

The Influence of Comic Strips towards Reading Comprehension on Narrative Text at Eighth Grade of SMP Negeri 2 Ciruas

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ABSTRACT

The aim of the research is to find out whether or not using comic strips influence toward students' reading comprehension at eighth grade of SMP Negeri 2 Ciruas. This research used quantitative method through quasi-experimental research design. The populations of this research were all of student of SMP Negeri 2 Ciruas. The total numbers of students are 839 students, and for the sample writer used cluster sampling. There are 8I which consisted of 32 students as the experiment class and 8H which consisted of 31 students as the control class. The writer used test as the instruments, there were pre-test and post-test. The writer took data from the students' score of pre-test and post-test. As the result, the writer showed the mean of pre-test in control class was 55.96 and became 65.64 in the post-test. Meanwhile, in experimental class mean of pre-test was 44.35 and became 77.58 in the post-test. In finding a significant difference between two variables, the writer conducted T-test. The result showed t_{count} was higher than t_{table} ($7.05 \geq 2.00$). Therefore, the alternative hypothesis (H_a) was accepted. Then, the writer interpreted the result of effect size above by seeing the scale of effect size. The value of 0.699 was at large level. Therefore, the writer concluded that Comic Strips has influence toward students' reading comprehension especially in narrative text.

Keyword: *Reading Comprehension, Comic Strips, Narrative Text*

INTRODUCTION

Language is one of the most important things in communication and it is used as a tool of communication among nations all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In studying English, students are supposed to master the four language skills, they are: listening, speaking, writing, and reading. The reading skill becomes very important in education field. The students need to be

exercised and trained in order to have a good reading skill. In reading, to comprehend the text the readers should be able to manage every part of the text, because it will be easier to gain the comprehension in reading when the readers are able to organize the text.

In the curriculum of English subject in Indonesian school, students are expected to read many types of text, including narrative text. One of the characteristics of narrative text is the use of Simple Past Tense as the tense. It requires the students to recognize the words usually used in Simple Past Tense. For some students who have low ability in grammar and or in vocabulary, this case becomes a big problem. Moreover, a long paragraph of a narrative text will make the students feel bored and the effect is they do not want to read seriously. Based on an observation conducted by the writer in teaching for PPLK (Pre-Teaching Service) program, the problems in reading comprehension was also faced by eighth grade students of SMPN 2 Ciruas. The students had problems especially in understanding the text. The students felt confused and did not focused in reading a text with full text in English. Most of them more interested with digital media because there are pictures, colours, and sound. It made students to have more imagination, and most of students loved books with lots of pictures.

Based on introduction above, the writer solved it by using comic strips as a media in teaching reading. Reading comic strips is believed to be able to solve students' problem in reading comprehension. By using comic strips the students could be more interested with reading and more comprehend the text because there were a lot of pictures that represent the content of the text. It made them easier to understand the text by looking at the pictures.

THEORETICAL FRAMEWORK

Reading is one of four basics of language skills of English. Reading is an important thing, because by reading can people find a variety of

information as knowledge. According to Jeremy Hamer (2007:100), “reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it”. Moreover, Grabe as cited in Septiana (2011:81) said that reading is interactive; the reader makes use of information from his/her background knowledge as well as information from the printed page. It means, the reader can get some information after they read the text or passage. So, reading is an interactive process between the readers and the text that the readers read. The readers can get information and can understand about the meaning of the text. Then, they can have more knowledge from the text.

Grabe and Stoller (2002:3) define that reading is the ability to draw meaning from the printed page and interpret this information appropriately. They also argue that overall goal in reading is not to remember most of the specific details but to have a good grasp. It means, reading is not always to memorize the text or information but also reading is to understand what there is in.

According to Catherine (2002:14), reading comprehension is, “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. It means reading comprehension is a process that the reader can get some information from the media that they read. Reading comprehension also can help reader to get information by comprehending the text and meaning contained in the text which will be conveyed to the reader.

According to Rice as cited in Emilia S. (2015: 16), “comprehension is probably better regarded as a process rather than a particular outcome or product through which a reader interacts with a text to construct meaning. When someone has read a text with understanding, they have to comprehend it first”. So reading comprehension refers to reading with understanding. The reader can learn more content from the text and understand about the meaning what they read.

According to Andreson and Andreson (2003:8), "a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Purpose of narrative is to construct a view of the world that entertains or informs the reader or listener." Moreover, according to Solahudin cited in Yuni Hazziyanti (2014:17) that narrative is a story shaped by the event or events described in the order of time. Narrative is usually composed of three parts there are: the beginning, middle, and the end. The initial part contains background or underlying started a story, the center is part of conflict that gives birth to a climax, while the final part is resolution. Edward and Willis (2005:59) stated, "Narrative is a word often associated with the sophisticated world of literary fiction or oral tradition; however, more mundane narratives form an important part of daily conversation. Through narrative, people rationalize their experiences, creating a coherent sense of self (a life story)."

Liu (2004:229), "comic strip is a series of pictures inside boxes that tell a story." Inge as cited in Rohyana (2013:17) stated that comic strip as an open ended dramatic narrative about a recurring set of characters told a series of drawings, often including dialogue in balloons and a narrative text, published, serially in newspaper. From the definition above, it can be concluded that comic strip is a series of pictures and words that is presented in sequential manner to form narrative. The pictures in the comic strip control the student interpretation of the word. Action line and dialogue balloons allow the students into make believe the word of comic strip.

According to Claudia J. Mcvicker (2007) stated using comics for instruction is a quick, concise way to teach, practice, and apply reading skills whether it is for initial instruction. McVicker (2007) also added, that using a comic strip as an alternative text structure for reading alters the child's view of traditional text structures such as narrative texts (storybooks), nonnarrative texts (nonfiction), and poetry. In addition, children who struggle with reading often report that they do not read for pleasure. This

can be attributed to the difficulty they experience when they approach the task of reading.

METHOD OF RESEARCH

This research, the writer used quantitative method through experimental design. Experimental design includes quasi-experimental design that was nonrandomized Control Group, Pre-test – Post-test Design. In this case, the writer used two classes as experiment class and control class. Below is the scheme of nonrandomized control group, pre-test – post-test design (Ary et al, 2010).

Table 1: Group Pre-test independent variable post test

Class	Pretest	Independent Variable	Posttest
E	Y1	X	Y2
C	Y1	–	Y2

Notes:

E : experiment class

C : control class

X : treatment at experiment class

Y1 : pre-test

Y2 : post-test

Population and Sample

Population of this research was all students of SMPN 2 Ciruas. For the sample, the writer took two classes at eighth grade of SMPN 2 Ciruas. The sample in this research was chosen by using cluster sampling. By making a lottery, the students of class 8H that consisted of 31 students was decided as the control class and 8I as the experiment class which consisted of 32 students.

Table 2: Sample

Class	Number of students	Independent Variable
8I as experimental class	32	Treatment
8H as control class	31	–

FINDING AND DISCUSSION

The writer used tests as the instrument to know the influence of using comic strips. The tests were divided into two types, pre-test and post-test. Pre-test was given to determine the students' reading comprehension before the writer conducted the treatment, and then the writer conducted post-test after the treatment.

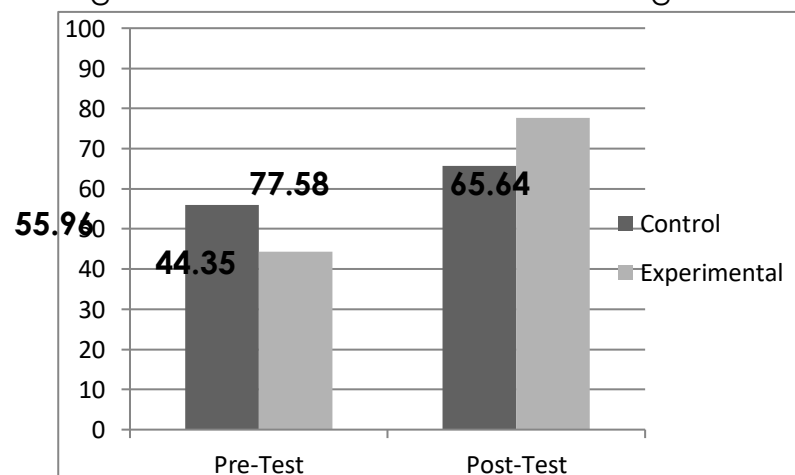
After collecting the data, the writer calculated and analysed them. The data were in quantitative form. The result of the test can be seen in the following table:

Table 3: The percentage of Students' Progress in Reading Comprehension

Class	Total of Pre Test	Mean of Pre Test	Total of Post Test	Mean of Post Test
8I	1375	44.35	2405	77.58
8H	1735	55.96	2035	65.64

Based on the results, the total score of the pre-test from the experimental class was 1375 with the average was 44.35. Then there were an improvement in the post test of experimental class with the total score of post-test was 2405 and the average was 77.58. In the control class the total score of pre-test was 1735 with the average was 55.96. There was also an improvement in the post test score from control class with the total score was 2035 and the average was 65.64. From the data above, the writer assumed that there was an influence in the students' reading comprehension by using Comic Strips at the eighth grade students of SMPN 2 Ciruas.

Diagram 1: Differences Mean Score Diagram



The result of all tests that have been conducted in this research shows that the experiment class has higher mean score than control class in post-test. The mean development shows that experimental class has higher development score which was 33.23 point (77.58 – 44.35) than control class which only has 9.68 point (65.64 – 55.69). It means that, by using comic strips towards students' reading comprehension ability has higher development rather than by manual teaching reading.

Table 4: Result of Independent T_{test}

Class	N	Mean (\bar{x})	Sum of Quadrate Deviation	t_{count}	t_{table}
Control	31	9.69	6346.80	7.05	2.00
Experimental	32	33.28	2680.47		

Based on the table above, it can be seen that the mean and the sum of quadrate deviation of control class and experimental class were different. The value of t_{count} (t_{test}) was 7.05. The value of t_{table} was 2.00 (d.f = $N + N - 2 = 32 + 31 - 2 = 61$) with the level of significance 0.05 (5%). It can be concluded that the value of t_{count} was higher than t_{table} or $7.05 \geq 2.00$. It showed the positive difference statistically between taught by using comic strips and taught by using manual teaching.

Based on the calculation above, it can be seen that t_{table} was 2.00 and t_{count} was 7.05. $T_{count} \geq T_{table}$ or $7.05 \geq 2.00$. It can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It was proven that, using comic strips had positive influence towards reading comprehension at eighth grade of SMP Negeri 2 Ciruas.

CONCLUSION

The conclusion of this research that, first is an influence of comic strips towards students' reading comprehension on narrative text at eighth grade of SMPN 2 Ciruas. It can be seen that t_{count} was 7.05 and t_{table} was 2.00. It means that the alternative hypothesis (H_a) was accepted. Second, from the increasing mean score of pre-test to post-test in the experimental

group. The mean score of pre-test in the experimental group was 44.35. The mean of post-test increased to 77.58. So, it proved that using comic strips had significant toward reading comprehension, especially in narrative text. Third, Comic strips can be a good alternative media for the teacher in reading learning process.

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