

**THE EFFECTIVENESS OF USING COMIC STRIPS TO
TEACH STUDENTS' READING COMPREHENSION ON
NARRATIVE TEXT AT SMK NEGERI 2 SRAGEN
ACADEMIC YEAR 2018/2019**



**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

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APPROVAL

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SMK NEGERI 2 SRAGEN ACADEMIC YEAR 2018/2019**

PUBLICATION ARTICLE

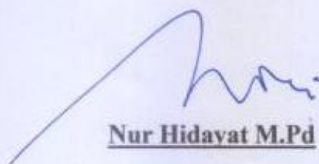
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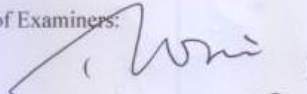
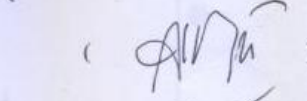
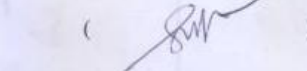
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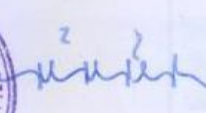
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The writer



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Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan komik sebagai media alternatif untuk mengajarkan pemahaman membaca teks naratif pada siswa kelas X SMK Negeri 2 Sragen pada tahun akademik 2018/2019. Penelitian ini menggunakan desain quasi-eksperimental, yang menggunakan accidental sampling dimana menggunakan sampel yang disediakan oleh pihak sekolah. sampel penelitian ini adalah Kelas X TKR4 sebagai kelas kontrol dan X TP1 sebagai kelas eksperimen. Instrumen yang digunakan pada penelitian ini yaitu tes, yang terdiri dari 20 soal pilihan ganda tes reading comprehension. Sebelum tes diberikan, soal tes telah diujicobakan pada siswa kelas X TP 4 untuk melihat validasi dan reliabilitasnya. Berdasarkan hasil penelitian dan analisis data mulai dari pre-tes hingga post-tes antara kelompok kontrol dan kelompok eksperimen, skor rata-rata post-tes kelompok eksperimen yang diajarkan menggunakan komik strip lebih tinggi daripada skor rata-rata post-tes kelompok kontrol yang diajarkan menggunakan media tanpa comic strip atau media modul. Skor rata-rata post-tes kelompok eksperimen sebesar 67,00 dan skor rata-rata post-tes kelompok kontrol sebesar 52,13. Peningkatan signifikan dari kelompok eksperimen juga dapat ditunjukkan dalam skor yang diperoleh saat pre-test (50,75) hingga post-test (67,00) dengan nilai t-test sebesar 13,625 ($> 2,039$), signifikansi 0,000 ($< 0,05$). Post-test antara kelompok kontrol dan kelompok eksperimen juga memiliki perbedaan yang signifikan, yaitu , dengan nilai t-test sebesar 6,914 ($> 2,001$) signifikansinya 0,000 ($< 0,05$). Oleh karena itu, dapat disimpulkan bahwa penerapan comic strips sangat efektif untuk mengajarkan pemahaman membaca teks naratif pada siswa kelas X SMK Negeri 2 Sragen pada tahun akademik 2018/2019.

Kata kunci : comic strips, pemahaman bacaan, teks narrative

Abstract

This research is aimed finding 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. The research-design of this study was called Quasi-experimental. This study was using accidental-sampling which used the sample provided by the school. The sample of this study was Class X TKR 4 as control group and X TP 1 as experimental group. The instrument used in this study was test, which consist of 20 multiple choice questions of reading comprehension test. Before the pre-test was given, the test had been tried out in X TP 4 to measure the validation and reliability. Based on the results of research and data analysis of the post-test average score of experimental group taught using comic strip was higher than the

post-test average score of control group which was taught using without comic strip or module media. The post-test average score of experimental group was 67,00 and the post-test average score of control group was 52,13. The significant improvement of experimental group could also be shown in the gained score from the pre-test (50,75) to post-test (67,00) with the t-test value was 13,265 ($>2,039$), the significance 0,000 ($<0,05$). The post-test between control and experimental group also had significant difference, with the t-test value 6,914 ($>2,001$), the significance 0,000 ($<0,05$). It can be concluded that application of using comic strip is effective in teaching reading comprehension of narrative text at the tenth-grade students of SMK Negeri 2 Sragen in the academic year 2018/2019.

Keyword : comic strip, reading comprehension, narrative text

1. INTRODUCTION

Reading is one of the skills that should be learnt and mastered in learning English as foreign language. Reading is considered very valuable in the context of a foreign language learning because it is one of the main sources for students to obtain the input language (Ediger, 2001). Reading is very useful to improve the students' general language skills in English and helps the students to think in English, enlarge the vocabulary, increase the reading speed, gain more knowledge, information and values, and also a good way to find out about new ideas, facts, and experiences (Mikulecky and Jeffries, 2004).

The foreign language learners or the readers can get idea, information or knowledge from understanding or comprehending the text. That's why reading comprehension is important skill, so that the foreign language learners knowing the meaning of printed word in reading. Reading comprehension is emphasizing both what the author had written ability and readers' ability to use their background knowledge and thinking ability to make sense of text (Sanchez, 2010). The reading comprehension process is about understanding the opinions or messages that the author wants to deliver intentionally (May and Rizzardi, 2002). By understanding the written English book, make students easily get some informations, messages and knowledges that are needed not only in their academic life but also their whole life. That's why reading comprehension is an important role to achieve the English learning goal and become an important part of language teaching.

One of the text that should be learnt and be read by the students based on the curriculum is narrative text. Narrative text is interesting text that has the purpose to entertain, to tell or to inform the reader or listener a story or to provide literary experience (Mislaini, 2015).

The text should be read and expected to be understood by the students, but many students still find difficulties in reaching the goal and could not find the ideas of whole the text. The students are find difficulties in comprehending the text and they often feel bored by reading the text because they can understand the message of the text and also teachers sometimes ask the students to translate the story, so make the students can not enjoy the text its self. One of the strategy or tool that is used to teach reading comprehension in this research is comic strip.

Comic strip is a text that is accompanied with visuals or any graphic display. Images or visuals, that is any graphic display which portrays all or some accompanying text's contents, can help reader to understand factual information (Liu, 2004). Comic strip combined pictures and sentences, so it would help the students to comprehend the content and the context that teacher had taught easily. Students also don't feel bored by reading the long sentences, because it's provided by visualization or picture that would be facilitated the learners be better to make imagery system when encountering words and expressions in a passage with which they were unfamiliar. Finally, using comic strips was hoped could motivate students to read and pay attention to the text or material and make fun English learning.

The problem statements that the writer formulates are:

- a. How does the use of comic strips as learning strategies in reading class of the tenth grade students at SMK Negeri 2 Sragen of 2018/2019 academic year to improve the students' reading comprehension?
- b. How effective is the teaching learning activity in the classroom where comic strips are used to teach reading for tenth grade students at SMK Negeri 2 Sragen of 2018/2019 academic year ?

2. METHOD

In this study, the researcher applied an experimental research to find out the effectiveness of comic strips. This experimental research was conducted using quasi-experimental design. This study took two groups as samples, namely experimental group and control group. In quasi experimental research, there was no randomization, because the groups have been formed by the school and the researcher was not allowed to changes the composition or made the group randomly. This research used nonequivalent control group design, because the experiment group and the control group were not made randomly, they were formed by the school (Sugiyono, 2009: 114). The control group and the experimental group had different treatment in the research later. The nonequivalent control group design proposed by Sugiyono, is shown as follows:

Table 1. Nonequivalent Control Group Design

O1	X	O2
O3		O4

O1 and O3 : are students' grades before giving treatment (experimental and control group).

O2 : is students' grades after giving treatment (experimental group).

O4 : is students' grades without treatment (control group).

X : is the treatment (teaching strategy using comic strips).

The design of quasi-experimental design taken from Creswell (2012:310) is presented in table as follows:

Table 2. Pre and Post-test Design

Select Control Group	Pre-test	Non-experimental Treatment	Post-test
Select Experimental Group	Pre-test	Experimental Treatment	Post-test

The study was carried out for the tenth year students of SMK Negeri 2 Sragen and two classes would be taken as the sample. There were X TKR 4 who become the control group and X TP 1 who become the experimental group. The procedures that used in this experimenatal research were conducting try out test to see the validity and the reliability, give pre-test to control and experimental group, give treatment, and give post-test.

3. FINDINGS AND DISCUSSION

3.1 Implementation of Comic Strip

The implementation steps in teaching reading comprehension of narrative text through comic strips were as following:

3.1.1 The Pre-test

The pre-test was conducted before the treatment or the method used to teach reading comprehension on narrative text. The pre-test was conducted for both control group and experimental group. Both groups were given the same pre-test, which can be seen in appendix 1. The pre-test of both control group and experimental group were conducted at March 14th 2019.

3.1.2 The Experimental Treatment

The treatment was conducted after the pre-test for experimental group using comic strip to teach reading comprehension on narrative text. The writer taught three times for experimental group by using comic strips as an alternative way to teach reading comprehension. On the other hand, the control group was taught by their own English teacher without using comic strips, but using module media.

The experimental group taught using Conan comic, which was divided into 3 part and was taught in two meetings.

3.1.3 The Post-test

The post-test was conducted after the experiment treatment. It was conducted on March 28th 2019 for control group and experimental group.

3.2 Research Findings

After doing the research, the researcher got data of students' scores collected from the instrument, in pre-test and post-test. The data was going to be divided into two points; the experimental group data and the controlled group data.

3.2.1 Pre-test of the Control Group and the Experimental Group

The writer made the table of students' scores from both group, experimental group and control group, to know the result of the pre-test. The descriptive analysis of pre-test data which present mean, median, mode, standard deviation, minimum, and maximum score of each group.

Control group or control class was X TKR4, consist of 32 students. Based on the result of the pre-test score, the control group got mean score 51,38. The median value was 52, the mode value was 52 and the standar deviation was 6,671. The highest pre-test score of control group was 68 and the lowest pre-test score of control group was 36.

Experimental group in this research was X TP1 that consist of 32 students. Based on the pre-test score result of experimental group, the mean pre-test score was 50,75; the median value was 48; the mode value was 48 and the standar deviation was 8,028. The highest pre-test score of experimental grop was 72 while teh lowest pre-test score was 36.

3.2.2 Post-test Results of Control Group and Experimental Group

Post-test was conducted after presenting the material and giving treatment or method in teaching reading comprehension of narrative text. Post-test was also conducted for control group and experimental group.

The different treatments or methods were given to the control group and experimental group. The control group was taught reading comprehension of narative text using conventional teaching method or using module media. The result of the study were measured with the post-test. The mean or average score of the post-test of control group was 52,13; the median value was 52, the mode value was 52, and the standard deviation was 7,147. The highest post-test score was 68 while the lowest post-test score was 40.

The treatment or method that was used for teaching reading comprehension of narrative text, was comic strips media/method. The post-test was conducted after applying treatments using comic strips to improve the reading comprehension of narrative text.

The mean score of post-test of experimental group was 67,00; the median value was 64, the mode value was 60 and the standard deviation was 9,850. The highest post-test score was 88 and the lowest score was 48.

3.2.3 The Improvement of Control and Experimental Group

Control group and experimental group had different improvement in reading comprehension of narrative text. The different improvement score between control group and experimental group were caused by the different treatment used for both groups. Experimental group used comic strip while control group used module media to teach reading comprehension of narrative text.

In the control group, the minimum score of the pre-test was 36 and the maximum score was 68. The results for post-test are 40 as the minimum score, and 68 for the maximum score. The mean or average score of pre-test was 51,38 while post-test was 52,13 so the gained score of mean between pre-test and post-test score was only 0,75 or in other words, the improvement of control group was only 0,75. It could be concluded that there was no significant improvement in control group, that was shown from the mean score of pre-test and the post-test and the maximum score.

While the experimental group, the mean score of pre-test was 50,75 and the post-test was 67,00; so the gained score was 16,25 or in other words the mean score was increased from 50,75 (pre-test) to 67,00 (post-test). The highest score of pre-test was 72 and post-test was 88 with the gained score was 16. The lowest score of pre-test was 36 and post-test was 48 with the gained score was 12. From the results showed that the mean score, the highest score and the lowest score were increased or in other words that there was a significant improvement in post-test average score than pre-test average score of experimental group.

3.2.4 Grades of Achievement

The research was to find out the effectiveness of using comic strips as a medium to teach reading comprehension on narrative text to the tenth grader students of SMK Negeri 2 Sragen. The level of the students' reading comprehension in experimental group were improved significantly after the treatment. It was proved from the post-test result of the experimental group. In level range 81-90 was 3 students, in level range 71-90 was 9 students, in level range 61-70 was 9 students, in level range 51-60 was 10 students, and in level range less than 50 was only 1 students. It can be concluded that the students' reading comprehension was improved by using comic strips.

3.2.5 Hypothesis Test (t-test)

Hypothesis test or T-test was conducted to prove the hypothesis. T-test was proposed to find out the difference of significant degree between increasing of pre-test and post-test result and the achievement in both control group and experimental group. This test was also analyzed by using SPSS software system for windows. The results of t-test were divided into two categories; 1) the increasing difference of pre-test to post-test from each group (control and experimental group); and 2) the significant difference of post-test between control and experimental group.

Tabel 3. The T-test Result of the Pre-Post-Test of Control Group and the Pre-Post-Test of Experimental Group

		Paired Differences								
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
					Lower	Upper				
Pair 1	Pre-Control - Post-Control	,75000	7,07107	1,25000	-3,29939	1,79939	,600	31	,553	
Pair 2	Pre- Experiment - Post- Experiment	16,28125	6,94325	1,22740	-18,78456	13,77794	13,265	31	,000	

Source: Data Analyzed by SPSS, 2019

According to the t-test result shown in the tabel above, the pre-test and post-test of control group got t-test value 0,600 or was lower than t-table ($t\text{-test} < 2,039$), with the significance's value was 0,553 ($> 0,05$). This could be said that there was no difference between the pre-test and the post-test of control group.

However, the pre-test and post-test of experimental group got t-test value 13,265; which was higher than t-table ($t\text{-test} > 2,039$), with the significance's value was 0,000 ($< 0,05$).It means that the pre-test and the post-test of experimental group had significant difference, or in another words, there was significant difference between pre-test and post-test of the experimental group.

Table 4. The T-test Result of the Pre-test of Control-Experimental Group and the Post-test of Control-Experimental Group

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre	Equal variances assumed	1,014	,318	,339	62	,736	,62500	1,84519	-3,06349	4,31349
	Equal variances not assumed			,339	59,988	,736	,62500	1,84519	-3,06595	4,31595
Post	Equal variances assumed	3,937	,052	6,914	62	,000	-14,90625	2,15584	-19,21571	-10,59679
	Equal variances not assumed			6,914	56,465	,000	-14,90625	2,15584	-19,22413	-10,58837

Source: Data Analyzed by SPSS, 2019

According to the table above, t-test value of pre-test between control and experimental group was 0,339 which was lower than t-table ($< 2,001$) with the significance probability was 0,736 ($> 0,05$). It means that there was no difference between the pre-test of control group and the pre-test of experimental group. The average score of pre-test between control and experimental class had no difference, with the value of control group score was 51,38 and the experimental group was 50,75.

However, the post-test between control and experimental got t-test value 6,914 which was higher than t-table ($> 2,001$) with the significance probability was 0,000 ($< 0,05$). It means that there was significant difference between the post-test of control group and the post-test of experimental group. It also could be proven by the mean or average score of experimental group was higher than the mean score of control group; the experimental got 67,00 and control group got 52,13. It also can be said that the giving treatment (comic strip) to experimental group was effective.

3.3 Discussion of Research Findings

The data were obtained from the students' achievement scores of the test; pre-test and post-test. The average or mean score of control group was 51,38 for the pre-test, and 52,13 for the post-test. While for experimental group, the average score of pre-test was 50,75 and post-test was 67,00. It can be concluded that there was significant improvement in the experimental group which used comic strips to teach reading comprehension on narrative text. It's a significant improvement from the pre-test (50,75) to post-test (67,00).

The hypothesis test (t-test) also be done to prove the hypothesis. The result was shown that there was a significant difference between pre-test and post-test of experimental group, with the result of t-test value was 13,265 which was higher than t-table (t-test $> 2,039$), with the significance's value was 0,000 ($< 0,05$). The significant difference between the pre-test and the post-test of experimental group was because of the treatment given to this group. When doing the pre-test, the experimental group had not given the treatment (comic strip media) yet. While in the post-test, the experimental group had been taught with comic strip media, so the mean score of the post-test was increased or higher than the pre-test average score.

There was also a significant difference of the post-test between control group and experimental group. The post-test between control group and experimental group got t-test value 6,914 which was higher than t-table ($> 2,001$) with the significance was 0,000 ($< 0,05$). This can be said that the post-test had significant difference and be proven with mean or average score of the

experimental group was higher than the mean score of the control group. The experimental group got mean score 67,00 in post-test, while control group only got mean score 52,13 in post-test. This difference happened because of the different treatment given to the both group. Experimental group was taught using comic strip so the post-test score was higher than control group (taught without comic strip or using module media). It also can be said that the comic strip media was an effective treatment to teach reading comprehension of narrative text in tenth grade students of SMK Negeri 2 Sragen.

Besides the significant difference of the post-test between control group and experimental group which are explained above, there were also the significant difference of class situation between control group and experimental group. The differences are presented below:

3.1.1 Class and Students' Situation in Control Group

The source of data in this research was taken from the tenth grader students in SMK Negeri 2 Sragen. Class X TKR 4 became a control group for this research, that consist of 32 students. They were given a usual treatment without comic strips using module media to teach reading comprehension in narrative text. By reading text only, students looked uninterested and less challenged. They could not enjoy in reading because it seems like facing unrecognized word and they difficult to understand what the story was about. It was proven with the control group's average score in the post-test (52,13) which was lower than the experimental group (67,00). It was also proven by the maximum score that was gotten by the students in control group, which only got 68, which was lower that the experimental group that got 88.

3.1.2 Class and Students' Situation in Experimental Group

The class situation and students' condition were improved after the treatment. Before the treatment, the students was uninterested to read a text or passage, they had difficulty in understanding the writtent text. By reading comic, the students were helped to understand the story of the comic because of the pictures.

The research findings showed the significant improvement of students' reading comprehension after giving the treatment. It was proven from the result of the average score of the post-test in experimental group. In the pre-test, before the treatment was given, the average score of the experimental group was 50,75 and in the post-test, after the using comic strip media as a treatment or media was 67,00. This significant improvement was a proof of the effectiveness of the comic strip's implementation as a method to teach reading comprehension of narrative text.

It can be concluded that comic strips as a method to teach narrative text is more effective than usual written narrative text on tenth grade students of SMK Negeri 2 Sragen.

The result of this study had the similarities and the differences from the previous study. This study was in line with Gilakjani and Sabouri (2016: 235) who stated that visualizing is very important when it is used for narrative texts. Gilakjani and Sabouri (2016: 235) also stated that when readers read narrative texts, they can easily understand what is happening by visualizing the place, personalities, or operations of a plan.

This study also support the theory from other researcher. Liu (2004) investigated the effects of comic strips on second language learners' reading comprehension and found that the low level students with the comic strips media received higher score than the high level students without comic strips.

The study conducted by Azman (2014) found the potential of digital comics and graphic novels as an edutainment tool. Azman stated that digital comic, visual media, or graphic novels can become innovating effective strategies to enhance comics integrated learning across disciplines. Digital comic or other visual aids could integrated effectively in classroom setting as language edutainment tools.

This research is also in line with the quasi-experimental research conducted by Apriani (2014). The finding of that study showed that English comic book series was effective to improve reading comprehension of the seventh grader students of SMP Negeri 32 Palembang. The research conducted by

Arroyani (2010) also reported that using comic strips as teaching media/aids in teaching narrative text can improve the students' reading skill and also motivate the students in learning English.

This research also had differences from the previous study. The first difference was the research conducted by Hakim (2016) about Manga stories to improve students' reading skill of narrative text. He used Manga stories as an alternative media in improving students' reading skill of narrative text, and found that students' reading comprehension of narrative text using manga story was improved. The research conducted by Arroyani (2010) and Apriani (2014) also had differences with this research. Their research was conducted at the eighth grade students and seven grade students (Junior High School students), while this research was conducted at tenth grade students of SMK Negeri 2 Sragen (Senior High School Students). While the research conducted by Hakim (2016) was using Manga stories but in this research using comic strip to teach reading comprehension.

3.1.3 Pedagogical Implementation

Based on the research findings and the discussion, the research implies that the use of comic strip could be an alternative media to increase the students' reading comprehension on narrative text. The facts and proves that it gave positive effect not only on students' reading comprehension, but also on class situation or participation, students' motivation and attitude. It supported by the theory from Liu (2004) that comic strips had beneficial effects for reading comprehension.

Last but not least, the use of comic strip can be applied as an alternative media to promote not only students' reading comprehension but also students' motivation and attitude to enjoy learning and reading English passage.

4. CONCLUSION

Based to the research findings, the discussion and the implementation of the comic strips as a method to teach reading comprehension in narrative text to the tenth grade students of SMK Negeri 2 Sragen in academic year 2018/2019, the researcher draws some conclusions as follows:

- a. The reading comprehension mean score of experimental group (the students who were taught using comic strips) is 67,00.
- b. The reading comprehension mean score of control group (the students who are taught without using comic strips) is 52,13.
- c. The difference in reading comprehension of the students taught using comic strips and those who are taught using module media (without using comic strips) is showed of the mean of experimental group was higher than control group (67,00 > 52,13).
- d. The t-test result also proved the significant difference. The pre-test and post-test of the experimental group had significant difference with the result of t-test value 13,265 (> 2,039), the significance 0,000 (< 0,05). The post-test between control group and experimental group also had significant difference, with the t-test value 6,914 (> 2,001), the significance 0,000 (< 0,05). So the treatment used by experimental group (comic strip media) was an effective media to teach reading comprehension to tenth grade students of SMK Negeri 2 Sragen.
- e. Teaching reading comprehension using comic strips can help students understand the stories from the pictures.
- f. Teaching reading comprehension using comic strips also increase the students' motivation to read English text. It is because students didn't feel bored in reading narrative text.

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