# THE EFFECTIVENESS OF ENGLISH COMIC AS MEDIA TO IMPROVE READING COMPREHENSION OF NARRATIVE TEXT AT THE SECOND YEARS STUDENTS OF SMP NEGERI 1 BARRU

**Dg Tallasa[1], Ummi Khaerati Syam[2], Muh. Arief Muhsin[3]**

[1,2,3]*Universitas Muhammadiyah Makassar, Indonesia*

| ARTICLE INFO | ABSTRACT |
|---|---|
| | This research aimed to find out the influence of English Comic as Media On students reading comprehension that focus on level of literal and interpretative of comprehension. The result of the research was the mean score of pre - test in Literal (main Idea) score of pre-test was 58.6 and post-test was 86.56. In sequence of detail the score of pre-test was 56.4 and post-test was 92.6 with t-test value Literal is greater than t-table (13.26 > 2.45). Mean score of interpretative in pre - test was 63.63 and post-test was 82 with the t-test value is greater that t-table (8.34 >2.45). The result of calculating t-test of the indicators in the students t-test (Literal and Interpretative) was greater than t-table 21.60 > 2.45. it means that there was significance different between before and after giving the treatment. It indicated that the alternative hypothesis (H₁) was accepted and the null hypothesis (H₀) was rejected. It was concluded that the use of OKRE Influence the students' reading comprehension.<br><br>*This is an open access article under the <u>CC BY-SA</u> license.*<br><br> |

*Corresponding Author:*
*Dg. Tallasa*
English Education Departement
Universitas Muhammadiyah Makassar
259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia
Email: <u>bg13edgtallasa@unismuhmakassar.ac.id</u>

## INTRODUCTION

Reading is one of the receptive skills that must be mastered by the students besides the other language skills such as listening, speaking and writing. Reading is a complex process, complex to learn and complex to teach (Carmine, Silbert, and Kameenui: 1990:3), so there must be a technique which can help them to read effectively and interestingly. However, in reality, reading is difficult skill in language especially the students who are still difficult to understand the content of the reading text. Generally, the researchers only provide text for students and researchers ask students to read and look for the answers of the existing text with aids namely English dictionary and the students do it in dividedly or work with their partner. The students are still difficult to comprehend the reading text and they are confused to identify general information, find specific information, recognize textual meaning and recognize textual references in reading text.

Based on the information from the English teacher of the second years students SMP Negeri 1 Barru, the student reading comprehension is still low, it was proved by the mean score of the students' achievement in reading English. It is only about 60 while standard score of curriculums was 70 and the target score is minimally like the standard of curriculum must be achieved. Most of the students in SMP Negeri 1 Barru also assumed that English is difficult to learn especially learning reading skill. The students seem uninterested in reading an English text. The students are bore when the teacher gives them a text to read. They only read the text quickly but they do not know to analyze or comprehend the text.  It was happened because they are lack of vocabulary and they had no idea about the content of the material, what the text is about and they are hard to find out the main idea and details from the text.

There are some ways that can be used to improve the students' reading comprehension. In this case, the researcher tries to find effective way to be used in improving reading comprehension of the students. The method used is the use of English comic as media to improve reading comprehension of narrative text. According to Will Eisner in 1986 (Comics Creative World without Boundaries, Maharshi 2010: 3) defines comics as sequential art, the arrangement of images and words to tell something or dramatize an idea.

Comic as a visual media is a media for effective learning to develop creativity readers, because there is an image illustration of a story that was delivered. The language used in a comic is not too heavy, so it does not give the impression of a saturated audience. By using comics as a media to improve students' reading comprehension, Comic also has pictures and related contents so that they can also be read through the image. This will greatly help students to love the world of reading. Another benefit of the use of comics is able to accelerate the process of receiving a message that will be delivered and allows messages to be obtained by the student will be stored for longer in their memories.

The second journal was conducted by sari and kusumarasdyati (2014) in their journal entitled *"The implementation of tea party strategy in teaching reading of analytical exposition to the eleventh graders"*. In their journal, it was descriptive qualitative at the eleventh-grade students of SMAN 1 karangbinangun. The subjects of their journal where the students of XI IA 3. In their journal, they found that tea party strategy can be implemented in teaching analytical exposition.

The third journal was conducted by Ariani (2012) in their journal entitled *"Improving students' Reading comprehension using mood, understand, recall, detect, elaborate and Review (MURDER) Tecnique"* concludes that using MURDER technique in the experimental group can improve the students' reading comprehension and the statistical analysis reveal that there is significant difference between experimental group and control group in post-test.

The similarities between those previous researches finding above and this research is the using cooperative learning to improve reading comprehension and using experimental research. Moreover, there are some differences between this research and previous research like sample of research, instrument of the research and reading material.

## RESEARCH METHOD

This research, the researcher uses pre-experimental research design. There is one class as the sample. Pre-test and post-test are given to the sample. In this research, the population of this research is the second grade Students of SMP Negeri 1 Barru academic years 2019/2020. Which was consisted of 9 classes. The numbers of population were 168 students.

Based on the population above, the researcher uses purposive sampling to select the sample because the population too big and suggested from teacher. In this case, the researcher takes only one class that consists of 22 students at eight years especially VIII 3 and the researcher be easy to manage the class. The instrument of this research is reading test.

## RESULT AND DISCUSSION

The result of data analysis found that teaching reading comprehension through of English Comic as Media could influence and improve the students' reading comprehension in term of literal and interpretive at the class of VIII SMP NEGERI 1 BARRU. The result has proved that the strategy is successful to improve the students' reading comprehension.

**The Improvement of the Students' Literal Reading Comprehension Using of English Comic as Media in Term of Main Idea and Sequence of Details**

**Table 1. The Mean Score of Students' Reading Comprehension in Term of Literal**

| No | Literal Reading Comprehension | The Student's Score | | Improvement (%) |
|---|---|---|---|---|
| | | Pre-Test | Post-Test | |
| 1. | Main Idea | 58.6 | 86.56 | 47% |
| 2. | Sequence of Details | 56.4 | 92.6 | 64% |
| | X | 57.5 | 89.58 | 55% |

Based on the table, it indicates that the improvement of the students' reading comprehension through of English Comic as Media in term of main and sequence of details was significantly improved. The students' mean score in pre-test was 57.5 and the students' mean score in post-test was 89.58. So, the improvement of the students' literal reading comprehension between pre-test to post-test was 55%.

**The Improvement of the Students' Interpretive Reading Comprehension of English Comic as Media in Terms of Conclusion**

Students' interpretive reading comprehension using of English Comic as Media get also improved. The students have still less understood about conclusion before using English Comic as media. But the students understand more about conclusion when the English Comic as Media method is applied. It is shown in the following table:

**Table 2. Mean Score of Reading Comprehension of the Students in Term of Interpretive**

| No | Interpretive Reading Comprehension | The Student's Score | | Improvement (%) |
|---|---|---|---|---|
| | | Pre-Test | Post-Test | |
| | Conclusion | 63.63 | 82 | 28% |
| | X | 63.63 | 82 | 28% |

Dg. Tallasa et all (The Effectiveness of English Comic)
**English Language Teaching Methodology**

The table indicated that the reading comprehension of the students in term of interpretive after using English Comic as Media method got improvement. As the table shows that the students' mean score in pre-test was 63.63 and the students' mean score in post - test was 82. Therefore, the improvement of the students' reading comprehension in term of interpretive between pre-test to post-test was 28%.

**The Students' Mean Score of Vocabulary and Fluency in Pre-test and Post-test**

To find out the answer of the research question in the previous chapter, the researcher used a speaking test. A pretest used to be administrated before giving a treatment and post-test was administrated after giving a treatment which planned to find out whether there was a significant different of speaking ability of the students before and after giving a treatment were given to the students.

After count the output score of students, the mean score of each the pretest and posttest should be explained to the table below:

**Table 3 The students' mean score pre-test and post-test in vocabulary and fluency**

| Index | Group | Mean score | | Improvement Percentage |
|---|---|---|---|---|
| | | Pretest | Posttest | |
| Vocabulary | Experiment | 56.6 | 78.2 | 38.16% |
| | Control | 55.8 | 66.6 | 19.35% |
| Fluency | Experiment | 53.3 | 84.1 | 57.78% |
| | Control | 52.4 | 69.9 | 33.39% |

The table above shows that the mean score of student's vocabularies in experimental class with control class have a difference before using a treatment. After giving the treatment, the result of the post-test in experimental and control class indicate a higher difference score of mean score. It means that there was upgrading after giving the treatment for the class experimental. The students' mean score in pre-test of class experimental was 56.6, while in control class the mean score was 55.8. The mean score of each group was higher difference after the treatment had been given. The students' mean score in post-test of class experimental after the treatment was 78.2, while the students' mean score in post-test of control class was 66.6. It means that, the mean score of experimental class was higher than control class (78.2>66.6).

The mean score of students' fluencies in experiment and control class have diffrence before conducting the treatment. After conducting the treatment, the mean score in post-test of experimental and control class showed a higher difference score of mean score. It means that there was improvement after giving a treatment for experimental class. The mean score of students' pre-test of experimental class was 53.3, while in control class the mean score was 52.4. the mean score of each group have difference after the method was giving. The students' mean score in post-test of the experimental class after the treatment was 84.1, while the mean

score of the students' post-test in control class was 69.9. It means that, the mean score of experimental class was higher than control class (84.1>69.9).

**The Classification of Students Pre-test and Post-test**
**Table 4. The rate percentage score of the students experiment and control class of pretest and posttest in term vocabulary**

|   | Classifications | Score | Pre-test | | | | Post-test | | | |
|---|---|---|---|---|---|---|---|---|---|---|
|   |   |   | Experiment | | Control | | Experiment | | Control | |
|   |   |   | F | % | F | % | F | % | F | % |
| 1 | Excellent | 6 | - | - | - | - | 5 | 25% | 1 | 5% |
| 2 | Very good | 5 | 2 | 10% | 2 | 10% | 5 | 25% | 4 | 20% |
| 3 | Good | 4 | 6 | 30% | 7 | 35% | 9 | 45% | 11 | 55% |
| 4 | Average | 3 | 10 | 50% | 8 | 40% | 1 | 5% | 3 | 15% |
| 5 | Poor | 2 | 2 | 10% | 2 | 10% | - | - | - | - |
| 6 | Very poor | 1 | - | - | 1 | 5% | - | - | 1 | 5% |
| Total | | | 20 | 100% | 20 | 100% | 20 | 100% | 20 | 100% |

On the table above shows that pre-test of students in control class almost the same with students in experimental class. The percentage of the students of experimental class, there was 0 students who classified to "Excellent" but those who classified as "very good" was 2 (10%) students, "good" was 6 (30%) students, "average" 10 (50%) students, and "poor" 2 (10%) students. While, in the control group, those who classified as "very good" was 2 (10%) students, "good" was 7 (35%) students, "average" 8 (40%) students, and "poor" 2 (10%) students.

While the score in post-test, student in control class was lower than students in experimental class. In experimental class , there was  classified as "Excellent" was 5 (25%) students, "very good" was 5 (25%) students, "good" 9 (45%) students, "average" 1 (5%) students. While, in the control group, those who classified as "excellent" was 1 (5%) students, "very good" was 4 (20%) students, "average" 11 (55%) students, "average" 3 (15%) students.

**Table 5. The rate percentage score of the students in experimental and control class of pre-test and post-test in term fluency**

| No | Classifications | Score | Pre-test | | | | Post-test | | | |
|---|---|---|---|---|---|---|---|---|---|---|
|   |   |   | Experiment | | Control | | Experiment | | Control | |
|   |   |   | F | % | F | % | F | % | F | % |
| 1 | Excellent | 6 | - | - | - | - | 6 | 30% | 4 | 20% |
| 2 | Very good | 5 | - | - | - | | 9 | 45% | 3 | 15% |
| 3 | Good | 4 | 7 | 35% | 7 | 35% | 5 | 25% | 8 | 40% |
| 4 | Average | 3 | 10 | 50% | 10 | 50% | - | | 4 | 20% |
| 5 | Poor | 2 | 3 | 15% | 2 | 10% | - | - | - | - |
| 6 | Very poor | 1 | - | - | 1 | 5% | - | - | 1 | 5% |
| | Total | | 20 | 100% | 20 | 100% | 20 | 100% | 20 | 100% |

On the table above shows that pre-test of students in control class almost the same with students in experimental class. The percentage of the students of experimental class, those who classified as "good" was 7 (35%) students, "average" was 10 (50%) students, and "poor" 3 (15%) students. While, in the control group, those who classified as "good" was 7 (35%) students, "average" was 10 (50%) students, "poor" 3 (15%) students, and "very poor" 1 (5%) students.

While the score in post-test, student in control class was lower than students in experimental class. In experimental class, there was classified as "Excellent" was 6 (30%) students, "very good" was 9 (45%) students, and "good" 5 (25%) students. While, in the control group, those who classified as "excellent" was 4 (20%) students, "very good" was 3 (15%) students, "average" 8 (40%) students, "average" 4 (20%) students.

**The Significant of Vocabulary and Fluency**

The researcher had used t-test analysis on the level of significant (D) 0.05 with the degree of fredom (df) = n-k = 38, and then the value of t-table was 38 (2.024). The t-test statistical analysis for independent sample was applied the following table showed the result of t-test calculation.

**Table 6. T-test value of the students speaking ability in report text**

| Indicator | T-test | T-table | Comparison | Classification |
|-----------|--------|---------|------------|----------------|
| Vocabulary | 2.274 | 2.024 | t-test>t-table | Significant |
| Fluency | 2.636 | 2.024 | t-test>t-table | Significant |

Table  above shows that t-test value of vocabulary was greater than t-table value (2.274>2.024) and also t-test value of fluency was greater than t-table value (2.636>2.024). It means that, there was significance difference between the students without giving the treatment in teaching speaking English. It showed the alternative hypothesis ($H_1$) was accepted and the null hypothesis ($H_0$) was rejected.

From the analysis above, the researcher has concluded that there was significant difference between the pre-test and post-test of the students' speaking ability after giving treatment for developing their ability in speaking report text through project-based learning method.

Based on the result of the data analysis, it was proven that students' improvement in vocabulary and fluency by using project based learning method got better. It could be seen by the collation in pretest and posttest of the experimental class that could be seen on the (appendix E), there was an improvement on the students' score where the pre-test score in the term of vocabulary was 56.6 and the post-test was 78.2 and then the pre-test in term fluency was 53.3 and the post-test was 84.1.

Moreover, the findings from the calculation of the study and hypothesis testing above showed that the speaking score in term vocabulary and fluency of the students in experimental class had a significant difference after the use of project based learning method was done in compared to the control class achievement who did not receive the project based learning

method as on the experimental class, but receive the usual treatment as the teacher uses in the class. The statement above was strengthened by the findings on the independent t-test computation.

The result means that null hypothesis was rejected and there was significant difference between post-test of the experiment and control class. In other words, the students' in control class after the treatment on the use of project based learning method which had been given.

## CONCLUSION

In literal reading of finding main ideas indicates that the students' comprehension gets the improvement about 47%. Where the mean score of pretest is 58.6 and it is classified as fair while in the post -test is 86.56 and it is classified as very good.

In literal reading of Sequence Detail indicates that the students' comprehension gets more improvement about 64%. The data shows that mean score of pre-tests is 56.4 and it is classified as fair while in the post- test is 92.6 and it is classified as very good.

In interpretative reading of Making conclusion of the story indicates that the students' comprehension gets more improvement about 28%. The data shows that mean score of pre-tests is 63.63 and it is classified as fair while in the post - test is 82 and it is classified as good.

## REFERENCE

Ariani Geta. 2012. *Reading Comprehension Using Mood, Understand, Recall, Detect, Elaborate And Review (MURDER) Technique*, Surakarta: Sebelas Maret University.

Arroyani, F. (2010). *The Effectiveness of Teaching Using Comic Strips To Facilitate Students' Reading Comprehension Skill.* Semarang : English Department Of Tarbiyah Faculty.http://sibungsuinred.com/2012/03/levels-of-reading-Comprehension.html.

Dalle, M.B. 2010.*Fundamental of Research Methodology.*Makassar.

Fatimah Zahra, R. 2016. *TheEffect Of English Comics On The Students' Vocabulary Achievement At Second Year Students Of Smp Negeri 10 Kendari*. Journal Of Teaching 0f English V 1 (No.2)

Mayor, P. 2005. *Teaching Reading* (3$^{rd}$ed.). London, USA.

Romli, m. (2014). *Improving the Students' Reading Comprehension of Narrative Text Through Story Mapping.* Jakarta: The Department of English Education the Faculty of Tarbiya and Teachers Training the State Islamic University of 'Syarif Hidayatullah.

Royanti. (2007). *The Use of English Comics to Improve Students' Ability in Story Retelling (the Case of 8th Year Students of SMPN 1 Bojong Pekalongan in The Academic Year 2006/2007).* Semarang: English Department the Faculty of Languages and Arts State University of Semarang.

Sari, Rita Prima and kusumarasdyati. 2014. *The Implementation Of Tea Party Strategy In Teaching Reading Of Analytical Expotion For The Eleventh Grades*. Retain. V 2 (No.2)