

THE EFFECT OF USING STICK FIGURES ON STUDENTS' READING COMPREHENSION

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Abstract

As one of the language skills, reading has an important role in learning English. It serves knowledge and information for the readers. Reading is a process of understanding and obtaining the information from a written text. Therefore, it is important to do a research entitled "The Effect of using Stick Figures on Students Reading Comprehension". In this research, the problem "Is there any significant difference on reading comprehension between who are taught by using stick figures and those who are not using stick figures?"

The objective of this research referring to the research problem is to know whether there is a significant difference on reading comprehension between who are taught by using stick figures and those who are not using stick figures.

The result of t-test using SPSS based on the table, the value of t is 0,836 with significance value 0,000. It shows that probabilities value of students lower than 0,05 level of significance. It means that null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

It can be concluded that there is significant difference on reading comprehension who are taught by using stick figures and those who are not using stick figures. The future research use the results of this research a reference to conduct a further research dealing with a similar topic in a different design to improve students reading comprehension by using stick figures.

Key words: Reading Comprehension, Stick Figures

As one of the language skills, reading has an important role in learning English. It serves knowledge and information for the readers. Reading is a process of understanding and obtaining the information from a written text. When the readers read a text, they are trying to understand and take its meaning and its message. Besides, Pollard (2008, p.44) also state that reading is a great source of language learning. From reading materials, the students can know the structure in English and get a good model in creating sentences, paragraphs even the whole texts. They can also enrich their vocabulary from the texts they read.

Grellet (1996, p.8) mentions that reading is an active skill. It involves some activities, such as guessing, predicting, checking, and asking oneself question. It can be explained that by looking at the title of a text, the readers may guess what that text tells about. After reading some parts of the text or the preceding paragraphs, they can predict what comes next or the

end of that story in the text and then clarify whether it is true or not.

Choi et al (2012, p.1) states that stick figure is a simple drawing style, which is used to depict a brief human motion. Stick figures are simple pictures that use lines showing the main shape of the object. It is easy for the teacher to draw stick figures because they are uncomplicated. Wei (2015, p.1) state that some people hold the opinion that stick figures were invented by people who are not good at drawing. The application of stick figures in English teaching not only improve the quality of teaching but also develop in learning effects.

From the statements above, we can get the understanding that stick figures, as one of the instructional media, are beneficial in teaching reading comprehension. The students are able to be more interested and get motivation in learning reading. Besides, stick figures are also useful in helping the students in comprehending a text they read. This

research significant difference on reading comprehension on the eighth grade students between who are taught by using stick figures and those who are not using stick figures.

Method

The kind of this research is an experimental research. Arikunto (2010, p.9) Experimental research is the way to find the cause and effect relation between two variables. Research experiments are studies that help to learn the presence or absence of something imposed on the subject inquired.

The research design used in this research was a quasi experimental research design. A quasi experimental research was used in this research because it was quite impossible to conduct a true experimental research design (Ary et al., 2010, p.316). Fraenkel et al (2012, p.270) state that this design uses two already existing groups. Two classes were taken as the research samples, one class becomes the experimental group (E) and the other

class the control group (C). The class which is selected to be experimental group given the treatment (X).

The collected data from the reading comprehension test (post test), as the primary data, were analyzed by using t-test formula with SPSS computing system to know whether or not there was a significant effect of using stick figures as the English teaching media on the eighth grade students' reading comprehension. SPSS (Statistical Package for Social Sciences) is a computing system that is used to make the statistical analysis easier, more effective and more accurate rather than analyzing the data by using the T-test formula manually.

Result and Discussion

Pre-test is used to know earlier knowledge of the students' reading comprehension before the researcher gave the treatment. The result of pre-test is follows :

Table 4.2 The result of pre-test score in experimental and control group

Statistic	Experimental	Control
Mean	55.17	52.52
Variance	58.696	53.079
Minimum	40	38
Maximum	68	65
Range	28	27

Table 4.2 shows the mean score of experimental group's pre-test is 55.17. The mean score of control group's pre-test is 52.52.

The result of pre-test score in experimental and control group have the same score of the test. Post-test is used to know earlier knowledge of the students' on reading comprehension after the researcher gave the treatment. The result of post-test is follows :

Table 4.4 The result of post-test score in experimental and control group

Statistic	Experiment	Control
Mean	71.04	56.87
Variance	45.316	29.937

Minimum	58	48
Maximum	85	68
Range	27	20

Therefore of the table above, shows that the mean score of post test in experimental group is 71.04 and for the mean score of post test in control group is 56.87.

If significance value in the (sig 2-tailed) $> 0,05$ level significance, the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. Meanwhile, if the significance value in the (sig 2-tailed) is $< 0,05$ level significance, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. And the test criterion is if the significant (sig 2-tailed) $< \alpha (0,05)$, it means there is effect. The result of *t-test* posttest as follows:

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Equal variances assumed	1.094	.301	.836	44	.000	14.174	1.809	10.528	17.819	
Hasil Equal variances not assumed			.836	42.236	.000	14.174	1.809	10.524	17.824	

The Independent Sample T-test, the Sig. (2- tailed) is 0,000. The data had a significant less than $< \alpha$ (0,05). The null hypothesis(H_0) is rejected and the alternative hypothesis (H_a) is accepted which mean there is significant difference on reading comprehension who are taught by using stick figures and those who are not using stick figures.

Conclusion

This research found there is significance different between experimental and control group based on the result on post-test. The result of this research, the post-test in experimental and control group is less than ($<$) 0.05. The score of post-test from experimental group is 71.04, while the control group is 56.87. It can be concluded that experimental group had better achievement by using stick figures than control group on the eighth grade students reading comprehension.

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