

Comic Strips Toward Students' Reading Comprehension Achievement

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Abstract

This study focuses on the investigation of the influence of teacher's teaching technique on student's reading comprehension achievement using comic strips media. In this study, the writer used a quasi-experimental design. The population of this study is tenth-grade students of SMAN 1 Buay Madang Timur with 122 students, meanwhile, the writer used purposive sampling as a method for taking a sample. Therefore, class X.MIA 2 was chosen as an experimental group that is taught reading comprehension using comic strips and class X.IIS 2 as a control group who were taught reading comprehension using conventional media. Moreover, the writer used multiple-choice descriptive text. Based on the finding, the mean score of the pre-test experimental group was 50.97 and the mean score of the post-test experimental group was 78.84. While the mean score of the pre-test control group was 38.40 and the post-test score was 43.07 and the result of analyzing the data using SPSS 16, P output was 0.000, it is less than the critical value significance level (0.05). It means that alternative hypotheses (H_a) is accepted and null hypotheses (H_0) is rejected. It can be concluded that there is any influence significance between the students who are taught by using comic strips media and the students who are taught by using conventional media.

Keywords: Comic Strips, Reading Comprehension, Teaching Technique

INTRODUCTION

This study deals with reading comprehension achievement topics based on the consideration that success in reading will be important for students both academic and vocational advancement. Grabe (2009:5) states that reading is an important skill in many different settings, especially in an educational setting. According to the statement above, there is a challenge for foreign language teachers to provide exposure to language and to provide opportunities for learning through classroom activities. In the classroom, the teachers have a significant role to bring out the fun class to the students. So, the teachers should try to get students to read and develop their skills that are aimed to improve their ability. They should be a good facilitator in creating and building an effective reading class.

Based on the writer's interview and observation at SMAN 1 Buay Madang Timur, especially for the tenth-grade students, the writer found that they have difficulties in comprehending English texts. When the students read and comprehend a text, they have to do with the guidance of the teacher or help of the other person, because the students do not understand the meaning. It makes difficult for the student when they do some exercise. The writer found some factors, such as lack of vocabulary, do not interest in the lesson, and do not interest in the learning strategy. Based on Ruston (2006: 3-5), some factors are affecting the students' reading comprehension, those factors can be categorized into two major factors; from the students and the other parties surrounding the students. The factors from outside the students are related to the teaching technique, material, and media while the students' factors are related to vocabulary, interest, and reading strategy. So, to cope with those problems the teacher should develop another paradigm of teaching English with a powerful approach, method, model, strategy, and technique in the teaching-learning process.

The problem above inspires the writer to overcome that problem with media in teaching reading comprehension namely comic strips. According to the Oxford Learners Pocket Dictionary (2003: 80) "A comic strip is some series of drawings that tell a story and are often printed in newspapers". The effect comic strips on reading comprehension largely depend on the quality of the repetition effect. When the readers can integrate the information from the text and the illustration, these two works as if

the information was presented twice, thus enhancing performance. The comic strip is a genre of popular literature that represented by both visual and textual means. The story is, similarly to film, divided into particular pictures. The text is condensed into bubbles and panels and is attached to the pictures. Among visual genres, comic strips catch many researchers' attention because they are communicative, popular, accessible, readable, and they combine aesthetic perception with intellectual pursuit. Comic strips have been suggested as classroom material due to their broad appeal to almost any age group or learner level because they depict real dialogue and culture. Students enjoy the simple style and amusing characters, while at the same time get proven practice in their reading skills. Comic strips can be used efficiently for this purpose especially among senior high school students. They bring a cheerful atmosphere into the class.

Based on explanation above, the writer would like to conduct the research entitled "The Influence Of Using Comic Strips Toward Students' Reading Comprehension Achievement At The Tenth Grade Students' Of SMAN 1 Buay Madang Timur" to overcome the gap of the problem that is faced by students and teachers.

LITERATURE REVIEW

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, H. Douglas, 2000 : 7). In accordance with definition of learning that is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Similarly, teaching may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something. So, teaching can not be defined apart of learning.

Today, teachers not only concern with the tremendous amount of English study occurring in the world but also the circumstances of and reasons for studying English that vary widely (Dixson, 1972 : 12). For example, there is student who is studying English at an American university and taking an intensive course in English for four or five hours a day in preparation for matriculation as a regular university student, there is the university student in a foreign country who is majoring in science and is studying English for its technical value, etc. Therefore, it result a good deal of confusion in the English teaching field, because methods which are effective in one situation are often forced upon teachers working in quite different circumstances.

Reading is an important skill in many different settings especially in educational setting (Grabe, 2009: 5). Students, nowadays, encounter the great demands of reading activity since all knowledge is in the written form. The students should have a good reading ability to discover the content of the text. In addition, Harrison (2004: 3) argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability. This capability will be the basic development of emotional, moral and verbal intelligence. Moreover, these developments determine what kind of person people would be. In summary, reading is important for students both to develop their knowledge and to develop the way they think related to the development of their moral, emotional as well as verbal intelligence.

For general, reading comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately Grabe (2002 : 17). Reading comprehension refers to reading with understanding. The understanding the written text means extracting the information from it as efficient as possible. Usually, in reading comprehension workbook, the questions include reader recalling what he has read without further recourse to the text. Reading is also defined as the process of understanding meaning from a piece of text.

English lesson should be linked up from tasks, learning media and activities. On the other hand, there should be learning media that facilitate students to learn something new. Considering the characteristic for students, learning media should attract student attention and give opportunities to students to interact with each other. A good learning media should encourage the student to produce and use the language unconsciously. Moreover, visual support is very important to help convey meaning and to help the students to increase reading comprehension achievement.

Media will help to establish the conditions for the learners to identify or describe someone or something. According to Hornby (1995: 727), Media is the main means of communicating with the large numbers of people, especially television, radio, and newspapers. Celce-Murcia (2001: 460) also states that, "As with culture, media means many different things to different people." Actually, teaching learning process is a communication process. It has to be realized through conveying activity and changing messages by the teachers or students. The messages can be knowledge, skills, ideas, etc. Through the communication process, other people can understand messages or information.

From some definitions above, the writer concludes that the media is a means of communicating with people, which can make understand the messages or the information. By using a medium, it is hoped that the teaching learning process becomes interesting and makes the students interested and motivated to learn the material. It is expected that to reach English in Indonesia, teachers should make some strategies as well as medium to make the teaching-learning process be conducted well. In this study, the writer only discusses a medium that is comic strips.

Comic strip is a printed paper consisting of images and incorporated with text. It is also categorized as one of media of teaching in the classroom. In addition, comic strips are often regarded as interesting and motivating media. Arlin and Roth (1978 : 202) suggest that comics are interesting, and children will attend to that which they find interesting more than to that which they find uninteresting. Absolutely, it can appeal to children, because of consisting of picture series and interesting story.

Each comic strip has various stories, it may tell about humor, action, mystery, thriller, adventure, and so forth. It also often influences the children's emotion and feeling while conceiving the story. Comic strip is a fun medium for students and also developing their imagination. As stated by Akef (2009) in Ali Rahimi (2011 : 1), Comic strips fosters children's creativity, appreciation and sense of humor.

In supporting to wrote comic strips the writer used five descriptive text by keenza Abriella (2016 : 1), they are Beras Basah Beach, Kiluan Bay, Lembah Pelangi Waterfall, Nusa Lembongan, and Pink Beach.

METHODOLOGY

This study provides two variables i.e. independent and dependent variables. The independent variable is comic strips, meanwhile the students' reading comprehension achievement as the dependent variable.

The population is the group to which the results of the study are intended to apply (Fraenkell and Wallen, 1990: 66). The population in this study is the whole tenth grade students of SMAN 1 Buay Madang which consists of 122 students with 4 class groups. The writer chooses purposive sampling to get the sample with the total number of the sample with 61 students.

In collecting the data of this study, the writer uses the reading test which has given twice. The first time is before the treatment (pre-test) and the second time is after it (post-test). Meanwhile, the technique for analyzing data, the writer use an independent t-test to analyze the influence of significant differences between students who are taught by using comic strips and the student who are taught by using conventional media. To calculated analyzing the data the writer used SPSS 16.

RESULT AND DISCUSSION

In this section, the writer presents the normality, homogeneity of variances, and the independent t-test to find out whether or not there was any significant difference in reading comprehension achievement, it is shown in the table below.

Table 1
Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental	.134	31	.165	.948	31	.137
Control	.142	30	.126	.978	30	.762

Based on the result of normality above that showed the significant value of the Comic strip was higher than 0,05 level, which has 0.16. It meant that the distribution of the data in the Comic strip was normal

Table 2
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2.529	1	59	.117

According to the table above, it was found that the value of sig was 0.11. it was higher than the value of sig (0,05). So, it meant that the sample taken from the experimental and control group was homogeneous.

The result of the independent sample t-test by using SPSS 16 was described in table 3as follow:

Table 3
Independent T-Test

		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
score	Equal variances assumed	2.529	.117	10.722	59	.000	35.77	3.336	29.096	42.448
	Equal variances not assumed			10.663	52.2	.000	35.77	3.354	29.041	42.503

From the table above, the value of t-obtained =10.722 is higher than t-table = 2.000 and the value of sig (2-tailed) = 0.000 less than the value significant level (0,05).

Finally, based on the calculation of SPSS 16 above the writer concluded that the hypothesis alternative (Ha) of this study was accepted and (Ho) of this study was rejected. It means that there were any significant differences in teaching reading comprehension achievement by using comic strips and conventional media in the experimental group and control group.

CONCLUSION

Based on the research finding in the previous chapter, it can be concluded that:

- 1) There was a significant difference in the test score before and after teaching reading comprehension by using Comic Strips to the tenth-grade students of SMA Negeri 1 Buay Madang Timur.
- 2) The result of the independent t-test calculated was 10.722. it was higher t-table 2.000. this

statistical evidence supports that the research hypotheses (Ha) were accepted. Here, there is any significant difference between the students who are taught by using comic strips and students who are taught by using conventional media. It meant that teaching reading comprehension by using Comic Strips was effective.

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