

The Effect of Using Comic Strips on Reading Comprehension Achievement

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Abstract

Reading is important aspect in learning language. The Data from Analytical and Capacity Development Partnership (ACDP) of the students in Indonesia, found 50% that most of students have not mastered reading, they think English is difficult. Therefore, it is important to do a research entitle "The Effect of using Comic Strips on Students Reading Comprehension Achievement". The objective of this research referring to the research problem is to find out how comic strips can increase students' reading comprehension. The kind of this research is experimental research, the design of this research was quasi experimental with the pretest and posttest design. The data was collected by using reading test. All students were more active learner in the activities and enjoy following the class. Those caused the result of posttest in class experiment achieved the criteria of success. It can be showed from the result of t-test, where the score of experimental class is higher than the score of control class. It is concluded that comic strips can increase the students' reading comprehension. It suggest that comic strips is one of media was effective in teaching reading comprehension.

Key words: Reading Comprehension, Comic strips

Introduction

Reading is has an important role in second language and one of the skills in language learning that students need to learn. This skill is the key to getting knowledge or information. Alyousef (2006, p.2) stated reading can be seen as an "interactive" process readers interact with text to elicit the important point and also improve reading fluency.

Grabe and Stoller (2002, p.17) for general, reading comprehension

is in its most obvious sense, the ability to understand information in a text and interpret it appropriately.

In fact, it is not easy for students to read material in foreign language. They are forced to face new grammar and vocabulary which is clearly different from the language they use in everyday life. As stated by Harmer (2004, p.5), that what makes teaching unsuccessful is

became the students are bored. This often caused by the lack variation of teaching techniques applied by the teacher, including the use of media in teaching learning process.

Therefore, the teacher needs to vary the way of teaching and learning process to be more varied and interesting. Teacher can use several kinds of media to support in teaching English such as picture, game, song, poster, etc. in order to make learning well. One of the media that can be used is picture. Comic strip is also one of the pictorial media because it is presented in the form of a visual image, in the form of picture that explains a story.

As stated by Wright and Sherman (1999, p.1) that the use of comic strips was need considered to be inappropriate, but then, it was evidenced that this media could stimulate learners' motivation in learning and literacy creativity. Thus it can be said that when a teacher is teaching reading using this media, it can make students became more active and want to learn in classroom. With a picture or comic strips, it can help the students to

guess the meaning of unknown vocabulary, grammar and etc. by looking, at the pictures. Therefore, the writer is interested in solving this problem using comic strips.

The result of this study is expected for English teacher using a new media to solve reading problems when they teach. This study also will make a new way to create fun learning in English, so the students will motivated to read the material.

Research Method

This research used experimental research. According to Arikunto (2010, p.9) experimental research is a study to know whether there is an effect or not to the subject that is given a treatment. This research will employ use quasi experimental design. This design of the research was a quasi-experimental with randomized control group pre-test and post-test design. The technique of collecting data is using quantitative data. This quantitative data will be obtained from the students' score in pre-test and post-test. It will be given to the experimental and controlled class. In this research, quantitative data will be taken from try-out and test. The

strategy of data analysis would be used SPSS (Statistical Package for Social Sciences). The writer uses statistical analysis through calculation to know the result of reading comprehension test by using SPSS. The scores from the experimental and control class would be analysed by using T-test. It was used T-test with the level of significance 0.05 (5%).

Result and Discussion

The research result revealed that using comic strips in teaching reading comprehension text has significant different on students' reading comprehension. The assumption has already been proved through this research.

4.2 The Result Pre-test Scores in Experimental and Control Group

Statistic	Experimental	Control
Mean	60.96	60.87
Variance	35.680	15.119
Minimum	50	53
Maximum	73	68
Range	23	15

From the pre-test score it was known that control and experimental group is not far different, because the score of control was 60.87 and experimental group was 60.96. The result of significance was 0.954. It means that the significant more than ($>$) 0.05. Then the null hypothesis is accepted. It means that there was no significant difference in students' reading narrative text between experimental group and control group.

4.3 The Result Post-test Scores in Experimental and Control Group

Statistic	Experimental	Control
Mean	79.35	69.87
Variance	13.419	23.664
Minimum	70	60
Maximum	85	78
Range	15	18

The table above shows that the mean score of post-test in experimental group is 79.35 and the mean score of post-test in control group is 69.87. The research result revealed that using comic strips in

teaching reading narrative text has significant different on the eighth grade students' reading comprehension.

This research showed that the use of comic strips can improve the students' reading comprehension skill on narrative text. Hence, there was significant improvement on students' achievement in experimental group. Based on the finding and discussion in the previous chapter, it could be concluded that the use of comic strips as media in teaching reading comprehension on narrative text had significant effect.

The application of comic strips is more effective since it helps the students to make them more understand about the text by looking at the pictures before reading. It's supported by Smith (2006, p. 6) states that a good method to encourage reading is the use of comic as media in teaching process. In addition, Csabay (2006, p. 4) said that comic is not only amuse and make the students interested in,

but also can be used as media in education.

Conclusion

After reviewing in the experimental and control group, it was found that there are some factors that influence the use of comic strips. Oller in Csabay (2006, p.25) says that characters in comics can increase motivation, and most importantly, if there are words, expressions, or concepts accompanied by images, students will easily memorize and remember them.

From the explanation above, it shows that implementing comic strips in teaching reading has difference significant. The application of comic strips is more effective since it helps the students to make them more understand about the text by looking at the pictures before reading. It's supported Smith (2006, p. 6) states that a good method to encourage reading is the use of comic as media in teaching process. In addition, Csabay (2006, p. 4) said that comic is

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Therefore, the students also be able to answer, the questions from the teacher more easily. The use of comic strips is able to make the students achievement in reading test higher than the students who are not. It means that (H_0) is rejected and (H_a) is accepted. It can be said that, there is significant difference in students reading comprehension between those who was taught using comic strips and who was not taught without using comic strips.

The writer concluded that using comic strips as teaching media/aids in teaching narrative text can improve the students' reading comprehension and also motivate the students in learning English, especially narrative text. Because, it can be fun, active learning in English subject. It can be seen from the significant improvement of students' score from the comparison between

control group and experimental group.

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