

THE EFFECTIVENESS OF COMIC STRIPS TO INCREASE STUDENTS' ABILITY TO COMPREHEND READING NARRATIVE TEXT

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Abstract

Reading, writing, listening, and speaking are the essential skills that should be mastered by the learners who learn a language. Moreover, reading is one of the vital skills because someone may get some knowledge from what they read for through reading. To analyze the text that is reading, it needs good reading skills. In fact, in the field, some of the students are not interested in reading to enlarge their knowledge. Some factors affect it, such as the students do not like to learn because the media used by the teacher seems does not interested for the students. Moreover, some of the teachers do not use any media to teach. They only use the textbook. The type of this research was experimental research by using pre and post design. The population was all of the students in the third grade of MTs.Thawalib Rao-Rao. They were 20 students. By using total sampling, all of the students were chosen as the samples. The result of the research found that the average students' reading narrative text score before giving comic strips (conventional) was 59.80. Then, after applying the comic strips, the students' average score was 72.52. It means that comic strips teaching method was effective to increase students score in comprehending narrative text of the students. It is hoped that this media can be applied for the teacher to teach narrative text in the classroom in order to encourage the students to have good reading skills to understand what they are reading.

Key words: Comic Strips, Narrative Text, Reading

Abstrak

Membaca, menulis, mendengar dan berbicara merupakan kemampuan penting yang harus dikuasai oleh siswa yang mempelajari sebuah bahasa. Selanjutnya, membaca merupakan kemampuan vital karena melalui membaca seseorang bisa mendapatkan pengetahuan melalui apa yang mereka baca. Untuk bisa menganalisa bacaan, keterampilan membaca sangat dibutuhkan. Faktanya di lapangan beberapa siswa tidak tertarik dengan membaca. Ada beberapa factor yang mempengaruhi hal tersebut diantaranya adalah media yang digunakan oleh guru ketika mengajar kurang menarik bagi siswa bahkan beberapa guru tidak menggunakan media sama sekali, guru hanya menggunakan buku teks atau LKS. Jenis penelitian adalah penelitian eksperimen dengan desain pre dan post. Populasinya terdiri dari siswa kelas 3 MTS. Thawalib Rao-Rao yang berjumlah 20 orang. Semua siswa dipilih menjadi sampel penelitian dengan menggunakan teknik total sampling. Hasil penelitian ini didapatkan bahwa nilai rata-rata kemampuan membaca teks naratif siswa sebelum menggunakan comic strips (metode konvensional) yaitu 59.80. Setelah menggunakan comic strips nilai rata-rata siswa meningkat menjadi 72.52. Artinya, comic strips efektif untuk meningkatkan nilai mahasiswa dalam membaca teks naratif. Dari hasil penelitian

ini diharapkan comic strips dapat digunakan oleh guru dalam mengajar teks naratif agar dapat meningkatkan kemampuan membaca mereka.

Kata Kunci: *Komik Strip, Teks Naratif, Membaca*

INTRODUCTION

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. It is also supported by Meladina & Putri (2020) who stated that a language is the crucial tool for communication for all of people. Through a language people may share their opinion or ideas about something. Moreover, one of the languages that used as an international language is English. English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

In learning English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Reading is something crucial and indispensable for the students because the success of their study depends on their ability to read. The reading skill of the students becomes very important in the education field. Through reading, the students may enlarge their knowledge about something and they can learn how to improve the others skill by learning the vocabularies and structure used in the text provided. Because of that issue, the students need to be exercised and trained in order to have good reading skill.

Furthermore, in learning the reading skill, there are some problems faced by the students. First, students are lack of motivation in reading. One reason of that problem is that they have limited vocabulary. This problem causes students bored. Second, the media used by the teacher is not attractive, even many teachers do not use any

teaching media at all. They only use the textbook that include any interesting picture and color in it. Third, teacher's technique in teaching reading also influences students' achievement in improving their reading skill. Here, many teachers do not use updated or the best technique. Thus, the improvement of all aspects in the education field should be done.

One of the ways to solve the problems above is by using an interesting media which can attract the students' attention to learn the material. The media is comic strips. According to Megawati (2012) comic strips is a series of pictures that may help the reader to understand the chronological order of the story easily. It means that comic strips have a series of pictures. These pictures will help the reader to understand the series of story given. Moreover, in the same point of view, Liu in Hassanirokh & Yeganehpour (2018) stated that comic strip is media that includes a series of pictures that tells a story which is written in a bubble. It means that the comic strip uses words (dialog) and images (sequential art) to tell a story. The pictures used can be to stimulate the readers to comprehend the text or the information embedded in the available text. Then, according to Wulandari et al., (2017) even though comic strips contain some pictures, those pictures have ideas, event or issue. It indicates that pictures in comic strips also contain the important information the ideas offered by the writer.

Comic strips are an appropriate media to be used in every level and grade of education. According to Csabay (2006) one of the well-known approach to arouse students' attention can be achieved by bringing something extraordinary and new into the language class, and among teenagers and young adults,

comic strips can be used efficiently for this purpose. It is clear that comic strips can be used, even should be used as media of teaching reading from elementary school students into senior high school students. Moreover, in the same point of view, Maulana (2018) stated that comic is an suggested media to bring to the classroom to teach reading because it is appropriate with almost of all the group age or students level and also with their dialogue and culture.

Furthermore, narrative is a text that tells a story. It supported by Rebecca in Defrioka (2014) who stated that narrative text is that include a series of logical and chronological story. It used to entertain the reader. Based on this explanation, it indicates that narrative text contains chronological story. This story may amuse the one who reads it. In addition, she adds that a narrative text has character, setting and action.

Moreover, according to Yusismi & Jufri (2017) a narrative text has complication or problematic story that occurs in the past and finds to solution to solve the problems. Then, Setiyaningsih in Yuniarti et al. (2020) the lexical grammatical of narrative text are: it focuses on definite and individualized participants; use of material process; use of comparative process and mental process; use of temporal conjunctions; and the use of past tense. In short, it can be concluded that narrative text is a text that has chronological story. The story tells the problem that occurs in the past and tries to find the resolution of that problem. A narrative text includes character, action and setting and also the lexicogramatical of narrative text are definite and individualized participants; use of material process; use of comparative process and mental process; use of temporal conjunctions; and the use of past tense.

According to data distribution of junior high school in Tanah Datar Regency, MTs. Thawalib Rao-Rao is one of the private

Islamic high schools that have been accredited and it is one of a pilot project of teaching and learning process. This school can be pushed to be one of developing school in order to create a new method of teaching and a role model by the other Islamic private school in Tanah Datar Regency. By doing this research, it is hoped that the students in that school will increase their comprehending in reading the text and the other schools in Tanah Datar regency may apply the same method in order to improve their teaching and learning process especially in reading.

There are many studies that had been conducted the research related to the effectiveness of comic strips in comprehending narrative text. First, a research which conducted by Mer (2013). He did research to 167 university students who learn EFL on reading comprehension in Turkey. He divided the samples into four levels: low-level text only, low-level text with comic strips, high-level text only, and high-level text with comic strips. Based on the data analysis, it was found that all of the students who given the comic strips got better score than the students without comic strips. This finding confirmed the Dual Coding Theory (DCT) that described that students are better at comprehending reading texts that are accompanied with visuals or pictures. In short, comic strips is effective for the EFL students in Turkey in every level because it included a visual that make the easy to comprehend the reading text. Similarly, Rengur & Sugirin (2018) also found that comic strips was effective to use in order to increase students' reading comprehension.

This research was conducted in SMPN I Pundong for their eight grades of the students. The result of the research described that the use of comic strip was more effective than the use of conventional media. It can be seen from the result of LSB test with the mean different of 0.265 and p value lower

than 0.05. It means that the experiment class that used comic strips as media for teaching and learning process had better score in their posttest than the control class which used conventional media. In short, comic strips was effective to increase the eighth-grade students' reading comprehension in SMPN 1 Pundong.

Furthermore, this research is different from the other researches that had been conducted before because of some reasons. First, this research focused into one class only to make the clear result of the research and wanted to see the progress of each student which attended to the class. Then, this research used the up to date one which has colorful pictures, interested font of the letter and easy to read sequences of the story. Third, even talking to the narrative text, this research tried to use the interesting picture in order to make the students to read.

Last, this research is expected to give benefits both practically and theoretically. In practically side, it is hoped that this research can be used as an input to improve teaching and learning strategies for the teacher in order to teach reading in order to increase students' reading comprehension especially in narrative text. Then, theoretically, this research is expected to add some theories that can be applied by using interesting comic strips as a media to support reading skill of the students.

METHOD OF RESEARCH

The type of this research was quasi-experiment by using pre and post design. The population was all of the students at the second grade of MTs. Thawalib Rao-Rao. By using

total sampling technique, all of the students were chosen as the samples. They were 20 students. The research spent about 4 weeks. In the first day, the teacher explained about the material about narrative text that included the example of narrative text by using textbook that usually used by the teacher. After that, the students gave the test in order to see their comprehension to understand the text by using that conventional method. In the next meeting, the teacher explained the others example of narrative text by using comic strips. In order to confirm the students understanding, at the end of the lesson the students were asked to read and answer the narrative text in the form of comic strips. In this term, the students read the comic strips related to narrative and asked to answer the questions related to that text. In short, the instrument used in this research was reading test.

In order to get the data, the students asked to answer the questions by using the short answer based on the text. Then, the students' answer will be marked and compared between their first test and the second test (before comic strips and with comic strips). The text and the questions had been validated by one of the practitioners in English lecturer. It means that, the test was given twice. The first one after conventional method applied and the rest after using comic strips method. Last, the data were analyzed by T dependent and independent T-Test.

FINDINGS/ DISCUSSION

After analyzing the data, the results can be obtained as follows:

Univariate Analysis

The Students' Reading Score Before and After Applying Comic Strip

Table 1. The Average Students' Score before and after Applying Comic Strip

Student Grades	N	Mean	SD	Mean Different	P-Value
Before	20	59,80	11,76	-12,45	0,000
After		72,25	8,29		

Table. 1 describes the average students' score before using comic strips (conventional) and after using it. It can be seen that from 20 students the average students' score in reading comprehension before using the comic strips was 59.80 with standard deviation was 11.76 and after applying the comic strips it increased into 72.75 with the SD was 8.29. This table also shows that the minimum score that they got before inserting the comic strips into teaching learning process was 40 and the maximum

one was 80. Then, after inserting it, the minimum score was 50 and the maximum score was 87. Based on table 1, the average score of students before being given comic strips was 59.80 with $sd = 11.76$. The minimum score of the students was 40 and the maximum one was 80. While the average score of students after being given comic strips increased to 72.25 with elementary $= 8.29$. The minimum value was 50 and the maximum one was 87.

Bivariate Analysis *Differences in Students' Scores Before and After Applying Comic Strips*

Table 2. Differences in Student Scores Before and After Being Given Comic Strips

Student Grades	N	Mean	SD	Min-Max
Before	20	59,80	11,76	40-80
After		72,25	8,29	50-87

According to the Table 2, the average score of students before applying comic strips was 59.80 with $sd = 11.76$. While the average score of students after applying comic strips increased to 72.25 with $sd = 8.29$. The difference in the value before and after was 12.45. The results of the statistical test obtained $p\text{-value} = 0.000 < 0.05$. It means that H_0 was rejected. It is indicated there is a difference in student scores before and after being given comic strips.

Based on the result of the research, it can be concluded that comic strips were effective to improve students' reading comprehension in reading narrative text. According to the table below it can be seen that the average students' score after applying the comic strips was 72.52 and the mean different was -12.45. It can be indicated that the p value less than 0.05. It means that

there was significant different between the conventional method with the comic strips.

The result of this research is in line with research which was done by Liu (2004) also did research related to comic strips for reading skill. He did the research on 107 students with experiment research design. The result of this research found that the students with low intermediate (low level students) received high-level text with comic strips they scored significantly higher than high intermediate (high level students) who proceed high-level text only. It means that comic strips was very helpful to enhance the students' reading comprehension even for low level students.

Moreover, Anggraeni, Rahajeng Gienovita (2015) also did a research related to comic strips in reading. This research aimed to identify the use of comic strips in order to improve students' writing skill in

narrative text by using collaborative action research. This research conducted in two cycles at the eighth-grade students of SMP Negeri 5 Surakarta. The result of this research found comic strips could improve students' writing skill and classroom climate of English class. The mean score had the improvement from pretest to the post-test 2, from 64.05 to 79.93. In short, comic strips also may improve students' writing skill in narrative text. The improvement can be seen from the organizing the ideas, they can organize about the topic then writes it down in a paper with their group. The students were also able to use simple present tense in sentences correctly and use appropriate vocabulary.

A research which was conducted by Fitrianita Febrina Ali et al.(2023) also proved that comic strips can help the students to improve their skill in reading. This research used Classroom Action Research which consisted four stages: planning, action, observation and reflection to 21 students at the English for Teens Program in Language Learning Center. In the first cycle, only 19% students could reach the value of 80 or more. In the second cycle, it improved. 100% of the students successfully passed the test. Based on this research, the comic strips is recommended to use to increase students reading skills despite some parts should be improved.

Similarly, Ahmad & Ma'rifatulloh, (2023) also found the same result related to comic strips in reading narrative text. This was conducted in for eighth-grade students at Mulia Insani Junior High School in Loa, Bandung-West Java. This study applied pre-experimental research especially a pretest and posttest. This research describes that comic strips as a post-treatment intervention, gave impact as seen by the observed increase in post-test scores. According to the findings, the average score of the post-test was 87.41,

The study of the paired sample t-test yielded statistically significant results. According to the findings, the average score of the post-test was 87.41, whereas the average score of the pretest was 39.67.

Moreover, Bushra et al. (2023) also approved that comic strips is better and more effective technique in teaching reading in Saudi Arabia. Comic strips use visual aids such as cartoon clips that can make reading comprehension become creative process. The researcher used survey method and questioner to 50 students. From this research, it was found that visual aids in comic strips could help the students understand about the text. If they didn't understand about the text, the visual aid helps them to better retain the information. The comic strips also made complex information into easy ones. Also, they can convert boredom into interest. The imagination can relate the unknown to the known. In short, comic strips (visual aids) is very helpful for the students n Saudi Arabia in order to comprehend the reading text.

Moreover, using comic strips in teaching and learning process is not only increase the students' reading comprehension but also make the students interested, take a part actively, feel enthusiastic and joyful. It is proved by Sari Manik (2019) research. Her research was CAR (Classroom Action Research) in the second-grade students of MTsS Ar Rahman Langkat. As the preliminary research, the researcher observed the teaching learning process and she found that the students seemed do not understand what is being reading sentence, paragraph or story and most of them were many students sleepy when the lesson time. However, after doing the second cycle of the research, there was an improvement of the students' reading comprehension. It means that all of the students got successful score criteria above 65. Then, based on the interview sheet, observation sheet and diary notes, it can be

noticed that the teaching learning process run well. The students were active, enthusiastic, interested, and enjoyable in following teaching learning process. In other words, using comic strips could change students both knowledge and mental during one method done. Next, related to construction and the validation of the use of comic strips for reading for second grade students, Imperial et al., (2016) did a research. He did research on Comic on Afro-Asian Folk Narratives for Grade 8 Students. Based on the they research; it revealed that comic book on Afro-Asian Folk Narratives for that grade was very highly appropriate and very highly adequate. It is also considered highly relevant, efficient, and very highly usable. This finding showed that the constructed comic was acceptable to a very great extent. Hence, it can be concluded that this comic book is very substantial, which may help improve students' reading comprehension about folk narrative. In other words, comic strips is appropriate to use for junior high school students especially of the second grade students.

In another skill, comic strips also can be used to creativity in developing ideas for writing. It is proved by one of the research by Istiq'faroh et al., (2020). This study was conducted to develop students' creativity and writing skills through digital comics. This study was a quasi-experimental through a pre-test–post-test design. The subjects of this research were 56 fifth-grade students consisting of 27 students as an experimental group and 29 students as a control group. The results showed that digital comics significantly improve the creativity and writing skills of the experimental group compared to the control group. Thus, it can be concluded that digital comics are effective in improving the creativity and writing skills of elementary school students.

The result of this research also in line with research which was done by Nafisah & Pratama (2020) who found that comic strips may increase students' motivation and reading comprehension. The result study shown that comic strip improved students' motivation and reading comprehension. The percentage of students that got very high motivation after using comic strip in learning reading is 55% and 45% got high motivation. The result of the mean in post-test at cycle 1 is 77,9 while the students' highest score was 88 and the lowest score was 52. The result of the test shown the abilities of the students were improved. There were 17 students or 85% out of the 20 students who reached the score of KKM while the rest of them there were 3 students or 15% failed. It is indicated the improvement of student's reading comprehension and their motivation of English learning process.

Furthermore, a library research which was conducted by Wijaya et al., (2021). They analyzed the article about the implementation of comic strips for teaching and learning that had been published in reputable international journals and accredited national journals from 2011 to 2022. From the result of the analysis, it can be described that those studies proved that comic strips in learning a language may increase students' vocabularies, improve their grammar competence, support their ability in reading and also help the students to write well. It be concluded that comic strips can be used in teaching and learning process in all aspects of English skill such as vocabularies, grammar, reading and writing.

In short, according to the result of the research and the previous studies, comic strips are effective to use for teaching and learning process. It can be used for improve students' reading comprehension, writing skill in the form of generating ideas, the organizing the ideas, able to use simple

present tense, improve the creativity, increase students' motivation. Comic strips also increase students' vocabularies and improve their grammar competence. However, this research is highly recommend to use comic

CONCLUSION

Reading is one of the important skills that should be learned by the students in order to enlarge their knowledge. However, it seems that many students do not really interest in reading because of the media used by the teacher. Media has important role in teaching and learning process. One of media that can be used to increase students' skill in reading narrative text is comic strips. Based on the result of this research comic strips was effective to increase students' skill in reading narrative text. It can be seen from the average score of the students after applying the comic strips was 72.52. The result of this research also supported by other researchers who conducted the research about comic strips. Based on those research comic strips are effective to improve students' reading comprehension, writing skill in the form of generating ideas, the organizing the ideas, able to use simple present tense, improve the creativity, increase students' motivation. Comic strips also increase students' vocabularies and improve their grammar competence. Last, the result of those research are expected to use as input in order to improve the quality of teaching and learning process.

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