



**THE EFFECT OF USING COMIC STRIPS ON THE STUDENTS' READING
COMPREHENSION OF EIGHTH GRADE MTS AL IKHLASH BLABAK
ACADEMIC YEAR 2015/2016**

THESIS ARTICLE

Presented as a Partial Fulfillment of the requirements to Obtain
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Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



BY :

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NPM 11.1.01.08.0197

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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Approved by the Advisors to be proposed to the
English Department Examination Committee
of University of Nusantara PGRI Kediri

Kediri, March 23rd 2015

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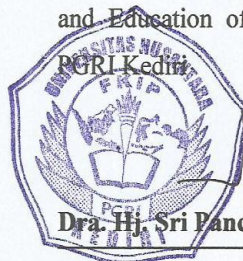
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ABSTRACT

The objective of the study was to investigate whether there is a significant effect of comic strips toward the students' reading comprehension of narrative text. Conducted at the eighth grade students of MTs Al Ikhlah Blabak in academic year 2015/2016, this research used experimental technique with one-group pretest-posttest design. It was conducted in VIII A class as the research sample consisted of 32 students. The instrument used to collect the data was test. There were two tests; pre-test which was conducted before being given the treatment and post-test which was conducted after being given the treatment. The formula that was used to analyze the data was t-test. From the result, it was found that the obtained t-test was 9.17, whereas t-table was 2.750 at the degree of significance 1%. The t-score was higher than t-table ($9.17 > 2.750$). It meant that H_a was accepted while H_o was rejected. So, there was very significant effect of comic strips to the eighth grade students' reading comprehension of narrative text at MTs Al Ikhlah Blabak in academic year 2015/2016. It is recommended that the teachers use comic strips in reading activities.

Key words: Effect, Comic Strips and Reading Comprehension

1. INTRODUCTION

Reading is one of the four language skills that is taught in school. The most essential skill of English is reading. By mastering reading, people can be able to understand English text found in their daily activities well. Besides, reading is also useful for all of people around the world especially students to get knowledge. According to Bernhardt (2003:6)

reading is about understanding written texts. It means that reading is a process that performed and used by readers to obtain the message that conveyed by writers through written media, so that they are able to make the essence of the reading. It is a complex activity that involves both perception and thought. According to Bernhardt (2003:6) Reading consists of two related processes: word recognition and comprehension.



Word recognition refers to the process of perceiving how written symbols correspond to one is spoken language. Comprehension is the process of making sense of words, sentences and connected text. It means that comprehension is not a passive process, but an active one. So, Bernhardt (2003:19) said that, reading comprehension is about relating prior knowledge to new knowledge contained in written texts. In other word, it can be simply said that reading comprehension is understand what you read. Without it, you can not be called that you are reading.

Teaching reading will be very important for students both for academic and vocational advancement, it can be seen from the real life. For example the teacher can change the asumption that reading is a bored activity. In teaching reading the teacher must have a good strategies to make the students easy to understand the text, and also a good teaching reading can help the students become effective readers. The students also need reading to

comprehend the material or subject that are taught.

In fact, the ability of comprehending text is very crucial to the students because the students of junior high school still have many problems in reading. The fact shows that in English examination, mostly the questions are about the content of the text given. It requires students' understanding in searching and finding the main idea, topic sentences, plot, message or moral value and soon. Without the ability of comprehending the text, it's impossible for the students to answer these questions correctly. Looking at the true situation in the teaching learning process of reading, it seems that students still have difficulties in comprehending the text. It can be seen from their score and their lack of motivation. It can be caused by many factors, such as the different ability of the students, the big number of students in a class, or may be because the boring method given and soon. Language teachers have been dominated by the idea that speech is the primary form of language.



Considering the phenomenon above, there is an urgent need to implement a strategy or technique that can help solve those problems which involves students' participation to avoid the teacher's dominance in the classroom. Through comic strips, students are more fun in learning English especially for reading comprehension, because comic strips can help readers to get the right visualizations. As Liu (2004) said that comic strips can be regarded as a potential material in teaching and learning process to motivate students' interest. Among visuals genre, comic strips is more communicative, popular, accessible and readable. In short, comic as media in teaching and learning process will be more effective.

In regard to the problem above, the researcher conducted a relevant research to see the effect of using comic strips on the students' reading comprehension of eighth grade at MTs Al Ikhlah Blabak in academic year 2015/2016. The objective of this research was to find out whether there is any significant effect of

using comic strips on the students' reading comprehension of eighth grade at MTs Al Ikhlah Blabak in academic year 2015/2016.

So, the purpose of the research is to find out the effect of using comic strips on the students' reading comprehension of eighth grade at MTs Al Ikhlah Blabak academic year 2015/2016.

2. METHOD

This research used experimental research with one-group pre-test and post-test design since the researcher intendend to examine the cause and effect between two variables, using comic strips as the independent variable and reading comprehension as the dependent variable.

This research was carried out at the eighth grade of MTs Al Ikhlah Blabak in academic year 2015/2016 and it was conducted in second semester. The activities were started from treatment up to collecting the data which were the score of the students' reading comprehension test.

The population in this research was all students of grade eight of MTs Al Ikhlah Blabak in academic year 2015/2016 consisted of two classes. The number of the entire students was 65. While the sample of this research was only one class that was class VIII A consisted of 32 students.

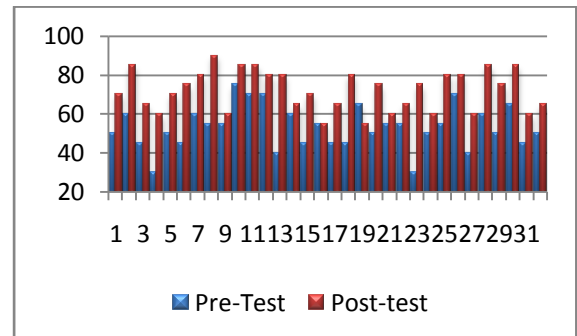
The instrument used in this research to collect the data was test. In this research, there were two kinds of test, pre-test and post-test. Pre-test was conducted first to know the students' reading comprehension before being given the treatment and the second one was post-test which was given after the treatment.

In analyzing the data, t-test developed by Ary et al (2010:177) was used to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and post-test.

3. FINDINGS AND CONCLUSION

A. Findings.

Diagram 1. Diagram Score of Pre-Test and Post-Test



Based on the result of students' reading comprehension product in pretest, the total pre-test score of class VIII A was 1695, means = 52.9. The standard score of English subject for eighth grade students of MTs Al Ikhlah Blabak is 75. So, the requirement for the students to pass the test is their score has to be 75 or above. From the data of pre-test score, there were only one student who passed the test, the others were failed.

After being given the treatment, the students' reading comprehension was improved that can be seen from the result of students' reading comprehension product in posttest with the total score was 2300, means = 71.4. In



this posttest, the total students who could pass the test were 16 students.

Then, the scores from pretest and posttest were compared to get $\bar{D} = 18.90$ to analyze pre-test and post-test using t-test. From t-test computation, $t = 9.17$ and the degree of freedom is 31. With $Df = 31$, the value of t-table with the degree of significance 1% = 2.750 and the value of t-table with the degree of significance 5% = 2.042. Based on the t-score above, the researcher can conclude that the students' reading comprehension is increasing and comic strips gave very significant effect to the students' reading comprehension. It can be proven by the table difference degree of significance from t-table and t-score below.

Table 1.1 The statistical computation of using t-test

Df	t-score	1%	5%	(Ha)	(Ho)
31	9.17	2.750	2.042	Accepted	Rejected

Based on the calculation above, if $t\text{-score} \geq t\text{-table}$, and the degree of significance 1%, it means that it is

very significant, so H_0 is rejected. It can be seen that t-score is 9.17 and the degree of freedom $(N-1) = (32-1) = 31$.

Finally, the t-table is 2.750 in the degree of significance 1% and 2.042 in the degree of significance 5%. It means that t-score is higher than t-table or can be concluded that the result of the research is very significant. So, there is very significant effect of comic strips to the eighth grade students' reading comprehension of narrative text at MTs Al Ikhlah Blabak in academic year 2015/2016.

Based on the result of hypothesis testing, it has shown that there is significant effect of using Comic Strips to the eighth grade students' reading comprehension of narrative text at MTs Al Ikhlah Blabak in academic year 2015/2016. This statement is a result when the mean of post-test is higher than the mean of pre-test. The mean of post-test is 71.4, while the mean of pre-test is 52.9. The result also shows that there is very significant effect of using Comic Strips to the students' reading comprehension. It is proven



by the value of t-score (9.17) which is higher than the value of t-table in the degree of significance 1% (2.750) and the degree of freedom 31.

Because t-score is higher than t-table, it means that the differences are very significant, so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. In other words, there is significant difference of students' reading comprehension before they were taught using Comic Strips and after being taught by Comic Strips. The students who were taught using Comic Strips could receive the material easier and more enjoyable than the students who were taught without it. Based on the statistical computation above, the researcher concluded that there is very significant effect of using Comic Strips to the eighth grade students' reading comprehension of narrative text at MTs Al Ikhlas Blabak in academic year 2015/2016.

B. Conclusion

Regarding to the result of the data analysis, the conclusion of this study can be disclosed as follows:

Using comic strips as teaching media or aids in teaching narrative text can improve the students' reading comprehension and also motivate the students in learning English, especially narrative text.

Using comic strips can create fun, competitive, and consequently memorable learning in English subject. It can be seen from the significant improvement of students' score from the comparison between pre-test and post-test.

Reading comprehension scores that had been taught using comic strips was higher compared to the scores before being taught using this media. Thus, the use of comic strips as media in teaching reading comprehension of narrative text was effective.

It is suggested to English teachers of the eighth grade students of MTs Al Ikhlas Blabak in academic year 2015/2016 to use some creative learning in English in order to avoid students' feeling of boredom. Furthermore, comic strips is suggested to be applied since it involves activities that can develop students' achievement of reading.



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