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THE USE OF COMIC STRIPS TO IMPROVE STUDENTS' READING COMPREHENSION

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ABSTRACT

This study aims to find the effectiveness the use of comic strips in class VIII SMPN 13 Palu. Pre-experimental design that required pre-test and post-test groups, used in this research. The population in this study were 191 eighth-grade students of SMPN 13 Palu. The sample of this study was 15 students. selected using quota sampling technique. The data had been collected were analyzed quantitatively. The results of data analysis showed that the average score of students in the pre-test (31.67), and the post-test scores of students increased after being given treatment used comic strip media with an average value 79.67. T_{table} significance level for alpha α 0.05 or 5% degrees of freedom (df 28 = 1.701). The $T_{observe}$ value higher than T_{table} , namely $10.921 > 1.701$, then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It can be proven that there is a significant improvement between the results of used comic strips in taught reading comprehension of narrative texts to second-grade students of SMPN 13 Palu. The implication of this research was the use of comic strips as a media can improve students' reading comprehension at SMPN 13 Palu. It is hoped that prospective educators can present teaching materials well and interestingly so that they are easy to understand, joyful, and can make a comfortable learned atmosphere, so that the class becomes more conducive.

Keywords: *Comic, Comprehension, Reading, Strips.*

INTRODUCTION

Reading is one of the four language skills, reading is a process to understand the meaning of what written materials, this skill is a cognitive skill that a person has and refers to the ability to obtain the meaning of knowledge from written material.



As one of the language skills, reading is important in learning, so students must be trained to have reading comprehensions and a good understanding of what they read. In this case, an educator acts as a facilitator who motivates students, and assists them in improving their reading comprehensions by using comic strips.

Teaching reading comprehensions according to the 2013 curriculum is to understand the meaning of the text in simple transactional and interpersonal written discourse. Reading comprehension often appears in exam questions. Without a good understanding, students can hardly answer these questions. In reading, there are several skills and understanding that must be mastered by junior high school students.

In this study, researchers will focus on one text, namely a narrative with the concept of a fable that is learned in the eighth grade of junior high school.

Learning narrative text is indeed difficult for junior high school students, students have difficulty understanding the contents of the text they read so that the researcher use comic strips to improve students' reading comprehensions in the narrative text, the researcher use new media comic strips, so that students are motivated to be more enthusiastic about studying narrative text material with comic strips as media.

The researcher chooses the short story type of narrative text is type of that tells a story that aims to entertain and inform the reader or listener and Fable is a story that tells the life of animals personification. Fables are fictional or imaginary stories.

The reason why the researcher chooses short stories as a material for learning about vocabulary mastery is because when students use short stories as a material to learn language, they will gain some important and valuable knowledge about language which other media may not provide. Such as proper use and arrangement of words, in short stories the placement of words in the sentence has been arranged according to the correct arrangement.

This problem is the reason of the researcher to discuss this title, due to the researcher's curiosity about the use of comic strips to improve students' reading comprehension at smpn 13 palu, because what the researcher knows is that students' reading comprehension at that school is still relatively weak.

Previous research can serve as a reference for current researchers. The first research is Nurul Fajriah research, entitle on "*The Use of Comic Strips to Improve Students' Reading Comprehension in Text Recount*" this research used classroom Action Research to find the data and result of tests that have been done by the researcher to see the improving reading comprehension. The researchers uses a non-equivalent control group design, the data are populated from tests (pre-test and post-test). This research was conducted at SMP N 1 Kledung in the 2017/2018 involving two classes, where each class was divided into a control class and a treatment class as the research sample. This research show that applying word sort strategy can improve students' reading. It was proven that at the end of the research there was a significant improve in students' reading



The second is Rosa Junia Utami research, entitled "Effectiveness of Using Comic Strips in Teaching Ekstensive in Reading Learning (Study in Class 8 Grade Students of SMPN 2 South Tangerang, 2017/2018 Academic Year), This research was quantitative design with a quasi-experimental study. And each has 4 meetings the data are populated from the test (pre-test and post-test). As the result, the effectiveness of using comic strips in teaching reading. The students have become more excited, enthusiastic, and active in the learning process. and its finally able to foster their ability in reading. Moreover, this study shows the significant improvement of the students' reading mastery in his research, there were significant results, comic strips were able to improve students' reading comprehension by finding an understanding of the meaning of words, sentences, paragraphs, and texts.

LITERATURE REVIEW

Reading Comprehension

Reading is one of the four basic skills in English, according to Davies, F.B reading comprehension are an understanding process to identify, draw conclusions, find main ideas, find answers to questions.

According to Mikulecky and Jeffries, reading can help a reader to improve their English skills and level of understanding in general, as well as increase their English vocabulary.

Silliman and Wilkinson "Reading comprehension is generally defined as the ability to derive meaning from writing texts". Through the process of reading comprehension, every reader can understand the writing and get the meaning of what he reads whether it is related to information or getting new vocabulary.

Chan further states that English is the most powerful language in the world. It covers five opportunities; geography (the ability to travel), economy (the ability to participate in an economy), communication (the ability to engage in dialogue), knowledge and media (the ability to consume knowledge and media) and diplomacy (the ability to engage in international relations).

Narrative Text

Generally, there are two main categories of texts, they are literary and factual. Anderson states Narrative is a type of literary text besides poetic, and dramatic, This text also tells a story, with the aim of entertaining the audience.

Anderson and Kathy explain that there are different types of narratives; namely humor, romance, real life fiction, mystery, fantasy, diary novels and adventure.

Macmillan states that narration is a text that tells a story. So to be interesting, the selected story must have something that can be interesting. From the statements of the experts above about narrative, it shows that narrative is one of the reading texts that tells about a story or event and has a social function or purpose to entertain the reader.

Comic Strips



In the KBBI, comics are defined as illustrated stories (in magazines, newspapers, or book form), which are generally easy to be understood and funny. In the Popular Scientific Dictionary, comics are illustrated stories (about activities and so on) that are bound to be funny.

According to McCloud, "comics are juxtaposed with other images and images in a deliberate sequence, intended to convey information and generate an aesthetic response from the viewer.

According to Liu J "A comic strip can be defined as a series of pictures in a box that tell a story".

There are many definitions of "comics." Will Eisner define comics simply as "sequential art". From the definition of similar experts, who focus on comics as a series of images that are read and tell a story that produces meaning.

METHOD

Design of this study is a pre-experimental design, namely this design is not yet a real experiment, because there are still external variables that also influence the formation of the dependent variable. So the experimental results which are variables are not solely determined by the independent variables. This can happen, because there is no control variable, and the sample is not randomly selected, In trial activity .

There are several forms of pre-experimental design, however, the researcher uses the form of One-Group Pretest-Posttest design. In this design there is a pre-test, before being given treatment. Thus the results of the treatment can be known more accurately, because it can compare with the situation before treatment.

The researchers selected one class, the class will be given the pre-test to know their reading comprehension in narrative teks before treatment. After that, researcher applied a treatment in this class used comic strips. After treatment, the students will be given a post test to know whether any influence in students reading comprehension.

The population of this research is of Grade VIII SMPN 13 Palu, consisting of six classes, with 191 students, in this research used a technique of sampling namely quota sampling, quota sampling is defined as a non-probability sampling method in which the researcher makes a sample involving individuals who represent a population .Thus, the researcher will take one class VIII C SMPN 13 PALU which will be the sample in this study. In this study, the class was treated using comic strip media after being given a pre-test to improve reading comprehension of narrative texts.

In this research there are two variables called the dependent variable and the independent variable. In this research, independent variable is a comic strips. and dependent variable in this study was reading comprehension.

In this research, the researcher used tests as the research instrument, namely multiple choices that consists 20 numbers of narrative test questions in the form of multiple



choices. The score for each correct item is 1 and 0 for incorrect items Pre-test is given before treatment and post-test aims to determine students' reading comprehension after treatment. In the treatment, reading using comic strip media will be given.

To determine students' individual scores, the researcher analyzed students' score on the pretest and posttest by using SPSS version 25. The researchers will analyze the data using T-test formulation. However, before analyzing the data using T-test formulation, the researchers would conduct preliminary data analysis; normality and homogeneity test.

The normality test using Kolmogorov-Smirnov. The results of that can be declared normal if sig score in The table above is 0.05.

The Homogeneity test using Levene table. In order for the data to be homogeneously distributed, the results of Levene's table must be above 0.05.

Hypothesis test the t-test helps researchers to find out the difference between the pre-test and post-test scores taught using comic strips without being taught using comic strips. In addition, researchers used SPSS to obtain the data.

If $t\text{-test} (t_o) > t\text{-table} (t_t)$ in the significant degree of 0.05, H_o (null hypothesis) was rejected. It means that the average post-test score is higher than the pre-test. Teaching using comic strips has an effect on students' reading comprehension of narrative texts.

If $t\text{-test} (t_o) < t\text{-table} (t_t)$ in the significant degree of 0.05, H_o (null hypothesis) was accepted. That is, the average value between the pre-test and post-test is the same or lower than the class. so comic strips have no significant effect on students' reading comprehension of narrative texts.

FINDINGS AND DISCUSSION

Before giving the test to students, the researcher had given test to other students besides the research sample to determine the level of difficulty of the tests with the time given as a validation of the tests. The tests would be pre-test and post-test that would be given to the sample in this research. Here the result of the research:

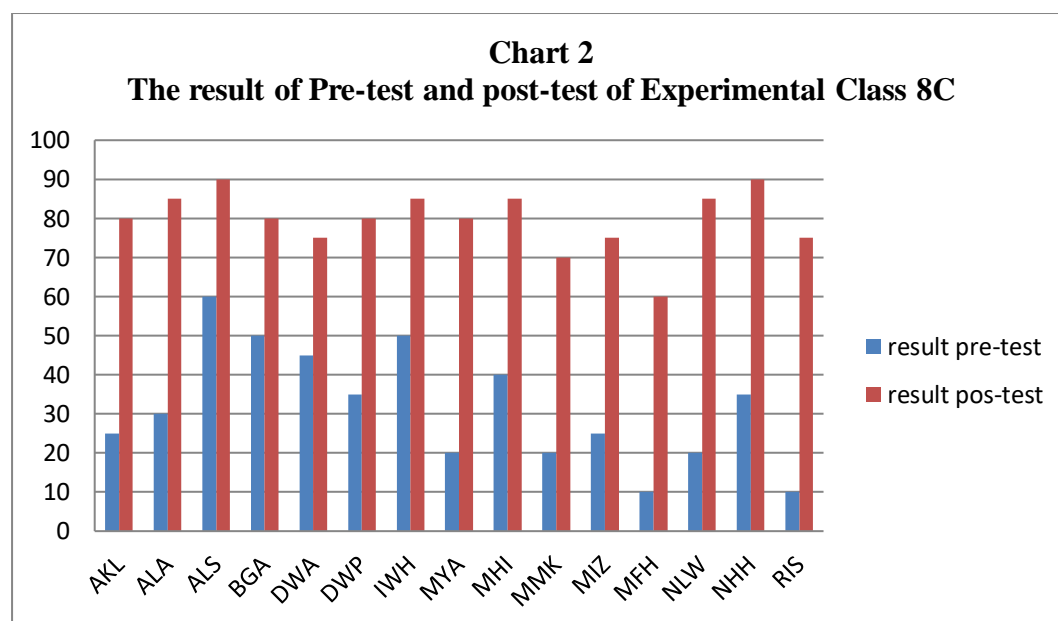
a. Result of Pre-test and Post-test

Table 1. The result of Pre-test and Post-test of Class 8C

No	Name	Corect answer	Score Pre-test	Corect answer	Score Post-test
1	AKIL ADRIAN	5	25	16	80
2	ALENG AKBAR	6	30	17	85
3	ALFAT SAPUTRA	12	60	18	90
4	BUNGA ADINDA	10	50	16	80
5	DEWA	9	45	15	75
6	DEWI PUSPITA	7	35	16	80
7	IRWANSYAH	10	50	17	85
8	MADYA ATILLAH	4	20	16	80



9	MOH. HAIKAL	8	40	17	85
10	MOH. ALAM MAPPESANGKA	4	20	14	70
11	MOH. IRGI FAHREZA	5	25	15	75
12	MUHAAMAD FIRMANSYAH	2	10	12	60
13	NABILA MARWA	4	20	17	85
14	NURHIDAYAH	7	35	18	90
15	RISKI SAFITRI	2	10	15	75
Amount		95	475	239	1195



After treatment it can be seen the improvement Score total pre-test 239 and score for post-test 1195 from all of the student, and than researcher obtained the data. therefore, the researcher using SPSS to find the mean.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre-test	15	10	60	31.67	15.079
post-test	15	60	90	79.67	7.898
Valid N (listwise)	15				

Based on the table and chart above, it can be saw the total correct answer from all of the students was 95, while the total score of all of them was 475. The passed grade of the English subject was 70. Then, if saw from the result of each of them there was no one that successful to reach the passed grade of English subject. It means that Class 8C (class treatment) were still low in read comprehension on the firts test.



According to the data shown, the mean score of pre-test was 31.67. Meanwhile, the score was gained after the treatment of reading with comic strips was done. According to the result of the post-test, the mean score was 79.67. after calculates the mean score to decide significant difference between students' before and after the taught media.

1. The Normality Test

The researcher used the shapiro-wilk to test for normality because the condition for used shapiro-wilk is the number of samples <100, while the Kolmogorov-Smirnov is used to test normality in a large number of samples >100. In analyzed the data, the researcher used SPSS software 25. The results of the normality test can be saw as follows.

Table 1.4

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statisti			Statisti		
	kelas	c	df	Sig.	c	df	Sig.
student	pre-test	.137	15	.200*	.956	15	.630
learning	post-test	.183	15	.186	.913	15	.149
outcomes							

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The test results show the significance of the pre-test value of 0.630 and the post-test after treatment is 0.149. It can be concluded the data is normally distributed because the significance of the two tests is above 0.05.

2. The Homogeneity Test

The researcher conducted a homogeneity test which aims to determine whether a variance of the pre-test and post-test data from the group is homogeneous or not, the researcher used Levene's statistical test to calculate the homogeneity test. The followed are the results of calculations used SPSS statistics 25.

		Test of Homogeneity of Variances			
		Levene			
		Statistic	df1	df2	Sig.
result of pre-test	Based on Mean	.128	3	9	.941
	Based on Median	.084	3	9	.967



Based on Median and with adjusted df	.084	3	6.348	.966
Based on trimmed mean	.126	3	9	.942

The result of the data showed that the significance of pre-test class 8C was 0,941, we are known that the significance value (sig) > 0.05, and the test criteria are Ho is accepted if the confidence level is 5%. Based on the data of pre-test and post-test scores, the results of the homogeneity test showed that the data of the pre-test and post-test values for class 8C were declared homogeneous.

3. The Hypothesis Test

The researcher tested the hypothesis to find out whether there was a difference in the average of the two samples. researchers chose SPSS 25 software was selected and used to test the hypothesis of this study. the significance value or alpha (α) is 5% or 0.05.

The purpose of this t-test is to answer the formulation of the problem, the independent sample t-test test is carried out on the post-test data of the pre-test and post-test.

	kelas 8c	N	Mean	Std. Deviation	Std. Error Mean
result before and	pre-test	15	31.67	15.079	3.893
after treatment	post-test	15	79.67	7.898	2.039

Table 1.7

		Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)
		F	Sig.			
result before and after treatment	Equal variances assumed	7.570	.010	10.921	28	.000
	Equal variances not assumed			10.921	21.144	.000



t-test for Equality of Means			
Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper
-48.000	4.395	-57.003	-38.997
-48.000	4.395	-57.136	-38.864

Thus, based on the calculation above, the degree of freedom (df) is 28 and the critical value of the df by used the degree of significance of 5% is 1.70 (t_{table}) and the $t_{observe}$ is 10.921. It means that the post-test score is higher than the score of pre-test. The result of the comparison between $t_{observe}$ and t_{table} were $10.921 > 1.70 = t_{observe} > t_{table}$.

In conclusion, from the hypothesis, we have that on the $df = 28$ and in the degree of significance 5% the value of degree of significance is 1.70 (gained based on $df = 28$ and $\alpha = 0.05$). By compared the value $t_{observe}$ is higher than t_{table} that is $10.921 > 1.70$, so the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It could be proved that there were significant differences between the results of used comic strips in taught reading comprehension of narrative text at second-grade students of SMPN 13 Palu.

In the description data, the experimental class consist of 15 students had an average pretest score of 31.67 before the comic strip media was applied. In the description data, the experimental class consisting of 15 students had an average pretest score of 31.67 before the comic strip media was applied. After the comic strip taught media was applied in the classroom, the average post-test score was 79.67.

From the hypothesis, we have that at $df = 28$ and at the 5%/0.05 significance degree, the value of the significant degree is 1.70. By comparing the value of $t_{observe}$ is higher than t_{table} , namely $10.921 > 1.70$. it can be proven that there is a significant difference between the results of used comic strips in taught reading comprehension of narrative texts to second-grade students of SMPN 13 Palu. Therefore, the data shows that comic strips in taught narrative text reading comprehension have a positive effect on students' reading skill.

CONCLUSION

Students may find some difficulties when trying to understand the reading text, it is caused by many factors. Students have a limited variety of vocabulary use, do not understand the use of grammar, and have no interest in reading. These factors may be reduced by the application of interesting media such as comic strips which are not only able to attract students' attention to reading but also help students better understand the content of a text with supporting visual media.

Based on the data and interpretation, it can be concluded that the use of comic strips in teaching reading comprehension of narrative texts to second-grade students of SMPN 13 Palu has a positive effect. This can be seen from the data with a statistical significance level



of 5% calculated using SPSS Statistics 25 showing that the average value of the class 8C after being taught using comic strips in teaching reading comprehension of narrative texts is 79.67 and it is higher than the score the average before using comic strips in teaching reading comprehension of narrative texts is 31.67. Data analysis also shows that $t_{\text{observe}} > t_{\text{table}}$; $10.921 > 1.70$. This means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Finally, the authors conclude that teaching using comic strips shows a significant effect on students' reading comprehension of narrative texts in second-grade students of SMPN 13 Palu in the 2021/2022 academic year.

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