

**IMPROVING READING COMPREHENSION ON NARRATIVE TEXT
THROUGH DIGITAL COMIC STRIP AT X GRADERS OF SMA HANG
TUAH 1 SURABAYA**



BY:

AGHNAITA DZAL UMRY

22620015

ENGLISH DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

WIJAYA KUSUMA UNIVERSITY

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APPROVAL SHEET 1

The thesis written by Aghnaita Dzal Umry, NPM 22620015 entitled the *Improving Reading Comprehension on Narrative Text Through Digital Comic Strip at X Graders of SMA Hang Tuah 1 Surabaya* has been approved to undertake in Thesis Examination.

Surabaya, July 9, 2026

Approved by:

Advisor 1,

Advisor 2,



Dra. Bakti Wirawati, M.Pd.
NIK. 92152-ET



Diah Yovita Suryarini, S.Sos., M.Pd.
NIK. 15745-ET

APPROVAL SHEET II

Writer : Aghnaita Dzal Umry
NPM : 22620015
Title :IMPROVING READING COMPREHENSION ON NARRATIVE
TEXT THROUGH DIGITAL COMIC STRIP AT X GRADERS OF
SMA HANG TUAH 1 SURABAYA

Has been approved by committee of Thesis Examination on July 9, 2026 and hereby
declared to have fulfilled on the requirement.

Examiner I

Dra. Bkti Wirawati, M.Pd.
NIK.92152-ET



Examiner II

Diah Yovita Suryarini, S.Sos., M.Pd.
NIK.15745- ET



Examiner III

Dr. Amiruddin Hadi Wibowo, S.Pd., M.Pd.
NIK.22858-ET



Acknowledged by,
Dean of Teacher Training and Education Faculty



Dra. Anik Kirana, M.Pd.
NIK. 91115-ET

CERTIFICATE OF ORIGINALLY

I hereby sign and submit the form below:

Name : Aghnaita Dzal Umry
NPM : 22620015
Study Program : English Education Department
Faculty : Faculty of Teacher Training and Education

I hereby declare that this thesis entitled “Improving Reading Comprehension on Narrative Text Through Digital Comic Strip at X Graders of SMA Hang Tuah 1 Surabaya” is truly my original work. I am fully aware that this thesis has not been submitted for any degree at any other institution.

To the best of my knowledge, this thesis does not contain any material previously written or published by another person, except where proper acknowledgment is made in the text, all sources of information, whether quoted or paraphrased, have been properly cited and acknowledged in accordance with academic writing standards.

I am fully responsible for the authenticity and originality of this thesis. If any form of plagiarism is found in the future, I am willing to accept any academic consequences in accordance with the applicable regulations.

Surabaya, July 9, 2026



Aghnaita Dzal Umry
NPM.22620015

MOTTO

“Life is not about finding yourself. Life is about creating yourself.”

ACKNOWLEDGMENT

With gratitude, Alhamdulillah, by the grace of Allah SWT, I am able to complete this thesis entitled “Improving Reading Comprehension on Narrative Text Through Digital Comic Strips at X Graders of Sma Hang Tuah 1 Surabaya”

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ABSTRACT

Umry, Aghnaita Dzal. 2026. *“Improving reading Comprehension on Narrative Text Through Digital Comic Strips at X Graders of SMA Hang Tuah 1 Surabaya”*. Thesis of English Department, Faculty of Teacher Training and Education, Wijaya Kusuma University Surabaya. Advisor: Dra. Bkti Wirawati, M.Pd. and Diah Yovita Suryarini, S.Sos., M.Pd.

This study aimed to improve students' reading comprehension of narrative text through digital comic strips in class X-7 of SMA Hang Tuah 1 Surabaya. This research used Classroom Action Research (CAR) based on Kemmis and McTaggart's model, conducted in two cycles. The data were collected through reading comprehension tests and an observation checklist. The results showed an improvement in students' reading comprehension, as indicated by the increase in the percentage of students achieving the Minimum Completeness Criteria (KKM), from 0% in the preliminary test to 52% in Cycle 1 and 84.85% in Cycle 2. The findings indicate that digital comic strips can support students in understanding narrative texts and improve their engagement in the learning process.

Keywords: *Reading comprehension, narrative text, digital comic strips, Classroom Action Research.*

LIST OF CONTENTS

COVER	i
APPROVAL SHEET 1	ii
APPROVAL SHEET II.....	iii
CERTIFICATE OF ORIGINALLY	iv
MOTTO	v
ACKNOWLEDGMENT	vi
ABSTRACT	viii
LIST OF CONTENTS	ix
LIST OF TABLES.....	xii
LIST OF FIGURES	xiii
CHAPTER 1 INTRODUCTION	1
1.1. Background of the Study	1
1.2. Research Question.....	7
1.3. Objectives of the study	7
1.4. Significance of the study	7
1.5. Definition of key Terms.....	8
CHAPTER II REVIEW OF RELATED LITERATURE	10
2.1. Theoretical Review	10
2.1.1 Reading Comprehension	10
2.1.2 Teaching Reading.....	14
2.2. Narrative text.....	15
2.2.1 Definition of narrative text.....	15
2.2.2 Generic structure	16

2.2.3 Language features of narrative text.....	17
2.2.4 Types of narrative text.....	19
2.2.5 Example of narrative text with the generic structure	20
2.3. Type of media.....	24
2.4. Digital comic strip as a learning media.....	27
2.4.1 Definition of digital comic strip.....	27
2.4.2 Characteristic of digital comic strip	28
2.4.3 Element of the Digital comic strip	29
2.4.4 Advantages of using digital comic strips in reading instruction	32
2.4.5 Implementation Digital Comic Strips Procedure	33
2.5. Scoring Reading.....	36
2.6. Review of previous studies	40
CHAPTER III RESEARCH METHOD	42
3.1. Research Design.....	42
3.2. Setting	44
3.2.1 Place	44
3.2.2 Time	44
3.3. Subject of the Research.....	45
3.4. Research Procedures	45
3.5. Data Collecting Technique.....	50
3.5.1 Observation	50
3.5.2 Test	51
3.6. Instrument of the Data.....	52
3.6.1 Observation Checklist	52
3.6.2 Test Set	55
3.7. Data Analysis	55
3.8. Success Indicator.....	56

CHAPTER IV FINDING AND DISCUSSION.....	58
4.1. Research Finding.....	58
4.1.1 Preliminary Test	59
4.1.2 The Implementation of Classroom Action Research (CAR) in Cycle 1	61
4.1.3 The Implementation of Classroom Action Research (CAR) in Cycle 2	67
4.2. Discussion	74
CHAPTER V CONCLUSION AND SUGGESTION	79
5.1. Conclusion	79
5.2. Suggestion.....	80
REFERENCES.....	82
APPENDIX.....	85

LIST OF TABLES

Table 3.1 Observation Checklist for Teacher	53
Table 3.2 Observation Checklist for Student	54
Table 4.1 Students' Reading Comprehension Test Scores in the Preliminary Test.	59
Table 4.2 Students Reading Comprehension Test Scores in the Cycle 1.....	67
Table 4.3 Students Reading Comprehension Test Scores in the Cycle 2.....	73

LIST OF FIGURES

Figure 3.1 Diagram of Classroom Action Research adapted from Kemmis and Taggart.....	43
Figure 4.1 Diagram Student Percentage Results.....	76