 + 5 \left(\frac{7}{7 + 4} \right)$$

$$M_o = 67,5 + 0,63636$$

$$M_o = 70,6818$$

B. Questionnaire Result of Control Class (Post-Test)

1. Reading interest questionnaire score (post-test) sorted from the biggest to the smallest

45	50	62	63	64	66	67	68
70	72	74	75	77	78	81	

2. Total of the class (BK)

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

$$K = 1 + 3,3 \log 23$$

$$K = 5,4937$$

3. Highest score = 81

Lowest score = 45

Range = highest score – lowest score

$$= 81 - 45$$

$$= 36$$

4. Interval (p)

$$P = \frac{36}{5,4937}$$

$$P = 6.55296$$

5. Mean

No	Interval Class	f_i	x_i	$f_i x_i$	x_i^2	$f_i x_i^2$
6.	45 – 52	2	48.5	97	2352.25	4704.5
7.	53 - 60	0	56.5	0	3192.25	0
8.	61 - 68	11	64.5	709.5	4160.25	45762.8
9.	69 - 76	5	72.5	362.5	5256.25	26281.3
10.	77 - 84	5	80.5	402.5	6480.25	32401.3
Total		23		1571.5	21441.25	109150

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{X} = \frac{1571.5}{23}$$

$$\bar{X} = 68,3261$$

$$SD = \sqrt{\frac{\sum f_i x_i^2}{n} - \left(\frac{\sum f_i x_i}{n}\right)^2}$$

$$SD = \sqrt{\frac{109150}{23} - \left(\frac{1571,5}{23}\right)^2}$$

$$SD = \sqrt{4745,64 - (68,3261)^2}$$

$$SD = \sqrt{4745,64 - 4668,45}$$

$$SD = \sqrt{77,1871}$$

$$SD = 8,78562$$

Kelas Interval	Real Upper Limit	Z - Score	Limit of Area Large	Z _{tabel} Large Area	(E _i)	(O _i)	f _o - f _e	(f _o - f _e) ²	$\left(\frac{f_o - f_e}{f_e}\right)^2$
	44.5	-2.71194	0.4966						
45 - 52				0.0325	0.7475	1	1.2525	1.56876	2.09867
	52.5	-1.80136	0.4641						
53 - 60				0.1508	3.4684	1	-3.4684	12.0298	3.4684
	60.5	-0.89078	0.3133						
61 - 68				0.3093	7.1139	6	3.8861	15.1018	2.12285
	68.5	0.019795	0.004						
69 - 76				-0.3198	7.3554	9	-2.3554	5.54791	0.75426
	76.5	0.930374	0.3238						
77 - 84				-0.1433	3.2959	5	1.7041	2.90396	0.88108
	84.5	1.840953	0.4671						
						23			9.32527

$$DK = K-1$$

$$= 5-1$$

$$= 4$$

Significant level $\alpha = 0,05$

$$X^2 = X^2(\alpha) (K-1)$$

$$= (0.05) (5-1)$$

$$= (0.05) (4)$$

$$= 9.48$$

Based on the table above, researcher found that $X^2_{\text{count}} = 9.32527$ while $X^2_{\text{table}} = 9.48$. So that researcher obtained $X^2_{\text{count}} < X^2_{\text{table}}$ ($9.32527 < 9.48$), it means that the data is normal.

6. Median

Interval Class	f_i	FK
45 - 52	2	2
53 - 60	0	2
61 - 68	11	13
69 - 76	5	18
77 - 84	5	23
	23	

$$M_e = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$M_e = 60,5 + 7 \left(\frac{\frac{1}{2}23 - 2}{11} \right)$$

$$M_e = 60,5 + 7 \left(\frac{11,5 - 2}{11} \right)$$

$$M_e = 60,5 + 7 (0,86364)$$

$$M_e = 66,5455$$

7. Modus

$$M_o = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$M_o = 60,5 + 7 \left(\frac{11}{11 + 6} \right)$$

$$M_o = 60,5 + 7 (0,54)$$

$$M_o = 65,0294$$

Appendix 13

T-Test Experimental Class

Researcher used T-test to answer the research hypothesis. as the formula t-test below:

$$T_{count} = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}$$

No	Pre-Test	Post-Test	Gain (d) Pretest- Posttest	d^2
1.	74	86	12	144
2.	61	68	7	49
3.	75	82	7	49
4.	75	83	8	64
5.	60	70	10	100
6.	73	80	7	49
7.	71	88	17	289
8.	61	73	12	144
9.	54	78	24	576
10.	64	75	11	121
11.	71	89	18	324
12.	59	73	14	196
13.	62	73	11	121
14.	57	69	12	144
15.	66	71	5	25
16.	76	83	7	49
17.	59	77	18	324
18.	67	76	9	81

19.	51	62	11	121
20.	76	86	10	100
21.	75	80	5	25
22.	65	70	5	25
23.	78	85	7	49
24.	72	84	12	144
	1602	1861	259	3313

$$n = 24$$

$$Md = \frac{\sum d}{n} = \frac{259}{24} = 10,7917$$

$$T_{count} = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}$$

$$T_{count} = \frac{10,7917}{\sqrt{\frac{3313 - \frac{(259)^2}{24}}{24(24-1)}}$$

$$T_{count} = \frac{10,7917}{\sqrt{\frac{3313 - \frac{67081}{24}}{552}}}$$

$$T_{count} = \frac{10,7917}{\sqrt{\frac{1340,03 - 1972,971}{552}}}$$

$$T_{count} = \frac{10,7917}{\sqrt{\frac{517,958}{552}}}$$

$$T_{count} = \frac{10,7917}{\sqrt{2,42759}}$$

$$T_{count} = 4,44542$$

$$T_{table} = \alpha = 5\% = 0,05$$

$$d_k = n - 1 = 23$$

$$T_{(\alpha, d_k)} = T_{(0,05,23)} = 2,069$$

Based on researchers' calculation on reading interest questionnaire.

Researcher found that $T_{count} = 4,44542$ while $T_{table} = 2,069$ with $(1 - \alpha) = 1 - 5\% = 95\%$ dan $d_k = n - 1 = 23$. So that $T_{count} > T_{table} = 4,44542 > 2,069$. It means H_0 were rejected and H_a accepted.

Appendix 14

T-Test Control Class

Researcher used T-test to answer the research hypothesis. as the formula t-test below:

$$T_{count} = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n - (n - 1)}}$$

No	Pre-Test	Post-test	Gain (d) Pretest - Posttest	d ²
1.	62	63	1	1
2.	71	72	1	1
3.	63	63	0	0
4.	43	45	2	4
5.	64	64	0	0
6.	78	78	0	0
7.	62	70	8	64
8.	68	67	-1	1
9.	81	81	0	0
10.	56	67	11	121
11.	80	81	1	1
12.	63	78	15	225

13.	63	62	-1	1
14.	64	66	2	4
15.	65	66	1	1
16.	63	63	0	0
17.	43	50	7	49
18.	77	77	0	0
19.	73	74	1	1
20.	69	70	1	1
21.	68	66	-2	4
22.	69	68	-1	1
23.	82	75	-7	49
	1527	1566	39	529

$$n = 23$$

$$Md = \frac{\sum d}{n} = \frac{39}{23} = 1,69565$$

$$T_{count} = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}$$

$$T_{count} = \frac{1,69565}{\sqrt{\frac{529 - \frac{(39)^2}{23}}{23(23-1)}}$$

$$T_{count} = \frac{1,69565}{\sqrt{\frac{529 - \frac{1521}{23}}{506}}$$

$$T_{count} = \frac{1,69565}{\sqrt{\frac{529 - 66,1304}{506}}$$

$$T_{count} = \frac{1,69565}{\sqrt{\frac{462,87}{506}}}$$

$$T_{count} = \frac{1,69565}{\sqrt{0,91476}}$$

$$T_{count} = \frac{1,69565}{0,95643}$$

$$T_{count} = 1,77289$$

$$T_{table} = \alpha = 5\% = 0,05$$

$$d_k = n - 1 = 23 - 1 = 22$$

$$T_{(\alpha, d_k)} = T_{(0,05,22)} = 2,074$$

Based on researchers' calculation on reading interest questionnaire.

Researcher found that $T_{count} = 1,77289$ while $T_{table} = 2,074$ with $(1 - \alpha) = 1 - 5\% = 95\%$ and $d_k = n - 1 = 22$. So that $T_{count} < T_{table} = 1,77289 > 2,074$. It means H_0 were accepted dan H_a rejected.

Appendix 15

Table of Distribution F

Distribusi F

v2 = dk pembilang	v1 = dk pembilang	v1 = dk pembilang														
		1	2	3	4	5	6	7	8	9	10	11	12	14	16	20
18	0.100	3.01	2.62	2.42	2.29	2.20	2.13	2.08	2.04	2.00	1.98	1.95	1.93	1.90	1.87	1.84
	0.050	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.29	2.25	2.19
	0.025	5.98	4.56	3.95	3.61	3.38	3.22	3.10	3.01	2.93	2.87	2.81	2.77	2.70	2.64	2.56
	0.010	8.29	6.01	5.09	4.58	4.25	4.01	3.84	3.71	3.60	3.51	3.43	3.37	3.27	3.19	3.08
	0.005	10.22	7.21	6.03	5.37	4.96	4.66	4.44	4.28	4.14	4.03	3.94	3.86	3.73	3.64	3.50
19	0.100	2.99	2.61	2.40	2.27	2.18	2.11	2.06	2.02	1.98	1.96	1.93	1.91	1.88	1.85	1.81
	0.050	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.26	2.21	2.16
	0.025	5.92	4.51	3.90	3.56	3.33	3.17	3.05	2.96	2.88	2.82	2.76	2.72	2.65	2.59	2.51
	0.010	8.18	5.93	5.01	4.50	4.17	3.94	3.77	3.63	3.52	3.43	3.36	3.30	3.19	3.12	3.00
	0.005	10.07	7.09	5.92	5.27	4.85	4.56	4.34	4.18	4.04	3.93	3.84	3.76	3.64	3.54	3.40
20	0.100	2.97	2.59	2.38	2.25	2.16	2.09	2.04	2.00	1.96	1.94	1.91	1.89	1.86	1.83	1.79
	0.050	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.22	2.18	2.12
	0.025	5.87	4.46	3.86	3.51	3.29	3.13	3.01	2.91	2.84	2.77	2.72	2.68	2.60	2.55	2.46
	0.010	8.10	5.85	4.94	4.43	4.10	3.87	3.70	3.56	3.46	3.37	3.29	3.23	3.13	3.05	2.94
	0.005	9.94	6.99	5.82	5.17	4.76	4.47	4.26	4.09	3.96	3.85	3.76	3.68	3.55	3.46	3.32
21	0.100	2.96	2.57	2.36	2.23	2.14	2.08	2.02	1.98	1.95	1.92	1.90	1.87	1.84	1.81	1.78
	0.050	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.20	2.16	2.10
	0.025	5.83	4.42	3.82	3.48	3.25	3.09	2.97	2.87	2.80	2.73	2.68	2.64	2.56	2.51	2.42
	0.010	8.02	5.78	4.87	4.37	4.04	3.81	3.64	3.51	3.40	3.31	3.24	3.17	3.07	2.99	2.88
	0.005	9.83	6.89	5.73	5.09	4.68	4.39	4.18	4.01	3.88	3.77	3.68	3.60	3.48	3.38	3.24
22	0.100	2.95	2.56	2.35	2.22	2.13	2.06	2.01	1.97	1.93	1.90	1.88	1.86	1.83	1.80	1.76
	0.050	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.17	2.13	2.07
	0.025	5.79	4.38	3.78	3.44	3.22	3.05	2.93	2.84	2.76	2.70	2.65	2.60	2.53	2.47	2.39
	0.010	7.95	5.72	4.82	4.31	3.99	3.76	3.59	3.45	3.35	3.26	3.18	3.12	3.02	2.94	2.83
	0.005	9.73	6.81	5.65	5.02	4.61	4.32	4.11	3.94	3.81	3.70	3.61	3.54	3.41	3.31	3.18
23	0.100	2.94	2.55	2.34	2.21	2.11	2.05	1.99	1.95	1.92	1.89	1.87	1.84	1.81	1.78	1.74
	0.050	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.24	2.20	2.15	2.11	2.05
	0.025	5.75	4.35	3.75	3.41	3.18	3.02	2.90	2.81	2.73	2.67	2.62	2.57	2.50	2.44	2.36
	0.010	7.88	5.66	4.76	4.26	3.94	3.71	3.54	3.41	3.30	3.21	3.14	3.07	2.97	2.89	2.78
	0.005	9.63	6.73	5.58	4.95	4.54	4.26	4.05	3.88	3.75	3.64	3.55	3.47	3.35	3.25	3.12
24	0.100	2.93	2.54	2.33	2.19	2.10	2.04	1.98	1.94	1.91	1.88	1.85	1.83	1.80	1.77	1.73
	0.050	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.13	2.09	2.03
	0.025	5.72	4.32	3.72	3.38	3.15	2.99	2.87	2.78	2.70	2.64	2.59	2.54	2.47	2.41	2.33
	0.010	7.82	5.61	4.72	4.22	3.90	3.67	3.50	3.36	3.26	3.17	3.09	3.03	2.93	2.85	2.74
	0.005	9.55	6.66	5.52	4.89	4.49	4.20	3.99	3.83	3.69	3.59	3.50	3.42	3.30	3.20	3.06
25	0.100	2.92	2.53	2.32	2.18	2.09	2.02	1.97	1.93	1.89	1.87	1.84	1.82	1.79	1.76	1.72
	0.050	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.20	2.16	2.11	2.07	2.01
	0.025	5.69	4.29	3.69	3.35	3.13	2.97	2.85	2.75	2.68	2.61	2.56	2.51	2.44	2.38	2.30
	0.010	7.77	5.57	4.68	4.18	3.85	3.63	3.46	3.32	3.22	3.13	3.06	2.99	2.89	2.81	2.70
	0.005	9.48	6.60	5.46	4.84	4.43	4.15	3.94	3.78	3.64	3.54	3.45	3.37	3.25	3.15	3.01
26	0.100	2.91	2.52	2.31	2.17	2.08	2.01	1.96	1.92	1.88	1.86	1.83	1.81	1.77	1.75	1.71
	0.050	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.09	2.05	1.99
	0.025	5.66	4.27	3.67	3.33	3.10	2.94	2.82	2.73	2.65	2.59	2.54	2.49	2.42	2.36	2.28
	0.010	7.72	5.53	4.64	4.14	3.82	3.59	3.42	3.29	3.18	3.09	3.02	2.96	2.86	2.78	2.66
	0.005	9.41	6.54	5.41	4.79	4.38	4.10	3.89	3.73	3.60	3.49	3.40	3.33	3.20	3.11	2.97
27	0.100	2.90	2.51	2.30	2.17	2.07	2.00	1.95	1.91	1.87	1.85	1.82	1.80	1.76	1.74	1.70
	0.050	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.17	2.13	2.08	2.04	1.97
	0.025	5.63	4.24	3.65	3.31	3.08	2.92	2.80	2.71	2.63	2.57	2.51	2.47	2.39	2.34	2.25

Appendix 16

Table of Chi Square

dk	Taraf Signifikansi					
	50%	30%	20%	10%	5%	1%
1	0.455	1.074	1.642	2.706	3.841	6.635
2	1.386	2.408	3.219	4.605	5.991	9.210
3	2.366	3.665	4.642	6.251	7.815	11.341
4	3.357	4.878	5.989	7.779	9.488	13.277
5	4.351	6.064	7.289	9.236	11.070	15.086
6	5.348	7.231	8.558	10.645	12.592	16.812
7	6.346	8.383	9.803	12.017	14.067	18.475
8	7.344	9.524	11.030	13.362	15.507	20.090
9	8.343	10.656	12.242	14.684	16.919	21.666
10	9.342	11.781	13.442	15.987	18.307	23.209
11	10.341	12.899	14.631	17.275	19.675	24.725
12	11.340	14.011	15.812	18.549	21.026	26.217
13	12.340	15.119	16.985	19.812	22.362	27.688
14	13.339	16.222	18.151	21.064	23.685	29.141
15	14.339	17.222	19.311	22.307	24.996	30.578
16	15.338	18.418	20.465	23.542	26.296	32.000
17	16.338	19.511	21.615	24.769	27.587	33.409
18	17.338	20.601	22.760	25.989	28.869	34.805
19	18.338	21.689	23.900	27.204	30.144	36.191
20	19.337	22.775	25.038	28.412	31.410	37.566
21	20.337	23.858	26.171	29.615	32.671	38.932
22	21.337	24.939	27.301	30.813	33.924	40.289
23	22.337	26.018	28.429	32.007	35.172	41.638
24	23.337	27.096	29.553	33.196	35.415	42.980
25	24.337	28.172	30.675	34.382	37.652	44.314
26	25.336	29.246	31.795	35.563	38.885	45.642

27	26.336	30.319	32.912	36.741	40.113	46.963
28	27.336	31.391	34.027	37.916	41.337	48.278
29	28.336	32.461	35.139	39.087	42.557	49.588
30	29.336	33.530	36.250	40.256	43.773	50.892

Appendix 17

Table of t Distribution

α untuk uji dua pihak (<i>two tail test</i>)						
	0,50	0,20	0,10	0,05	0,02	0,01
α untuk uji satu pihak (<i>one tail test</i>)						
dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,403
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,743	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix 18**Picture of Research's Permission With The School Principal****Picture of Applying Comic Strips in Experimental Class**



Picture of Questionnaire Distribution



Picture of Interview and Learning Implementation Plan (RPP) With The English Teacher



CURICULUM VITAE



D. Identify

- a. Name : Ayu Triana Khairunnisa
- b. Reg.No : 18 203 00054
- c. Place/Birthday : Rantauprapat. June 5th 2000
- d. Sex : Female
- e. Religion : Moeslem
- f. Address : Rantauprapat
- g. Phone Number : 0813-7025-4567
- h. E-mail : ciwaaizawa560@gmail.com

E. Parents

- a. Father : Muhammad Rohim
Job : Entrepreneur
- b. Mother : Hj. Dewi
Job : Teacher
- c. Address : Rantauprapat

C. Educational Background

- a. Elementary School : SD PPR (Panglima Polem Rantauprapat)
- b. Junior High School : MTs Negeri 2 Rantauprapat
- c. Senior High School : MAN Rantauprapat
- d. College : State Islamic University of Syekh Ali Hasan
Ahmad Addary Padang Sidempuan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022

Nomor : ~~B-4664~~/Un.28/E.1/PP.00.9/09/2023

13 September 2023

Lamp : -

Perihal : **Pengesahan Judul dan Penunjukan Pembimbing Skripsi**

Yth.

1. Dr. Eka Sustris Harida, M.Pd. (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Ayu Triana Khairunnisa
NIM : 18 203 00054
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Comic Strips on Students' Reading Interest at Second Grade of SMP Negeri 10 Padangsidempuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik

Ketua Program Studi
Tadris Bahasa Inggris



Dr. Lili Yulianti Syafrida, S.Psi., M.A
NIP-19804224 200604 2 001

Fitri Rayani Siregar, M.Hum.
NIP 19820731 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 4783 /Un.28/E.1/TL.00.9/09/2023 18 September 2023
Lampiran : -
Hal : Izin Penelitian
Penyelesaian Skripsi.

Yth. Kepala SMP Negeri 10 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Ayu Triana Khairunnisa
NIM : 1820300054
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Sumber Beji, Jln. Baru Rantau Prapat

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Comic Strips on Students' Reading Interest: at Second Grade of SMP Negeri 10 Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan

Wakil Dekan Bidang Akademik



Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A
NIP. 19801224 200604 2 001



PEMERINTAH KOTA PADANG SIDEMPUAN
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA
SMP NEGERI 10 PADANG SIDEMPUAN

Jalan : Jend. A.H. Nasution No. Desa Ujung Gurap – Kecamatan Padang Sidempuan Batunadua

Nomor : 421.3/116.SMP 10 /2023
Lamp :
Hal : Surat Balasan

Kepada Yth,
Bapak Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary
Di
Padang Sidempuan

Dengan hormat, berdasarkan surat yang kami terima dari Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Fakultas Tarbiyah Dan Ilmu Keguruan Nomor : B – 4783 / Un.28/E.1/TL.00.9/09/2023 Tanggal : 18 September 2023 Hal Izin Penelitian Penyelesaian Skripsi di SMP Negeri 10 Padang Sidempuan, dengan ini kami bersedia memberikan izin untuk melaksanakan Penelitian Penyelesaian Skripsi tersebut di SMP Negeri 10 Padang Sidempuan yang dilakukan oleh Mahasiswi :

Nama : Ayu Triana Khairunnisa
NIM : 1820300054
Fakultas : Tarbiyah Dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : **“The Effect of Comic Strips on Students’ Reading Interest at Second Grade of SMP Negeri 10 Padangsidempuan”**

Demikian Surat Izin Penelitian Penyelesaian Ksripsi ini kami sampaikan atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Padang Sidempuan, 20 September 2023

Kepala SMP Negeri 10 Padang Sidempuan



RUSTAMAN NASUTION, S.Ag
NIP. 019721004 199801 1 002



PEMERINTAH KOTA PADANGSIDIMPUAN
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA
SMP NEGERI 10 PADANGSIDIMPUAN

Jalan : Jend. AH. Nasution No. Desa Ujung Gurap – Kecamatan Padang sidimpuan Batunadua

SURAT KETERANGAN PENELITIAN

Nomor : 421.3 / 125 .SMP 10 / 2023

Yang bertanda tangan dibawah ini :

N a m a : RUSTAMAN NASUTION, S.Ag
NIP : 19721004 199801 1 002
Pangkat/Gol : Pembina Tk. I, IV/b
Jabatan : Kepala SMP Negeri 10 Padangsidimpuan

Dengan ini menerangkan bahwa :

N a m a : AYU TRIANA KHAIRUNNISA
NIM : 1820300054
Prodi : Tadris Bahasa Inggris

Adalah benar telah melaksanakan penelitian di SMP Negeri 10 Padangsidimpuan tanggal 18 September 2023 s/d 26 Oktober 2023 untuk mendapatkan data – data pendukung dalam penyusunan Skripsi dengan judul :

”THE EFFECT OF COMIC STRIPS ON STUDENTS’ READING INTEREST AT SECOND GRADE OF SMP NEGERI 10 PADANGSIDIMPUAN”

Demikian Surat Keterangan ini diperbuat, untuk dapat dipergunakan sebagaimana mestinya

Padangsidimpuan, 26 Oktober 2023

Kepala SMP Negeri 10 Padangsidimpuan



RUSTAMAN NASUTION, S.Pd
NIP. 19721004/199801 1 002