

## The Effect of Comic Strips on Reading Comprehension of The Tenth Grade Students At SMK NU Mambaul Huda Tegalsari In Academic Year 2019/2020

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### Abstract

Reading comprehension is a part of English learning in education, the meaning of comprehension is the process of eliciting meaning thought interaction and involvement with written language. The purpose of this research was to know whether the students taught by using comic strips get better Reading Comprehension of Descriptive text score. The purpose of this research was to know whether the students taught by using comic strips get better Reading Comprehension score of Descriptive text. This research was an experimental research. The type of the research was a pre experimental research. The researcher used one group pretest and posttest design. The respondents of this research were 34 students. Before giving the treatment, the students were given pre-test, and post-test was given after the treatment. The technique of collecting data was a test. The technique of data analysis was T-test formula in order to know the difference between the average of posttest of experimental class and pretest of experimental class. T-test was analyzed and interpreted with the degree of significances 5% with  $df = 32$  and the T-table is 2,021. The results of T-test analysis is 5,27. It means that the T-test ( 5,27 ) is higher than T-table ( 2,021 ) in the significances 5%. From the research finding, it can be concluded that the students taught by using comic strips get better score on reading comprehension of descriptive text. It is suggested for the future researcher to conduct further research on similar area by improving the methodology.

**Keyword:** Reading Comprehension, Comic Strips

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### A. Introduction

English is one of international languages. English is the language which is used by most countries in the world. According to Jack C. Richard and Theodore S. Rodgers (1986) as cited Nida Husna (2001) in their book, "Latin was most widely studied as foreign language five hundred years ago. However, English has become the most widely studied foreign language today".

English has four basic skills; they are Speaking, Listening, Writing, and Reading. Speaking and Writing as productive skills, listening and reading are receptive skills. On the other hand, Nida Husna (2001) in her book said that reading is an active skill. "The reader is not a passive role; it is, on the contrary,

an active work, which requires a lot of skills and the effort to combine them so we get the comprehension of the text.”

Reading comprehension is a part of English learning in education, the meaning of comprehension is the process of eliciting meaning thought interaction and involvement with written language. Kirkkılıç and Akyol(2007:33) in their book, they said that “reading comprehension strategies could help the student understand the general content and the structure of the text, participate in the reading process actively, establish connections between the content of the material and personal experience and keep the gist of the text in long term memory and recall it easily. In addition, Ediger (2011) states that reading is considered very valuable in the context of a foreign language learning because it is one of the main sources for students of obtain the input language. Mikulecky and Jeffries (2004) also claims that important to learn reading to improve the students’ general language skills in English and could help the students to think English, enlarge the vocabulary, increase the reading speed, gain more knowledge, and a good way to find out about new ideas, fact and experiences.

Based on the researcher’s observation, it was found that tenth grade students of SMK NU Mamba’ul Huda Tegalsari in academic year 2019/2020 encountered problem in reading class comprehension on descriptive text, in the class, learning used tends to be monotonous and uninteresting. Therefore, the teacher has significant rule bring out the fun class to the students. The teachers should try to get student read and developing their skills to improve their ability and will to read. They should be a good facilitator in creating and building an affective reading class. One way to conduct the class to be more interesting is by using a fresh and interesting material to be brought to class.

Practically, it is not easy for students to read material in foreign language. They are forced to face new vocabulary and grammar that are definitely different from their mother tongue. It is hard for them to guess and predict the correct cues behind the text because of their imperfect knowledge of the language. They are forced to recall cues that they either do not know or know imperfectly Rather recalling cues with which they are familiar. Because of this, readers will forget those cues much faster than they would remember the cues in their native language. Here, the object is very important. The object of all readers is, or should be, comprehension of what they read. Therefore, it is clear that the goal of reading is comprehension of meaning. Every teacher has different ways to present the material. In relation to this some teaching methods have been used to make students interested in learning English.

Teacher also uses several kinds of media to teach English such as picture, game, song, poster, regalia, etc. in order to make them work well. Young learners, for example, Senior High school students usually respond well when they asked to use their imagination; in making thing, in drawing, in games, in physical movement or in songs. It means that English teacher should not remain passive or give up all efforts to make improvement. Many reading comprehension studies consider the extent to which visuals that is any graphic display that portrays all or some accompanying text’s content, help reader to comprehend factual information. Comic is an art form using a series of books.

A comic strip is defined in this study as series of picture inside boxes that tell a sorry while comic books are collection of stories that have picture consist of one or more titles as themes.

In other words, comic is unification, work of art among fine literally works in which there are usual forms are the verbal explanation in fixed sequence and has cartoon story as theme. Reading comics is more than the material in hand, that it involves a certain immersion into the culture of the comics that one reader which involves any number of choices to be made. Comic can help readers to get the right visualization.

Teacher should be selective in choosing teaching media/aids. In the researcher's opinion, teaching English on reading skill using comic strips is one of the teaching aid in which students are given chance to learn English more fun. The researcher thought that comic is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process would be facilitated since learners would be better to make im agery system when encountering words and expressions in a passage with which they were unfamiliar. It combined pictures and sentence, so it would help the students to understand content and context that teacher had taught easily. By using comic strips, it was hoped that it was hoped that it could motivate student to read and pay attention to the material. It would create fun learning in English.

In this study, the researcher is interested in conducting an experimental research by using comic strips because this research has never been elaborated in Senior High School SMK NU Mamba'ul Huda Tegalsari and the researcher wants to know the effect of comic strips on reading comprehension of the tenth grade students.

## **B. Research Method**

### **1. Research Design**

The research design used in the research is pre-experimental design. Pre-experimental design is the simplest form of research design. In pre-experimental, either one group or several group were observed group after several treatment and were considered to cause change. Sugiyono (2009:74-75), pre-experimental design divided into three designs; there are one-shot case study, one-group pretest-posttest design, intact-group comparison. On the other hand, this research will conduct to one-group pretest-posttest design. It means that in this study the researcher use two tests namely pretest and post-test. Pre-test will be given before treatment and posttest will be given after the treatment.

### **2. The Research Area**

The researcher was conducted at the tenth grade students of SMK Nu Mambaul Huda Tegalsari, Banyuwangi Regency. The location of SMK Nu Mambaul Huda Tegalsari is on JL. Raya BenelanLor at BenelanLor village of Kabat district, Banyuwangi Regency. SMK Nu Mambaul Huda Tegalsari have 3 classess which are divided into 2 majors, Namely AGAMA and IPS. In this research, the researcher used purposive method to determine the

research area. The reason why the researcher choose this place because the students have difficulties in learning reading comprehension especially in descriptive text.

### 3. The Research Respondent

The respondent of this research is the tenth grade students at SMK Nu Mambaul Huda Tegalsari, East Java. There is 1 class of the tenth grade students. It consists of 21 students. The population of this research is X IPS students of SMK Nu Mambaul Huda Tegalsari. There are 15 students of female and 6 students of male.

### 4. Data Collection Method

Data collecting method is the way that can be used by researcher in collection data. The purpose of data collection method is to acquaint and guide the researcher through the process involved in data collection. The reading comprehension test will be used in the pre-test and post-test. This research obtained by using test as instrument to collect data. The test is a method of measuring a person's ability, knowledge, or performance in a given domain. To obtain the students' give a test. The test is multiple-choice test. Multiple-choice is questions are comment device for testing students' comprehension (J. Charles Alderson. 2001, p, 211). The test used consisted of 25 items in the form multiple choice questions, and each item was given score 4. The tests do for getting the objective data of students' the score in reading Data collecting method is the way that can be used by researcher in collection data. The purpose of data collection method is to acquaint and guide the researcher through the process involved in data collection. The reading comprehension test will be used in the pre-test and post-test. This research obtained by using test as instrument to collect data. The test is a method of measuring a person's ability, knowledge, or performance in a given domain. To obtain the students' give a test. The test is multiple-choice test. Multiple-choice is questions are comment device for testing students' comprehension (J. Charles Alderson. 2001, p, 211). The test used consisted of 25 items in the form multiple choice questions, and each item was given score 4. The tests do for getting the objective data of students' the score in reading

### 5. Data Analysis Method

This research used Miles and Huberman Qualitative Analysis. There are procedure in analyzing data by using Miles and Huberman Qualitative Analysis; these are data reduction, data display, and conclusion drawing/verification.

Conclusion This study talks about the effect of comic strips on reading comprehension. In this research, the data have been collected by using reading test. Furthermore, the result will be analyzed by using t-test. According to Hartono (2008 : 208 ) T-test one of the statistical test do for getting whether or not there is a significant difference of the two samples of

mean two variables. The researcher analyses the differences of pre-test and post-test in reading comprehension on descriptive text to determine the significant after students being treated by using contextual redefinition strategy by t-test. According to Winarsunu (2009) t-test formula as follows :

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SD_1^2}{N_1 - 1}\right) + \left(\frac{SD_2^2}{N_2 - 1}\right)}}$$

Where :

t = Value of t

$X_1$  = The Mean Score of post-test of experimental class

$X_2$  = The Mean Score of pre-test of experimental class

$SD_1^2$  = The Variant Value of post-test of experimental class

$SD_2^2$  = The Variant Value of pre-test of experimental class

$N_1$  = The Number of students post-test

$N_2$  = The Number of students pre-test

## C. Conclusion

Based on the finding and discussion in the chapter IV, it was proved by the obtained score of t-test. The t-test showed that t-test score 5,53 was higher than t-table 2,037 with degree of freedom 32 at 5% level significance. Thus, the researcher concludes that there is a significant effect of comic strips on the reading comprehension at tenth grade students of SMK NU Mamba'ul Huda Tegalsari in the academic year 2019-2020.

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