

# Students Literal Reading Comprehension in Term of Main Idea using Manga Comic

Andi Asri Jumiaty

University Muhammadiyah Makassar

---

## Article Info

### Article history:

Received: March 2<sup>nd</sup>, 2023

Revised: April 18<sup>th</sup>, 2023

Accepted: May 16<sup>th</sup>, 2023

---

### Keywords: (3 – 5 keywords)

Manga Comics

Reading Comprehension

Literal

Main Idea

---

## ABSTRACT

The aim of this research was to find out How Effective the use Manga comics in Students' Reading comprehension in literal tem of undersnading main idea. This research conducted by used Quantitative method with a Pre-Experimental design with one group of pre-test and post-test. This research population consisted of second semester students at English Education Department, Faculty of Teaching Training and Education of Universitas Muahhadiyah Makassar, with the total 40 Students, selected by random sampling technique. The data from this study was gathered through the distribution of pre-test and post-test materials to be used as a comparison to determine how the improvement of students' reading comprehension in terms literal of understanding main idea before and after the use of manga comics as a teaching/learning media. The results showed that before treatment, students' average literal value was 51.00; after treatment, students' scores increased to 91.75, with a 79.90 increase in literal understanding. The improvement in students is classified as an increase in good criteria. Based on these findings, it is possible to conclude that there is a significant difference in students' reading comprehension before and after they use Manga Comics of teaching and learning process.

*This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.*



---

## Corresponding Author:

Corresponding Name: Andi Asri Jumiaty

Email: [andi.asri@unismuh.ac.id](mailto:andi.asri@unismuh.ac.id)

---

## 1. INTRODUCTION

English language teaching is a helpful attempt that aims not just to convey English knowledge but also to help language learners become more fluent in English so they can communicate in both written and oral form in daily life. This indicates that it is crucial for English language teachers to assist language learners in mastering English as a global language. English is a foreign language that can be learned in both formal and informal institutions in Indonesia. Moreover, English instruction is crucial in helping language learners master English as a global language.

Speaking, listing, reading, and writing are the four skills in English. All of these abilities are critical for English learners. In English, each skill serves a distinct purpose. As a result, it is preferable for English learners to master all of these skills. Reading is one of those abilities.

Reading is also one of the English language skills that deals with what is expressed or implied in reading material (Kohar, Saehu, & Ardiasih, 2022). It is an important method for improving the student's ability. It is one of the most important methods for learning English. Reading is primarily concerned with fully understanding the meaning intended by the writer for the readers. As a result, reading is one of the learning processes for inventing information from a material or text.

Furthermore, reading serves an important function in broadening people's knowledge horizons and improving their knowledge. It is beneficial to train the brain to focus on comprehending information from the text. It is depicted as a field of knowledge that can be harvested continuously to know many things, in line with the function of reading. It adds vocabulary that can be used in everyday life.

In this day, students have little interest in reading to themselves, despite the fact that reading is one of the fundamental skills necessary for developing knowledge (Syafriani, Husein, & Ardiasih, 2023). One of the factors influencing students' lack of interest in reading is the media and reading form they use. The difficulties in learning to read are caused by the students' inability to determine the main idea and supporting ideas, their lack of mastery of vocabulary, their lack of motivation in reading comprehension, and the teacher's unappealing and monotonous teaching techniques. As a result, the students require assistance in resolving these issues.

Reagrding with Mikulecky and Jeffries (2004), Reading is a great way for students to improve their general language skills in English, expand their vocabulary, increase their reading speed, gain more knowledge, information, and values, and it's also a great way to "find out about new ideas, facts, and experiences".

Reading is defined as the meaningful interpretation of printed or written verbal symbols. Reading is the result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and world knowledge. In the process the readers tries to recreate the meaning intended by the writer". Furthermore, reading is the perception and expression of a written text in order to comprehend its content. Reading is an intellectual and emotional perception of a printed message, implying that the reader's perception is influenced by the writer's feelings and language.

Understanding or comprehending the text can provide foreign language learners or readers with ideas, information, or knowledge. That is why reading comprehension is a necessary skill for foreign language learners to understand the meaning of printed words when reading. Reading comprehension emphasizes both the author's written ability and the ability of readers "to use their background knowledge and thinking ability to make sense of text" (Sanchez, 2010). Understanding the written English book allows students to easily obtain information, messages, and knowledge that are required not only in their academic life but also in their everyday lives. As a result, reading comprehension plays an important role in achieving the English learning goal and has evolved into an important part of language teaching.

Students have difficulty comprehending the text and are frequently bored by reading the text because they can understand the message of the text, and teachers sometimes ask students to translate the story, causing the students to be unable to enjoy the text itself. When it comes to learning reading comprehension in junior high school, it is not easy to grasp right away. Materials, contexts, and text length must all be given more consideration. Then, the types of reading comprehension materials vary, such as recount, procedure, essay, narrative, and so on. Indeed, they are all based on the students' levels. Inappropriate materials, a lack of vocabulary and grammar, and a student's motivation all contribute to students' difficulty in retaining information from reading text.

---

Manga Comic is one of the strategies or tools used to teach reading comprehension in this study. Manga Comic is a web or book that is more like a cartoon created in Japan, with various stories such as action, romance, mystery, horror, and others. Manga Comic is very popular among teenagers, and even students prefer reading from Manga Comic to their package books. Of course, Manga Comic has its own appeal, not only from the story line, but also from the combination of reading with pictures, which adds to the reader's appeal.

Manga Comic can be used in the teaching and learning process, of course, to develop students' reading skills, because Manga Comic has fulfilled several aspects of developing reading skills, namely aspects of popularity and building interest in reading. H Adipta (2016) defines interesting readings as those that include images because the child's brain is more imaginative. Manga Comic media that can be used in the teaching and learning process is Manga Comic in the form of books or Smartphones, and it affects the efficiency of students in building reading comprehension efficient. Efficient is meant when the teaching and learning process is efficient because in addition to reading, Manga Comic media is also accompanied by images that make it easier for readers or students to better understand the storyline even though sometimes students abuse media then the teacher's task as educators and supervise students in the learning process.

"Adapting Comics and Cartoons to Develop 21st Century Learners," Afrilyasanti (2010). This study looks into how cartoons and comics help students become 21st century learners. The findings confirm that cartoons and comics assist students in developing 21st century skills. Students can enjoy their learning and freely explore their creative and analytical thinking with activities that use cartoons and comics. As a result, students can operate at the active, responsive, critical, and analytical levels. As a result, they can improve their communication and thinking abilities.

The visual aspect of Manga aids reading comprehension for all students, including those who are completely unfamiliar with Manga. Furthermore, because some researchers have identified visual and verbal (textual) input as distinct modes of learning, the integrated text and illustrations of Manga should benefit both visual and verbal learners (Mayer & Masser, 2003). However, not all Manga is suitable for children. A teacher must first select appropriate Manga for students. Choosing age-appropriate Manga books for students can be accomplished by looking at the Manga genre. The teacher can also teach idiom, stress, and slang words by using Manga. Manga, according to the researcher, is an appropriate medium for English learners, particularly students at Muhammadiyah University in Makassar. Based on description above, the researcher conducted this research to find out the students' literal reading comprehension in term main idea using Manga Comic.

## **2. LITERATURE REVIEW**

### **2.1 Manga Comics**

Manga is the form of comic books and graphic novels that originated in Japan. The word manga comes from two Japanese words: "man," which means "whimsical or impromptu," and "ga," which translates to "pictures."

In Japan, the term manga refers to both comics and cartoons. However, outside Japan, it widely refers to comics originally published in Japan. Manga stories are usually written in black and white, making it easier for readers to process the amount of content without distraction. However, some full-color special releases do exist. Manga is typically released in chapters published weekly or monthly and then serialized in large manga magazines. Collectively, these manga chapters are published together as tankōbon volumes, often paperback books that can be bought in bookstores or manga stores.

Manga is closely associated with Japan's culture and society and covers a wide range of topics such as romance, sports, science fiction, fantasy, horror, and more. Manga was primarily

---

aimed at a Japanese audience. However, manga has grown increasingly popular in western countries due to its unique art style and captivating storylines. It continues to evolve, incorporating new themes and ideas, allowing manga readers to explore the various aspects of Japanese culture.

Jee, (2009) *Comic cognition: investigating the cognitive effects of science comics*, Despite the rise of new media, reading comic books remains a popular pastime among both children and adults. There has been a tremendous increase in the creation of educational comic books in recent years, including many books on science. The explosive growth of science comics goes far beyond our understanding of how comics influence people's scientific beliefs and interests. In this theoretical article, we draw on science and cognitive education research to discuss previously unexplored cognitive effects of science comics.

A comic strip is "a series of pictures inside boxes that tell a story" (Liu, 2004). In other words, the comic strip combined pictures and sentences to help students easily understand the content and context that the teacher had taught. Students are also not bored by reading long sentences because they are accompanied by a visualization or picture that helps learners create an imagery system when encountering words and expressions in a passage with which they are unfamiliar. Finally, it was hoped that using comic strips would motivate students to read and pay attention to the text or material, as well as make English learning enjoyable.

A study has been conducted by Hakim (2016) entitled "*the Effectiveness of Using Manga Stories in Teaching Reading of narrative Text*" and the result showed that improving students' reading comprehension of narrative text using manga story is effective, based on the t-test score is 6,11 or higher than t-table (2,013). Furthermore, A research by Angraeni, Martono, and Rais (2015), they concluded that Comic Strips could improve students' writing skill and classroom climate of English class



Figure 1. Manga Comic pictures

## 2.2. Reading Comprehension

Reading is much more than just the mechanical process of decoding. Reading greatly influences someone's general knowledge. Aside from the factors mentioned above, students may struggle with reading because they lack reading interest and motivation. Fauziati (2009)

According to Hornby (2010), ability is defined as the ability to do something, the fact that someone or something is capable of doing something, and a level of skill or intelligence. It means that ability encompasses all intelligence that each individual possesses in order to do something. Ability refers to the ability to perform a specific action. In other words from Benjamin (2010), ability is a person's action. Furthermore, comprehension refers to the ability to understand the ideas and relationships between ideas conveyed in a text beyond the words. Dorn and Sofis (2005) stated that, comprehension is a multifaceted process that is influenced by cognitive, emotional, perceptual, and social experiences.

Reading comprehension is the result of that understanding. According to Snow (2003;15), reading does not occur in a vacuum; it is done with a goal in mind, and the reader processes the text in relation to that goal while reading. Reading is very important for English learners, because reading can enlarge their knowledge, vocabulary, and information from reading, able to get a complete understanding of the text.

Furthermore, reading comprehension, according to Zorrela (2017), entails comprehending what has been read. It means that reading is used to comprehend, remember, and review the text in order to grasp the main idea after reading. Reading comprehension is defined as "the process of extracting and constructing meaning simultaneously through interaction and involvement with written language."

Reading comprehension is the process of building conceptual knowledge from a text through cognitive interaction and motivational involvement with the text (Gutrich, 2007) In other words, reading is a process of developing a sense through intense motivation to comprehend text.

Furthermore, according to Grabe and Stoller (2002), reading comprehension ability is quite complex and varies greatly depending on tasks, motivations, goals, and language ability. It implies that reading comprehension ability is influenced by motivation, goals, and language ability. Reading comprehension is a complex process that involves the successful or unsuccessful application of many abilities. In other words, reading comprehension is the process of deriving meaning from text.

Based on the foregoing, it is possible to conclude that ability is an individual's ability or potential to master skill in doing things, and comprehension is an interactive process between readers, text, and strategies. Reading is another process that can be used to obtain information or an important message (Hermawar, Husein, & Yundayani, 2021).

Reading comprehension is a human activity that involves reading a text and constructing meaning through interaction and involvement in order to obtain information when they read a text bravely. The ability to read text, process it, and understand its meaning is referred to as reading comprehension.

According to Rodli (2009), students' ability to master reading skills is still low. It is indicated by their difficulties in determining the topic of a paragraph or text, their confusion in determining the main idea of a paragraph and the supporting idea, understanding references, deducing meaning from context, and a lack of adequate vocabulary. Second, the teacher unconsciously tended to test rather than teach their students.

Day and Bamford (2000) also state that in general, students learning to read in English as a Foreign Language find the process difficult and, as a result, do not enjoy it. In short, many EFL learners still have problems or difficulties understanding an English text.

In relation to the preceding statement, the following studies have discovered students' difficulty comprehending texts: According to Jakfar (2007), many students have difficulty understanding certain words, and the reading comprehension strategy used at the school was traditional, with students being asked to translate the text.

---

### 2.3 Strategies of Reading Comprehension Ability

A reading comprehension strategy is a cognitive or behavioral action taken under specific contextual conditions to improve some aspect of comprehension. The following are some strategies that readers can employ:

a. Activating Prior Knowledge

According to Serravallo (2010), good readers connect ideas about the information related to the text's structure topics before reading; additionally, they connect the text to their lives, various written sources, and the world; and finally, they connect these ideas after finishing reading the text.

b. Prediction

Prediction is the process of forming an expectation about what will happen in a text based on what is learned from reading the text and incorporating the readers' prior knowledge. It means that the readers should guess what the text's content is before reading it.

c. Skimming

Skimming is a type of quick reading that allows you to quickly find the general content or idea of a text. It means that instead of reading the text word for word to get the main idea or general content, the readers simply skim the text to get it.

d. Scanning

Brown defines the reader's activity as looking for specific information in the text without reading the entire text. In other words, readers only read a portion of the text in order to find specific information. It can help readers get to the point quickly without having to read the entire text.

e. Determining topics and main ideas

Mikukecky in Farrel suggests that the learner practice some tasks for developing cognitive exercise, such as identifying the topic of a text and recognizing the main idea of means. This means that knowing the topic and main idea is critical for reading comprehension.

As is well known, reading instruction begins at the lowest level of comprehension. Literal comprehension, according to Brassel and Rasinki (2008:17), requires a reader to be able to retell and recall the fact or information presented in a text. At this level, the teacher can assign students the task of locating information and ideas that are explicitly stated in the text. Literal reading comprehension entails understanding ideas and facts that are directly stated in printed pages. It means that students can directly obtain information from text, such as identifying the main idea, supporting details, categorizing, outlining, and summarizing. The reader is attempting to comprehend what is happening in the text.

There are some literal reading comprehension questions, such as which words express the story's main idea? When did it happen? What exactly is a boy? How does the author sum up what he or she is saying? , outlining the story's first paragraph! What happened first, second, and third? , What similarities do these things share? and so forth.

### 3. METHOD

This study used Pre-experimental design with One Group Pretest - Posttest. to find out whether there is significance difference between students who are taught reading text using Manga and those who are not taught using Manga. The appropriate research design of this study is Experimental research. The researcher gave pretest and it was followed by post test after the treatment

According to Arikunto (2002:108) "population is a set or collection of all elements possessing one or more attributes of interest. The population in this study was all the students of the second semester at English Education Department of Universitas Muhammadiyah Makasar and the

sample was Technique for selecting sample is through random sampling technique. For selecting the samples is to take ten students from each and total are 40 students.

The researcher administered a test to the students prior to teaching materials based on Manga Comics. This test is given to students to determine their basic competencies and to assess their individual knowledge skills. Students were given a pre-test before being taught literal reading strategies. Students are asked to work on narrative text questions in the form of Manga Comics, which are then converted into essay questions. The pre-test has ten questions. The time allotted for the test is 45 minutes. After pre-test, the researcher conducted a treatment used manga comics to taught them how to find a main idea. In treatment meetings, the researcher employs the following procedure:

1. The students were instructed to open Manga Comic on their smartphones by going to the Manga Comic reading website and selecting which anime genre they wanted to read.
2. The researcher provides manga titles that have been pre-prepared to be distributed to students.
3. Before assigning tasks, the researcher first provides students with explanations and material about keywords via Manga Comics that have been chosen or provided.
4. After giving students time to understand where the key words from the reading are, the teacher assigns an assignment and instructs them to look for main ideas in the reading.
5. When students complete their assignments, the researcher can make corrections as a director in Manga Comics.
6. In addition to explaining how to extract keywords from each sentence, the teacher demonstrates reading techniques.
7. Students can be graded based on whether or not the assignment was completed.

After treatment, students were given a post-test to collect data. This test is designed to determine a student's grade after being taught literal reading strategies. Students must complete a narrative text in the form of Manga Comic questions in the form of essay questions. The post-test consists of ten questions literal understanding. The time allotted for the test is 45 minutes.

The obtained scores were analyzed in order to determine the comparison between pretest and posttest scores, in order to determine the influence of students' manga comics in literal terms on reading comprehension. Those two tests were compared by using t-test formula. Mcmillan (1992: 197) stated that t-test was used to compare two means to see the level of significance for rejecting the null hypothesis. In this study, the level of significance ( $p$ ) was set  $p$  equal or less than .05 ( $p \leq .05$ ). If the  $t > t_{0.5}$ , it means there was a significant difference.

#### **4. RESULTS & DISCUSSION**

##### **Result**

This study is being conducted to determine whether there is a significant difference in reading comprehension in term literal understanding between students who were taught using Manga and those who were taught using authentic printed media. This section focuses on the test data. This study's data was presented and analyzed using the t-test procedure to describe the use of Manga comics.

The pre-test and post-test literal reading comprehension of students using Manga Comic differed. Students understood the main idea less well in the pre-test, but after the gift treatment with manga comics, the students understood it better, as shown in the table below:

**Table 1. Classification of the Pre-test Students Score Literal Reading Comprehension in Term of Main Idea**

No	Classification	Score	Pretest	
			Frequency	Percentages
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	0	0%
5	Fair	56-65	18	45%
6	Poor	36-55	18	45%
7	Very Poor	0.0-35	4	10%
<b>Total</b>			40	100%

Based on the table 1 above, it shows that the classification of the students score reading comprehension in terms of main idea in pre-test there are 18 or 45% students got fair, 18 or 45% students got poor and 4 or 10% student got very poor. It indicates that the students have a poor understanding of the main idea in Manga comics.

**Table 2. Classification of the Post-test Students Score Literal Reading Comprehension in Term of Main Idea**

No	Classification	Score	Posttest	
			Frequency	Percentages
1	Excellent	96-100	20	50%
2	Very Good	86-95	8	20%
3	Good	76-85	6	15%
4	Fairly Good	66-75	4	10%
5	Fair	56-65	2	5%
6	Poor	36-55	0	0%
7	Very Poor	0.0-35	0	0%
<b>Total</b>			40	100%

The classification the students score reading comprehension in term of main idea in post-test there are 20 about 50 % students got excellent, in the next classification there are 8 about



20 % students got very good, in the level of classification there are 6 (15%) students got good, there are 4 (10%) students got fairly good but there are 2 (5%) students got fair. It shown in the table above. . It means that the students were successful in conveying the main idea through the use of Manga comics.

**Table 3. The Students Improvement Literal Reading Comprehensionin Term of Main Idea**

Literal Reading Comprehension	The Students' Score		Improvement (%)
	Pre-Test	Post-Test	
Main Idea	51.00	91.75	79.90

The pre-test and post-test literal reading comprehension of students using Manga Comic differed. Students understood the main idea less well in the pre-test, but after the gift treatment with manga comics, the students understood it better, as shown in the table above.

### Discussion

According to the research findings, using Manga Comics to improve students' reading comprehension in terms of main idea improved students' Literal reading comprehension. The process improved as evidenced by the pre-test and post-test results. The students' reading performance in the pre-test was poor, particularly in terms of identifying the main idea. It demonstrated that the students were unable to express and understand their ideas. According to Waluyanto (2005), comics can help students improve their reading comprehension. This is due to the fact that comics combine the power of images and writing in an image storyline that makes information easier to absorb.

Based on the problem described above, the researcher administered the treatment via Manga Comic, allowing the students to demonstrate improvement in the post-test. In the pre-test, the researcher only gave the dialogue text in Manga Comic form (reading text) to determine their prior knowledge before administering the Manga Comic treatment. After that, students were treated with Manga Comics. As a result, students become more active and enjoy reading. They would be a simple reading activity. The majority of their statements were correct, and there was no need to read for a long time to understand what they read.

The mean score of the students after presenting in teaching reading comprehension using Manga Comic is higher than before the treatment. Prior to treatment, the students' Literal Reading Comprehension in term main idea is adequate. Following treatment, their comprehension improves significantly and is rated as excellent.

It is concluded from the effectiveness of the students' literal and interpretative comprehension in reading skill that Manga Comic Give the effect of increasing students' literal reading comprehension of the term main idea. It could be demonstrated by the students' pre-test and post-test reading tests. Some students found it difficult to answer questions and determine the main idea in the pre-test, but the content of reading comprehension could be understood in the post-test. The students were then able to easily answer the questions and determine the main idea of the text from Manga comics.

Based on the foregoing explanation, the researcher concluded that Manga Comic could improve students' literal reading comprehension in terms of main idea. It was demonstrated by the students' achievement in dialogue text Manga comic form.

According to the discussion above, students in the second semester of English Education Departments have shown a positive effect in reading skill after using Manga Comics, particularly in text comprehension.

Furthermore, the researcher concluded that using Manga Comics in the classroom makes students more active, enjoyable, and motivated to learn. It means that the Manga Comic can be used as one of the options for teaching dialogue text in Manga Comic form.

Students were able to easily find the main idea by using Manga Comic. They could talk about the topic they're working on with the rest of the class. This is due to the fact that Manga Comics include all of the elements of a short story: characters, dialogue, plot, conflict, and climax (Wright, 1979). They could learn more about the main idea by reading the Manga comic.

## 5. CONCLUSION

After analyzing the data, the research concluded that the second semester students of English Education Department of Faculty Teacher Training and Education, Universitas Muhammadiyah Makassar in literal reading comprehension before and after treatment with the t-test value main idea comprehension is greater than t-table, indicating that Manga Comic is effective in increasing students' literal reading comprehension in main idea after treatment. Furthermore, the researcher comes to give suggests to avoid a monotonous atmosphere, you should use a variety of techniques and strategies when teaching reading. As a result, the students' ability to comprehend literal reading would be maximized.

## REFERENCES

- Afrilyasanti, et al (2010). *Adapting Comics and Cartoons to Develop 21st Century Learners*. Yogyakarta: Pustaka Pelajar.
- A. S, Hornby, (2010), *Oxford Advanced Learner's Dictionary*, New York, Oxford University Press, p.2
- Beatrice S. Mikulecky and Linda Jeffries, (2007). *Advantages Reading Power: Extensive Reading Vocabulary Building, Comprehension Skills, Reading Faster*. Pearson Education, USA, p. 70
- Brassel and Rasinki. (2008). *Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension*. Huntington Beach: Shell Education
- Day, R. R. and Bamford, J. (2000). *Teaching Reluctant Readers*. English Teaching Forum.
- Danielle S. McNamara. (2007) *Reading Comprehension Strategies*, (USA: Lawrence Erlbaum Associates, USA, p. 6
- H. Douglas Brown, (2000) *Teaching by Principles*, San Francisco: San Francisco State University, p. 308
- Hakim, A. M. (2016). *The Effectiveness of Using Manga Stories in Teaching Reading of Narrative Text*. Thesis. Syarif Hidayatullah State Islamic University Jakarta.
- Hermawar, E., Husein, R., & Yundayani, A. (2021). *Interlanguage of Adjective Phrase Construction in Descriptive Text: A Cross Sectional Study on Students of SMAN 1 Matauli Pandan*. *Premise: Journal of English Education and Applied Linguistics*, 11(1), 284-297.
- John T. Guthrie, Alan Wigfield, Kathleen C. Perencevich, (2004). *Motivating Reading Comprehension*, Mahwah: New Jersey, p.227.
- Jakfar, M. (2007). *Improving Students' Reading Comprehension of English Texts through Semantic Mapping technique at the Third Grade Students of MTs Negeri Tuban*. Unpublished Thesis. Malang: Stated University of Malang.

- 
- Judi Moreeillon, (2007). Collaborative Strategies for Teaching Reading Comprehension. Chicago: American Library Association, p. 76
- Jee, Benjamin D., et al (2009). Comic cognition: exploring the potential cognitive impacts of science comics. *International Journal of Advance Research (IJAR)*.
- Jennifer Seravallo, (2010). Teaching Reading in Small Group: Differentiated Instructions for Building Strategies, Independent Reading, (USA: Heineman, 2010), p. 43
- John Bejamins B.V, (2010). Control and Ability, Copyright, p.27
- Kohar, D. A., Saehu, A., & Ardiasih, L. S. (2022). Strengthening Reading Comprehension and Interest through SQ3R Strategy Using Whatsapp during Pandemic. *Indonesian EFL Journal*, 8(2), 165-176.
- Liu, J. (2004). Effects of Comic Strips on L2 Learners' Reading Comprehension, in *Tesol Quarterly*, 38 (2): 225-243.
- Linda J Dorn and Carla Sofis, (2005). Teaching Deep Comprehension: A Reading Workshop Approach, Stenhouse Publishers, p.16
- Mikulecky, B.S., and Jeffries, L. (2004). More Reading Power. 2nd edition. California: Longman
- Nadia Zorrela, (2017). Increasing The Students' Reading Comprehension Through Choral Reading Strategy At Seventh Grader Of Private Islamic Junior High School Jami' Al Kautsar Tapung Hilir, Skripsi, ( Department of English Education, Faculty of Tarbiyah And Teacher Training State Islamic University of Sumatera Utara, p. 25
- Rodli, M. (2009). Improving the Reading Comprehension of the Tenth Year Students of MAN Mojokerto using PQ4R Strategy. Unpublished S2 Thesis, Malang: Stated University of Malang.
- Snow, Chaterine. E. (2003). Reading for Understanding: Toward a Reserach and Developmant Program in Reading Comprehension
- Syafriani, A., Husein, R., & Ardiasih, L. S. (2023). Developing Formative Assessment AKM-Based for Recount Text in Reading Skill for Grade X SMA Negeri 1 Pangkalan Susu North Sumatera. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 6(1), 1-19.
- Thomas S.C. Farrel, (2002). Planning Lesson for a Reading Class, Singapore: SEAMEO Regional Language Centre.
- W. Grabe and Fredricka L. Stoller, (2002). Teaching and Researching Reading. Pearson Education: England, p.13
-