THE INFLUENCE OF COMIC STRIPS TOWARDS STUDENTS' READING COMPREHENSION ON RECOUNT TEXT

NABILA SHAFIRA [1], EVA NURCHURIFIANI [2], FEBRIYANTI [3]

STKIP PGRI BANDAR LAMPUNG

churifiani@gmail.com

Abstract: This research aimed to know the influence of comic strips towards students' reading comprehension. This technique helped the students to comprehend the story by imagining it with the strip of pictures. The objective of the research was to know the influence of comic strips towards students' reading comprehension in recount text. In this research the writer used experimental method or known as descriptive quantitative research. The population was 48 students in 2 classes. The sample was taken by using Total Sampling Technique. The writer took all of the classes as the sample of research namely experimental and control class. It consisted of 45 students; the other students were absence. The main technique in measuring students' reading comprehension was multiple choice which consisted of 40 items test. Each item has four options a,b,c, and d. The score each item was 2.5. In calculating the data analysis, the writer used t-test formula. Based on the data analysis, the writer got the result that H_a was accepted. It was obtained that t_{test}= 4.45, t_{table} for α= 0.05 was 1.68 and for α=0.01 was 2.42 (4.45 > 1.68 < 2.42). So, H_a was accepted. It meant that there was significant influence of comic strip toward students' reading comprehension on recount text at the tenth grade of SMA Negeri 8 Bandar Lampung in 2021/2022. Based on the result of the research, it is clear that comic strips had an influence to the students' reading comprehension, especially in recount text.

Keywords: Comic Strips, Reading Comprehension, Recount Text.

INTRODUCTION

Reading may be a simple word but often difficult to do and difficult to make a habit. Many people who mean that reading is a tedious activity and just a waste of time. Especially now adays all things can be visualized into graphics thereby reducing interest in reading teenagers. Therefore the habit of reading should always be familiarized from an early age. Reading skills can improve a person's ability to easily understand concepts. This develops critical thinking skills in children. Understanding critical concepts and thinking are two important qualities of a successful individual.

In teaching and learning process especially in reading. The students often find difficulties in comprehending a text. One of them is to find some difficult words that they do not know. they lack motivation to learn vocabulary, proved from their reading ability. The reason are they do not understand how to read it and understanding the meaning , so they really need a dictionary to get the meaning of the reading text correctly,

and it makes to the students found difficult to define the main ideas in reading text

Based on the preliminary research at SMAN 8 Bandar Lampung, the writer found that student's need to improve their reading comprehension. The teacher just explains the material and the text, then she corrected what students read by asking them to answer the questions related to the text and finally to discuss them to the whole class. She said that the weaknesses of the students in reading recount text are the students have lack of vocabulary, they often found difficulties to get meaning of the text and their reading interest is quite less. Then, the problem makes the students' less competent in reading comprehension.

Teaching reading through comic strips is considered as an interesting teaching strategy. Noemi C. Sabay (2006:24) states that comics are usually funny: therefore, applying them to methodological purpose have the same effect as using games in teaching English, it brings a cheerful atmosphere into the class. Student's

boredom will be vanished if the teachers employ interesting media in teaching.

Based on the background of problem above, the researcher had conducted research in order to prove that there was any significance of using Comic Strip Strategy in teaching reading. Therefore, the writer proposed research entitled "The Influence Of Using Comic Strip Toward Student's Reading Comprehension on Recount Text at The Tenth Grade of SMA Negeri 8 Bandar Lampung in the 2021/2022".

METHOD OF THE RESEARCH

In this research, the writer used the quantitative research. Quantitative research is research which variable are manipulated to test hypotheses and which there is usually quantification of data and numerical analyses. The writer used quasi- experimental design to investigated the students' reading comprehension. Quasi experimental research is a type of experimental research but without random assignment of individuals. Quasi experimental is used to know whether

there is influence of using Comic Strip Strategy towards students Reading Comprehension. The writer took two classes to be investigated, the first class was the experimental class and the second was the control class. In this case, the writer wanted to know the influence of using Comic Strip Strategy towards students reading comprehension.

RESULT AND DISCUSSION

The result students' reading test in experimental class which is taught by using comic strips was higher than with the result students' reading test of control class which is taught by using conventional strategy. The normality data in the experimental and control class are compared by using Chi Square formula and the description of the students' scores as follows:

Result
Result of Experimental Class

Descriptive analysis of the data of the students who are taught using comic strips shows that the score is 50 up to 85, the mean is 68.83, and the standard

deviation is 8.50. Then the frequency distribution and histogram/polygon can be seen in the figure 1.
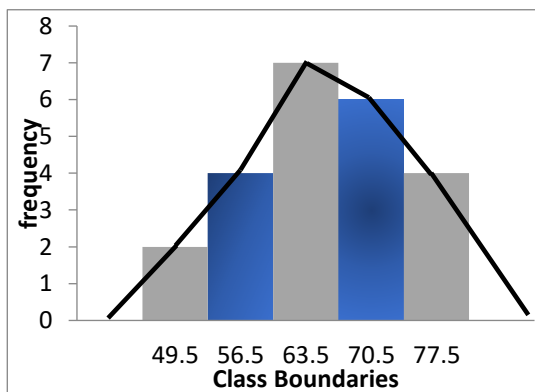

Figure 1. Data Experimental Class

Result of Control Class

Descriptive analysis of the data of the students who are taught using Direct Instruction shows that the score is 42.5 up to 70, the mean is 58.68, and the standard deviation is 6.56. Then the frequency distribution and histogram/polygon can be seen in the figure 2.
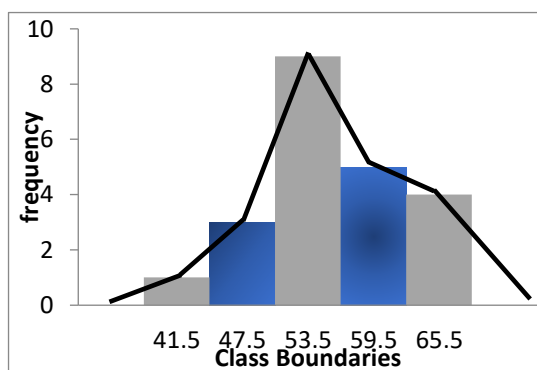

Figure 2. Data Control Class

Discussion

Based on the data analysis by using t-test and testing of hypothesis. The writer got the result that Ha was accepted. It showed by t_{test} was higher than t_{table} with significance level 5% and 1% (4.45 > 1.68 < 2.42). It means that there was an influence of comic strip towards students' reading comprehension in recount text. It was proved by the average score in experimental class was higher than in control class (68.83 > 58.68 and 4.45 > 2.02 < 2.70).

The writer did the research at 2 classes namely experimental and control class. But before she conducted the research, she did tryout test in order to measure the instrument whether valid or not. The instrument of the test was multiple choice reading test with 40 questions which contains of four options a,b,c, and d. The instrument was valid since the tryout test was conducted and resulting fair to very high criteria. The result of tryout test by using the same instrument as in experimental and control class was satisfy. It means that the students were got middle to high

scores and also the instrument of the test can be used to experimental and control class.

In experimental class, the writer did the research by using comic strip. Comic Strip was the combination of cartoon with a story line, laid out in a series of pictorial panels across a page and concerning a continuous character or set of characters. The comic strip form can be employed to convey a variety of messages.

The result of the students' score in experimental class was very good. The highest score was 85 while the lowest was 50. The student's activeness also increased; it can be seen from their feedback to the material given. The students were more active when the teacher gave the explanation. Even though there was a little problem when the teacher explained the material at the first meeting. The students seemed confused but it did not take long time for them to understand the lesson on that day. On the next meeting, the students seemed more enthusiastic during the lesson. It was made teaching-learning process ran well.

In control class, the writer did the research by using conventional strategy. The writer explained the material and the students were listened to it. There was no much feedback while teaching-learning process running. Then the teacher gave them the test same as in experimental class. They did it well, but the scores were lower than in experimental class. In control class the highest score was 70 and the lowest score was 42.5. It can be concluded that the instructions which have been given in control class was not really function and the strategy in experimental class was useful.

The use of comic strip made the students were able to comprehend the text and gained the indicators of reading comprehension namely identify main idea, supporting idea, reference, making inference and recognizing vocabulary. The students must be able to understand these indicators, so that they could be said able to comprehend the text.

After teaching and learning process, the writer gave explanation about the important part of picture in

the story. The students were agreed with inserting the picture to help them comprehend the text. It seemed that the students were enjoyed taught by using comic strips because this strategy helped them when they got stuck in understanding the story in form of written language.

The efectiveness of comic strip was related to a theory stated by Liu (2004: in Merc, 2013 : 57), comic strip is as a series of pictures inside boxes that tell a story. It means that the stories are made with images to make the learning process more interesting, especially when learning reading. With comic strip, students will be helped by the images related to the story that students will read. Students will more easily understand the contents of the text with the help of images.

In the end of discussion, the writer would say once again that comic strip can be used for the teacher who wants to conduct the research or wants to teach the students with simple strategy. This strategy was proved by several researchers in any kind of school levels. And all of the result was good. Therefore, the writer would like to inform that this strategy is useful. It was easy to be taught and would not consume much time in teaching-learning process.

CONCLUSION

Based on the result of the data analysis and hypothesis test, the writer concluded that: There was significant influence of comic strip towards students' reading comprehension in recount text at the enth grade of SMA Negeri 8 Bandar Lampung in academic year 2021/2022. It can be seen that the result t_{test} = 4.45, t_{table} for α= 0.05 was 1.68 and for α=0.01 was 2.42 (4.45 > 1.68 < 2.42).

REFERENCE

Andrew, Smith. (2006). *Teaching with Comics*. University of Lethbridge: Canada.

AL-Ghazo, Abeer. (2014*).“The Effect of SQ3R and Semantic Mapping Strategies on Reading Comprehension Learning among Jordanian University Students”*, Internatioan Journal of English and Education*.* Vol: 4, No: 3.

Alison Mackey, & Gass, S. M. (2005). *Second language research : methodology and design*. New Jersey: Lawrence Erlbaum Associates, Inc.

Alyousef, H.S. (2005). *Teaching Reading Comprehension to ESL/EFL Learners. The Reading Matrix* Vol.5, No.2, September 2005. Accessed on December 25th, 2017. http.acrobet/rider.co.id.

Andrew, P. Johnson. (2008). *Teaching Reading and Writing.* New York: Rowman and Littlefield Education.

Arikunto, S. (2006). *ProcedurePenelitian : Suatu Pendekatan Praktik*. Jakarta: RinekaCipta.

Arroyani, Farida. (2010). *The Effectiveness of Teaching using Comic Strips to Facilitates Students' Reading Comprehension Skill on Narrative Text at the Grade of SMP N 2 Tanggungharjo Grobogan*. Walisongo State Institute for Islamic Studies.

Brown, H.D. (2001) *Teaching by Principles : An Interactive Approach to Language Pedagogy, Second Education.* New York: Longman.

_____ (2004) *Language Assesment: Principles and Classroom Practice.* New York: Person Education, Inc.

Creswell, J. W. (*2012*). *Educational research Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA Pearson.

Csabay, N. (2006). *Using Comic Strips in Language Classes. English Teaching Forum.* 44(1).

Derewianka B. (*2004*). *Exploring how texts work*. Sydney: Primarily English Teaching Association.

Fatimah, Siti. (2016). *An Analysis Readability Level of Reading Texts in the English Textbook Entitled "Look Ahead: An English Course 2" Written by Th. M Sudarwati and Eudia Grace Published by Erlangga.* Skripsi Unpublished. Palangkaraya: State Islamic Institute Palangkaraya.

Grabe, William and Fredericka L. Stoller. (2003). *Teaching and Researching Reading*. New York: Pearson Education Limited.

Grabe, William. (2009). *Reading in a Second Language: Moving from Theory to Practice.*New York: Cambridge University Press.

Harmer, Jeremy. (1998). *How to teach English:an introduction to the practice of English Teaching* . England: Longman.

J.B. Heaton. (1998). *Writing english language test.* England: Longman.

Journal of Language and Literature. 2012. Vol 8; No 2. The Use of Comic Strips As an English Teaching Media for Junior High School Students. Wrote by Harwaningsih.

K. Klingner, Janette, et al. (2007). *What Works for special-needs Learners Karen R. Haris and Steve Graham: Teaching Reading Comprehension to students with Learning Difficulties.* New York: The Guildford Press.

Liu, Jun. (2004). *Effect of Comic Strips on L2 Learners' Reading*

Comprehension. Arizona: Tesol Quarterly. Vol. 38, No. 2.

Mackey, A., & Gass, S.M. (2005). *Second Language Research: Methodology and Design*. Mahwah, NJ: Lawrence Erlbaum.

Maharaj, C. (2008). *Teaching Reading in The Early Grade: A Teacher's Handbook.* South Africa : Department Of Education.

Mc. Cloud, S. (2006). *Making Comics : Storytelling Secrets of Comics*. New York: HarperCollins Publishers.

Muhajirin, Muhammad. (2018). *The use Comic Strips to Increase Students Writing Ability in Narrative Text Outline at the Eight Grade Students of MTs, Al-Arif Gempol.* MuhammadiyahUniversity.

Nation, I. S. P. (2009). *Teaching ESL/EFL reading and writing*. New York: Routledge.

Ness, M. (2010) Reading Comprehension Strategies in Secondary Content Area Classrooms: teacher use of and attitudes towards reading comprehension instruction,

Reading Horizons, 49(2), 143-164.

Nunan, David. (2003). *Practical English language teaching.* Sydney: McGraw Hill.

Pang, S.E. (2003). *Teaching Reading.* France: International Academy of Education.

Pardiyono. (*2007). Teaching Genre Based Writing.* Yogyakarta : Andi.

Saber M. Khaghaninejad, et al. (2015). *Examining The Effects of Strategy-Based Instruction of Reading Passages to Iranian Undergraduate EFL Learners.* International Journal of English Language an Literature Studies, 4, (96-110).

Sahin, Ayfer. (2013). *The Effect of Text Types on Reading Comprehension,* Meviana Internaitional Journal of Education (MIJE).

Suparman, H.U. (2011). *Developing Reading Comprehension Skills and Strategies.* Bandung: Arfino Raya.

Susanti, Nani. (2019)."*The Influence of Using Comic Strip Towards Students' Reading Comprehension on Recount Text At the First Semester Of Tenth Grade Of Smk It Icera Babatan In The 2019/2020 Academic Year".* Raden Intan Lampung University.

T. Linse, Caroline. (2005). *Practical English Language Teaching: Young Learners.* New York: The McGraw Hill Companies, Inc.

Tankersley, Karen. (2003). *Threads of Reading: Strategy for literacy development.* Beauregard: Library of Congress Cataloging in Publication Data.

Wardiman, Artono et al.(2008). *English in Focus for Grade VIII Junior HighSchool (SMP/MTs).* Jakarta: Pusat Perbukuan Departement Pendidikan Nasional.