



The Effect of Comic Strips on The Grade Eight Students' Reading Comprehension at SMPS Prayatna Medan

¹Siti Ramlah Siregar , ²Dahlia Sirait 

¹English Education Department, University of Muslim Nusantara Al Washliyah Medan
INDONESIA

² English Education Department, University of Muslim Nusantara Al Washliyah Medan
INDONESIA

ARTICLE INFO

Article history:

Received

Accepted

Keywords:

Comic Strips

English

Reading Comprehension

ABSTRACT

English is the most important subject nowadays. There are some texts which have to be mastered by junior high school students. One of them is the narrative text, a text that tells a story, in which the social functions are to inform, entertain, or amuse the readers. students have problems and difficulty reading comprehension of story texts. They found difficulties in finding information, main ideas, or intentions of sentences in the text. Besides that, the lacking of vocabulary that students have, what is contained in the contents of the reading is not conveyed to students, and students' interest and motivation towards learning English is lacking. The purpose of this research is to find out whether Comic Strips have an effect or not significant reading comprehension. This research was conducted using quantitative methods. The research sample consisted of 20 students in class VIII-1 as the experimental class and 20 students in class VIII-2 as the control class. From the analyzed data, the researcher found that the average result of the experimental class was 35 while the average result of the control class was 25. The calculations using the t test showed that t observed was higher than the t table ($4.48 > 2.02$) with df: 38 at the significance level $\alpha=0.025$. So the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected. So it can be concluded that the Comic Strips in the improve reading comprehension learning process is effective to use.

Correspondence:

Siti Ramlah Siregar and Dahliah Sirait

sitirmlhsrg00@gmail.com



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INTRODUCTION

In English there are four learning to master that people must be able to speaking, listening, writing and reading. Reading is an important activity in life that allows us to update our knowledge. It is one of the skills that must be learned and mastered when learned English as a foreign language. Tarigan (cited in Dalman, 2013:7) states that reading is a process carried out and used by the reader to get the message the writer wants to convey through the medium of words/written language. Mikulecky and Jeffries (Ismail, 2017:125) states reading has many benefits for students to learn foreign language. It can enlarge of vocabulary, improve students' general language skills, gain more knowledge, information, values, ideas, facts, and experiences.

According to Anderson (cited in Dalman, 2013:11) there are seven purposes for reading, those are: reading for details or fact, reading for main ideas, reading for sequence or organization, reading for inference, reading to classify, reading to evaluate, reading to compare or contrast. Reading comprehension is the process of making meaning from a text or text. The objective, therefore, is to increase an overall understanding of what is explained in a passage rather than to obtain meaning from isolated words or sentences. It becomes a reason why the process of reading cannot be separated from comprehension because reading without comprehension is purposeless.

Pressley and Birsch (cited in Gilakjani and Sabouri, 2016:181) defined reading comprehension as the ability to get meaning from what is read. It needs different reading skills such as word recognition, fluency, lexical knowledge, and pre-existing knowledge to be undertaken quickly so that the reader gets knowledge from text. The level of reading comprehension of the text is determined by how well the reader variables (interest level in the text, purpose for reading the text, knowledge of the topic, foreign language abilities, awareness of the reading process, and level of willingness to take risk) interact with the text variables (text type, structure, syntax, and vocabulary) (Hosenfeld, cited in Rachmawati, 2015:2).

Learning media is one factors that play an important role during the process learning. Media are the tools used to convey information so that the information reaches the recipient of the information. The term learning media is also often identified with teaching (Sirait, D. & Handayani, 2019). Teachers use media as intermediary in conveying material so that it can be obtained understood by students well. Harmer (cited in Aini, 2013:197)) states that there are several types of learning media that can be used by teachers:

- 1) The students themselves, by using the students themselves, teacher can do many things in the classroom.

- 2) Realia, Realia is a objects and teaching props from the world outside the classroom that are used for teaching and learning.
- 3) Pictures, this kind of material includes drawings, charts, graphs, posters, cartoon, etc. Harmer (2007) explained that pictures can be used for multiple ways comprising: (1) drilling, (2) communication, (3) understanding, (4) ornamentation, (5) predicting, and (6) discussing.
- 4) Coursebook, coursebook is a form of print media. It contains material or verbal information through print. It can also be used as basic instructional guide by the teacher.
- 5) Boards, boards refer to chalkboard/ blackboard, whiteboard and interactive whiteboard (IWB).
- 6) Overhead Projector (OHP), by using overhead projectors, the students can see in front of the class the material which is writer or drawn in a transparent
- 7) Flipcharts, flipchart is an instructional media which contains big sheets of paper.
- 8) Computer-based presentation technology, this instructional media combine both audio and visual material. By using computer-based presentation technology or so called multimedia presentation enable the teacher to convey much larger information to the students

Comics seem to be fun consumption for children, adolescents, and adults. Sometimes, students also read comics in English which provide many benefits for them such as adding their new vocabulary. Comic coverage varies. There are comic strips, comic books, cave paintings, tapestries, and so on. Comic strips are pictures or series of pictures that can form a story. Comic strips are short. They only consist of very few panels because they are meant to be read in seconds or a few minutes. There are some advantages of the use of Comic Strips (cited in Anida, 2019) in teaching reading, as following: (1) Help the students to understand content and context that teacher have teach easily, (2) By using comic strips, it is hope that it can motivate students to read and pay attention to the material. It will create fun learning in English, (3) Comic can help the readers to get the right visualizations, (5) It improves students creative working skills, (6) Students are encouraged to express their creativity, (7) It grabs the attention of reluctant readers.

METHOD

The method is quantitative method. This type of research will use an experimental design, meaning that in collecting research data, the researcher divide students into two groups in one sample, namely the experimental group and the control group.

The experimental group is the group that receives treatment using Comic Strips, while the control group will be taught communicatively. The researcher will take the sample from class VIII-1 and VIII-2. It was about 40 students from the population. The students will be classify into two classes. Experimental class from VIII-1 and control class from VIII-2.

The instrument in this research is reading comprehension test. The forms of the test are ability of students in reading and answer essay test. Reading comprehension to test the students' basic competence in comprehending a reading text.

Data were collected and analyzed by the authors by carrying out a 'quantitative analysis'. Student problems will be identified using the rules of criteria considered in the reading skills test and then the test results will be analyzed to show achievement data. Analysis to find out if this tool can be used to prove whether teaching reading comprehension with Comic Strips can improve reading skills.

FINDINGS

The result of this research is the effect of using Comic Strips on students' reading comprehension in understanding and interpretive understanding. Further interpretation of the data analysis is given below: This section presents statistical calculations of pre-test and post-test data that verify the Effect of Comic Strips on improving Students' Reading Comprehension

Based on the result of the experimental group's pre-test, the lowest score is 20 and the highest score is 60. Meanwhile in post-test experimental group after researcher give a treatment that the lowest score is 60 and the highest is 90. And the sum of students' pre-test and post-test score was 900 and 1600. Based on the result of the control group's pre-test, the lowest score is 10 and the highest score is 60. Meanwhile in post-test that the lowest score is 40 and the highest is 80. And the sum of students' pretest and post-test score was 780 and 1280.

For experimental group, students' reading comprehension using comic strips have different in pre-test and post-test. In pre-test students still less understand but after gift treatment applied using comic strips the students more understand, it can be seen clearly in the following table:

Table 4.3
The Mean Score and Improvement of The Students' Reading Comprehension Using Comic Strips and without Comic Strips

Types	Mean Score		Improvement
	Pre-Test	Post Test	
Experimental	45.00	80.00	77,77%
Control	39.00	64.00	64,10%

Based on table 4.3 above, it shows that the score of reading comprehension 77.77% from of students in post-test improved after teaching reading comprehension by using Comic Strips. The mean score of students in pre-test is 45.00 and post-test which to be 80.00.



And for Control group shows the score 64,10% from students after teaching reading

but not using comic strips. The mean score of students in pre-test is 39.00 and post-test which to be 64.00. The result achieved from both test, pre-test, post test, were different.



Based on the result above, the researcher has considered comic strips media could be one have effect and improve the students' reading comprehension on narrative. It based on the mean score of experimental group's post-test was higher than control group.

The deviation of the students' score of experimental group in the total is 2.100. The deviation of the students' score of control group in the total is 1.700. The total difference in scores between the pre-test and post-test of the experimental group is 700 and the average score is 35. Meanwhile, the mean value (M_x) of the average score calculation the mean of the control group was 25 and the total difference in the pre-test and post-test scores of the control group was 500.

$$= \frac{M_x - M_y}{\sqrt{\left(\frac{dx^2 + dy^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{35 - 25}{\sqrt{\left(\frac{2100 + 1700}{20 + 20 - 2}\right) \left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{10}{\sqrt{\left(\frac{3800}{38}\right) \left(\frac{2}{40}\right)}}$$

$$t = \frac{10}{\sqrt{(100)(0,05)}}$$

$$t = \frac{10}{\sqrt{5}}$$

$$t = \frac{10}{2,23}$$

$$t = 4,48$$

In this research, the research value of t-observed was 4,48 and t-table for the degree of

freedom was 38 (N-2) at level significant 5% was 2,02. The result of t-observed is higher than t-table = 4,48 > 2,02. The Alternative hypothesis (Ha) was accepted and null hypothesis (Ho) is rejected. It could be proved that there were significant differences between the results of using comic strips in reading comprehension at eight-grade students of SMPS Prayatna Medan.

DISCUSSION

This study deals with the use of Comic Strips to determine the effect of students' reading comprehension in grade 8 students at SMPS Prayatna Medan. The aim of this study was to find out whether or not using comic strips led the students in experimental group to a significant higher comprehension scores than those who did not participate in using comic strips to prove it, the researcher reading comprehension test which consisted of 10 items as instrument in the pre-test and the post test. In the research, the researcher found that the students abilities increased more significantly after using comic strips more than control group. It was proved from by result of the research that students got higher scores after giving the treatment than before giving the treatment. The mean score of experimental group in pre-test is 45.00 and post-test which to be 80.00. The mean score of control group in pre-test is 39.00 and post-test which to be 64.00.

CONCLUSION

Based on the discussion above, the researcher concluded that Comic Strips in teaching reading could enhance the students' reading comprehension on narrative text. It was proved from by result of the research that students got higher scores after giving the treatment than before giving the treatment. It is related on previous research by Rossa Junia Utami (2019:39) stated that using comic strips showed positive effect and a significant effect students reading comprehension. Students study about reading comprehension on narrative text using comic strips can help students to motivate, interest, and also entertain.

ACKNOWLEDGMENTS

Universitas Muslim Nusantara Al-Washliyah

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