

## **JOURNAL**

**THE EFFECTIVENESS OF COMIC STRIPS ON THE STUDENTS' READING  
COMPREHENSION OF EIGHTH GRADE STUDENTS AT SMP PAWYATAN DAHA  
1 KEDIRI ACADEMIC YEARS 2016/2017**



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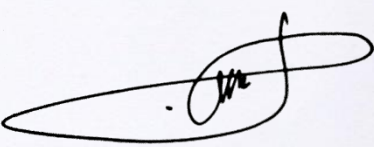

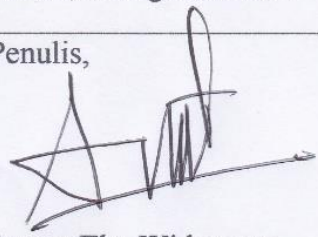
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**Abstract**

This research was conducted after considering some problems that happened in eighth grade students of SMP PawyatanDaha 1 Kediri. The researcher was observing that the students were getting difficult to comprehend the text when they read a narrative text. It happened because the text that had offered to them wasn't interesting enough. Therefore, the researcher offered comic strips to the students. In this research, the objectives of the study were in order to find out the effectiveness of comic strips in teaching reading comprehension and also the response of the students after being taught by using comic strips. This media was offered to the students after looking up to the problem that faced by the researcher. To achieve the objectives of this research, the researcher conducted an experimental quantitative research. The experiment was held through pretest posttest equivalent group design. The population of the study was the total students of SMP PawyatanDaha 1 Kediri. The total number of sample in this study was 36 students. The data were collected through pre-test, post-test and questionnaire. From the calculation of the research, the data showed that t-score was 15,845 at the degree of freedom of 36, t-table was 2.719 at the level of significance of 1% and t-table was 2.028 at the level of significance of 5%. It can be concluded that comic strips is significant for reading comprehension because t-test is higher than t-table. Based on the result in conducting those research, the researcher gave suggestion to the other teachers that there was an effectiveness of comic strips to the students' reading comprehension. Comic strips is recommended to English teachers of Junior High School in order to make their students get better score, also it will attract the students' motivation in learning English.

**Keywords:** comic strips, reading comprehension

**A. INTRODUCTION**

Reading is one of skills that is needed in Education case, almost all of the subjects use reading activity. Linse and Nunan (2005:69) state that reading is a set of skills that involves making sense and driving meaning from the printed word. It

means that reading is an activity which needs sense to get the meaning from printed words. It is in line with Khoiriyah (2017) that reading is basically an interactive process of understanding the meaning of the text between the reader and

the writer, which involves mental activities and background knowledge. It can be concluded that reading is a process of getting understand of the text that needs the schemata of the readers. It is supported by Johnson(2008:3) that reading is the practice of using text to create meaning. In brief, reading is about how to read printed words and get the meaning.

On the other hand, there are some difficulties in reading. Shamailla(2010) has stated and identified some factors why the students got difficulties in reading comprehension; the factors were the students' lack of background knowledge, the selection of reading materials, the students' lack of reading quantity, the students' individual differences and the students' lack of motivation. It shows that actually there are many factors that makes the students are getting difficulties in reading and comprehend the text. In here the researcher discusses both of selection of reading materials and the students' lack of motivation . First, In selecting reading materials, may English teacher provides unfamiliar materials or may it is not interesting enough in the student point of view. Next is about students' lack of motivation, it has relation with selecting the materials, when the materials are not interesting of course it will impact to the

students, they will be bored and unmotivated to read the text.

Further, It is the job of the teacher to persuade the students how to get their interest through the action. Comic strips as one of visual media that can be used to make the students feel interesting with the material and also it contains by some pictures, so that it will help student easier to understand the text. Based on Liu(2004:229) Comic strips communicate using two major media—words and images—a somewhat arbitrary separation because comic strips' expressive potential lies in skillfully employing words and images together. Due to understand the text, by providing pictures will make the students easier to catch or comprehend what the text tells them about. In addition, Liu in (225-243:2004) state that comics are visual highly texts; they are effective especially for reading comprehension for second/additional language learners. In summary, comic strips can hold the students' attention longer than a set of print words because the format is equal parts of pictures and texts also comic strips as one of the interesting material will develop students reading ability.

As the teacher, the teacher can apply some step in teaching reading using comic strips. First, the teacher has to



prepare the material that will be given to the students. Then the teacher should arranged or can be downloaded in internet about comic strips as the material. Next, the teacher taught the students how to apply and read the comic strips. Finally, the teacher asked the students to do some exercises and checked up the result score of the students

## B. RESEARCH METHODS

In this research, it was conducted to the eighth grade of students SMP PawyatanDaha 1. This research was done by using one group pretest posttest only. The researcher used pre-experimental design and focused on one group pretest posttest only. The data was showed using the statistical formula. In this research, there are a pretest, treatment and posttest. The researcher conducted the research at eighth grade of students SMP PawyatanDaha 1. The researcher used one class only and consisted of 36 students. There are two types of variables: The independent variable of this research was used of comic stripsthat was symbolized by X and the dependent variable of this research was students reading comprehension ability which was symbolized by Y.The researcher used test to collect the data. The data were collected

from the pre-test and post-test. The pre-test was held before the treatments and post-test was held after the treatments.The technique of data analysis that the researcher used in this research was T-test. The researcher conducted the test that consisted of 20 questions of multiple choices. These test considered of two parts: pretest and posttest for one class. Furthermore, the researcher analyzed the result of the data.

From this process, the researcher knew whether this research was significant or not by looking at the result of pre-test and post-test and also by giving the questionnaire was in order to check up the students responces after being taught by using comic strips.

## C. FINDINGS AND DISCUSSION

In order to know whether comic strips has significance or not, the researcher determined the population and sample of the research. The population of this research was SMP Pawyatan Daha 1 Kediri and the sample of the data was the students of VIII B that consisit of 38 students but there were 2 students who didn't join the pre-test and post-test. So the totaal of the students were 36 students. Here is the table.

Table 1.1

The total score of the students between pre-test and post-test

N (36 Students)	Pre-test	Post-test
Total score	2265	3075
Mean	62.5	80

It was showed by the result of pre-test. The students who got the score 45-49 was 2 students, 50-54 was 7 students, 55-59 was 2 students. 60-64 was 7 students, 65-69 was 4 students, 70-74 was 8 students, 75-79 was 1 student, 80-84 was 5 students. It means that the students' reading comprehension before being taught by comic strips was low. The total of the students were 36, the passing grade was 78 and the mean of the data pre-test was 62,5.

After they were taught by using comic strips and doing the post-test, the result was the students who got the score 70-74 was 1 student. 75-79 was 11 students, 80-84 was 3 students. 85-89 was 10 students, 90-94 was 4 students, 95-99 was 9 students, and 100-104 was 1 student. Then the students who had passed the test are 27 students. It means that the students' reading comprehension was high and there is an increasingly score of the students. . The total of the students were 36, the passing grade was 78 and the mean of post-test data was 80. It means that the students' reading comprehension was

higher than pre-test and there was an increasingly score of the students.

The researcher chose to use t-test according to Donald Ary et al (2010: 177) the result is below:

Table 1.2

The Statistical Computation of Using t-test					
Df	t-score	1%	5%	Alternative Hypothesis (H <sub>a</sub> )	Null Hypothesis (H <sub>0</sub> )
35	15.845	2.719	2.028	Accepted	Rejected

The value of t-test and degree of freedom (Df):

$$Df = n - 1$$

$$Df = 36 - 1 = 35$$

$$Df = 35 \longrightarrow 1\% = 2.719$$

$$\longrightarrow 5\% = 2.028$$

From the calculation above of T-test, it is known that the result is 15.845 and degree of freedom is 35.

Discussing the result of the data above. The total score of students' pretest was 2265. Thus, the mean score was 62,5. Meanwhile, the total of students' posttest score was 3075. therefore, the mean score was 80. The table above shows that the t-score is 15.845. The t-table of significance 1% is 2.719 and the significance 5% is 2.028. After comparing the t-score and t-table, it is known that t-

score is higher than t-table of significance 1% ( $15.845 \geq 2.807$ ). It means that it is very significant. Based on the result of t-score is higher than the t-table, so the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted. In brief, comic strips can increase the students' reading comprehension. Then, the questionnaire also gave positive result. Here is the table:

Table 1.3  
The Percentage of the Questionnaires

Questionnaire	Strongly not agree	Not agree	Agree	Strongly Agree
Total	0,3%	9,7%	54,9%	35,1%

that was 0,3% students answered "strongly not agree, 9,7% students gave "not agree" responses, 54,9% students gave "agree" responses and 35,1% of the students gave "strongly agree" with the whole of the questionnaire. As the result of the analysis, the research is there is a significant effect of comic strips to the students' reading comprehension at eighth grade of SMP Pawyatan Daha 1 Kediri.

#### D. CONCLUSION

Reading is a set of skills that involves making sense and driving meaning from the printed word. It means that reading is an activity which needs sense to get the meaning from printed

words. In other definition, reading is the practice of using text to create meaning. In brief, reading is about how to read a printed words and get the meaning. When the case of reading talk about reading is creating meaning, of course it related with reading comprehension. Reading comprehension refers to reading for meaning, understanding, and entertainment. It means that reading comprehension needs higher skill of reading to read deeper and get the meaning of the texts deeply in narrative text.

The researcher identified some factors why the students got difficulties in reading comprehension; the factors were the students' lack of background knowledge, the selection of reading materials, the students' lack of reading quantity, the students' individual differences and the students' lack of motivation. The main problem is students lack of motivation because the students were getting bored to read a text then the researcher offered comic strips to the students to increase or improve the students' ability in reading comprehension.

Comic strips gives very significant effect to the students' reading comprehension. It is proved by the result of t-score is 15.845. The t-table of significance 1% is 2.719 and the

significance 5% is 2.028. After comparing the t-score and t-table, it is known that t-score is higher than t-table of significance 1% ( $15.845 \geq 2.807$ ). It means that it is very significant. Based on the result of t-score is higher than the t-table, so the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted. In brief, it can be concluded that comic strips can increase the students' reading comprehension and also the questionnaire gave positive result that was 0,3% students answered "strongly not agree, 9,7% students gave "not agree" responses, 54,9% students gave "agree" responses and 35,1% of the students gave "strongly agree" with the whole of the questionnaire. at eighth grade of SMP Pawyatan Daha 1 Kediri.

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