



THE USE OF COMIC STRIPS AS MEDIA TO IMPROVE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXTS AT SMA BAHRUL ULUM BONTANG

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ABSTRACT

The objective of the study were to identify the influence of using comic strip as media to improve the reading comprehension of narrative texts. The subject of this research was the eleventh grade of SMA Bahrul Ulum Bontang which consists of 22 students in each class. This research was conducted using a quasi-experimental study. This research used two classes which are divided into experimental and control classes. The result of the study showed that the t value 5.840 was higher than t table 2.042 which the use of comic strips significantly improves students' reading comprehension of narrative texts at SMA Bahrul Ulum Bontang.

Keywords: *Reading Comprehension, Narrative Texts, Comic Strips*

1.1. Introduction

People in the world speaks variety of languages. An international language is required to promote communication between people from various countries. English is one of the worldwide languages that widely used as a worldwide language (Norton & Nero, 1997). Then, some of them apply English as their foreign languages (Broughton et al. 2002). For example, English as a communication tool and as compulsory subject in Indonesia. English as an extraneous language is stated as an obligatory study in junior

English as an extraneous language is stated as an obligatory study in junior and senior high school in Indonesia. According to Zein et al. (2002), English is taught as a required subject in junior high school, senior high schools, and vocational high schools. English was also made as a required subject in secondary schools in the administration of the Ministry of Religious Affairs such as in Madrasah Tsanawiyah and Madrasah Aliyah. Therefore, English automatically became one or another second language for people who simply spoke Indonesia or the third language for the common of Indonesians who already spoke both Indonesian and a local language.

English skills are commonly divisible into receptive skills and productive skills. Productive skills implicate the creation of messages in orally and writing. Speaking and



writing are included in productive skills. Meanwhile, receptive skills are English language skill which involves students afford to accept messages in the form of spoken or written language. Therefore, listening and reading are categorized as receptive skills.

Most language teachers provide reading materials in their class particularly when they teach English as a foreign language. The strategy used to comprehend the reading text would make the students comprehend the text's content (Krik Kilic & Akyol, 2007). According to Khasawneh (2021), reading is an important part for the success of any student in the basic stage. Therefore, comprehending the text is considered identically valuable to gain the context of the material.

However, there are several reasons why students are less on reading. First, students are less efficient in reading because they feel uninterested and less active in the learning process. Second, the teacher learning strategies that used whereby some teacher still use an old method and strategy that used whereby some teacher still use an old method and strategy in teach reading. Their classroom environments is dull and boring. It makes students are not attentive to learning materials. As a consequence, their ability in reading comprehension is still far from the expected goal (Anida, 2019).

Teaching reading skill should be centered to comprehend the text. A teacher should select proper method to make students easier to understand the material and they should compose interest in learning process. An exciting learning condition arise their imaginative. Therefore, a professional teacher should be able to solve and implement good teaching technique. In order to make it works well, teacher need to use several kind of media to teach English such as picture, game, poster, realia, and etc (Hibbing & Erickson, 2003).

Comic strip is one of the media in comprehending the reading text which is more attractive and reduce the broadness from the conventional texts that given daily (Anida, 2019). Discussing that problem, the researcher stated that the teaching English on reading skill with using comic strips is one of teaching assistance that creates the opportunity to study English more fun. Comic strips are merging pictures and sentence that will support the students to comprehend the content and context that teacher has taught easily. By using comic strips, the researcher expected that it be able to encourage students to read and concentrate to the material and to make a fun learning in English.



Churiyah et al. (2002) stated that when facing the COVID-19 pandemic, the government made a policy that is learning conducted at home online in order to prevent the virus spread. However, online learning is not easy because the learning objectives must also be carried out entirely through the online media, such as the existence of apperception, the delivery of material, the question and answer process, and evaluation activities as well. This online learning design must also be accompanied by proper preparation from the school committee, teachers, students, as well as the parents. Therefore, the researcher selects to apply comic strips as a media to be used in improving students' reading comprehension.

Based on the problem discussed, the researcher takes title of this research “The Use of Comic Strips as Media to Improve Students’ Reading Comprehension of Narrative Texts at SMA Bahrul Ulum Bontang”.

1.2. Research questions

Based on the background of the study, the researcher proposes some research questions:

1. Does the use of comic strips significantly improve students’ reading comprehension?
2. To what extent can comic strips be used to improved students’ reading comprehension?

2. METHOD

2.1. Research Design

The research design used in this study was quantitative with quasi-experimental. In two classes, two groups were chosen. a pre-test was conducted before treatment. After the pre-test and treatment, a post-test was conducted. The pre-test and post-test reports of the experimental class and the control class was compared and observed to determine if there is a significant difference in teaching reading narrative texts with and without using comic strip as a media learning. Furthermore, the design model of this study can be classified as follows:



2.2. Samples/Participants

The population of the study were eleventh-grade students of SMA Bahrul Ulum Bontang which consists of 4 classes with a total number of eleventh-grade students as many as 110 students. The sample was selected by using the convenience sampling technique. The sample of this research applied 2 groups and the number of each class was 22 students. The classes taken for this study were divided into one group as a control class taught without comic strips as a media of understanding narrative texts and another group as an experimental class taught with comic strips as a media of understanding narrative texts.

2.3. Instruments

The instrument in this study is defined as a device for measuring the present value of a quantity through a reading comprehension test. The test were 10 multiple choices for the pretest and post-test. The score of multiple choices is 10 for each correct item and 0 for the incorrect item. To give the test, the researcher adopted the test with using comic strip from previous study (Anida, 2019).

2.4. Data analysis

The central tendency could be a way of describing what's typical in a very dataset. It takes 3 main measures: mean, median, and mode.

3.FINDINGS AND DISCUSSION

3.1. Finding

The test results for the sample, SMA Bahrul Ulum Bontang pupils, are presented in this chapter. The outcome was utilized to get empirical data on the impact of employing comic strips in the eleventh grade of SMA Bahrul Ulum in the academic year 2021–2022. Based on the test result, the research's findings are used to describe the data. the result of data analysis has used reading findings.

In this study, the researcher proposes some results based on the research questions, as follow:



1. Does the use of comic strips significantly improve students' reading comprehension?
2. To what extent can comic strips be used to improved students' reading comprehension?

3.2. Discussion

The degree of freedom (df) is 30 ($32-2=30$), and the critical value of df using the 5% significant degree is 2.042 (t table), and the t value is 5.840, according to the data analysis. This indicates that the experimental class's post-test value is higher than the value of the control class. When t value and t table are compared, the outcome is $5.840 > 2.042 = t \text{ value} > t \text{ table}$. The null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted by comparing the greater t value than the t table, namely $5.840 > 2.042$. It has been demonstrated that SMA Bahrul Ulum Bontang pupils' reading comprehension of narrative texts is greatly improved by the usage of comic strips.

The objective of this study are to investigate whether comic strips improves students' reading comprehension. From the data description that the experimental class students' mean/score in pre-test was 62.50 while in post-test the mean score was 85.63. Whereas in the control class students' mean score in pre-test was 55 and in post-test was 65.

In addition, the treatment of comic strips was given to the experimental class for 8 meetings with the total sample 40 students, from experimental was 18 students and from control class was 22 students. Whereas in control class was given by conventional class.

The result of this study was line with some previous study conducted by Rengur and Sugirin (2019), Nafisah and Pratama (2020), and Putri et al. (2021). A study from Rengur and Sugirin (2019) revealed that the use of comics more effective than the use of traditional media in students' reading comprehension. It revealed by the value of mean difference was 0.265. Additionally, the research from Nafisah and Pratama (2020) show that the use of comic books had improve the motivation and reading comprehension. The progress of the students during the teaching-learning process was superior to what it was prior to the use of comic strips. The outcome of the mean in the post-test at cycle 1 were 85% supports this assertion. Based on data analysis, it can be concluded that using comic strips will help students' reading comprehension. The findings were also consistent



with a study by Putri et al. (2021), which found that teaching students to read narrative texts by employing comic strips can improve their reading comprehension.

4. CONCLUSIONS

4.1. Conclusion

This study used a quasi-experimental and quantitative research. Students in the eleventh grade at SMA Bahrul Ulum Bontang made up of 4 classes was the study's population. XI IPA 1 served as the experimental class while XI IPA 2 served as the control class in sample of this study. The sample was chosen using a convenience sampling technique without the use of sample criteria. The treatment was conducted in 8 meetings after the pre-test by using comic strips to improve students' reading comprehension in reading narrative texts.

Based on the data, it can be concluded that using comic strips as media to improve students' reading comprehension of narrative material has positive outcomes for students in grade 11 of SMA Bahrul Ulum Bontang. After using comics to teach narrative reading comprehension, the experimental class had an average score of 85.625. This score was higher than the class average score of 62.5 before using comics to teach narrative text reading comprehension. Data were calculated at the 5% significance level using the SPSS 23 version. Data analysis also showed that $t\text{-score} > t\text{-table}$ and $5.840 > 2.042$. This indicates that the use of comic strips significantly improved students' reading comprehension, as the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected.

4.2. Suggestions

There are some suggestions related to the result of the study that the researcher mentioned, as follow:

a. For Teachers

English teacher should be able to use media to teach students' in order to make students' interest in learning English especially in reading skill. By using comic strips in the teaching and learning process, the teacher can attract students' interest in reading skills, especially in learning English. Not only teach the students, the

teacher also acts as a facilitator and motivator for students in the learning process.

b. For Students

Children's reading comprehension is facilitated by the usage of comic strips. Because reading is one of the abilities that students find challenging to utilize in interpreting the text, students must be serious and pay attention to the teacher's explanations during the teaching and learning process.

c. For Schools

The schools have to making policy to improve the quality of the teaching and learning process. School should provide better facilities and create comfortable learning environment to support the process learning and student achievement, especially in subjects English. Thus, it makes students' interest in learning will increase.

d. For Future Researchers

The researchers suggest that future researchers use this study as a reference for conducting research in the same field. This study can be used to conduct further research to improve students' ability to write sentences and paragraphs using specific grammatical structures. It can also be used as a reference for further studies during the implementation stage, in different ways or using different study designs and different samples. second hand.

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