

**MANUSCRIPT (NASKAH PUBLIKASI)**

**“THE USE OF COMIC STRIPS AS MEDIA TO IMPROVE  
STUDENTS’ READING COMPREHENSION OF NARRATIVE  
TEXTS AT SMA BHRUL ULUM BONTANG”**

***“PENGUNAAN KOMIK STRIP SEBAGAI MEDIA UNTUK  
MENINGKATKAN PEMAHAMAN MEMBACA TEKS NARASI  
SISWA DI SMA BHRUL ULUM BONTANG”***

**ANNISA DWI ISMIANTI<sup>1</sup>, YENI RAHMAWATI<sup>2</sup>, RANI HERNING  
PUSPITA<sup>3</sup>, SUDARMAN<sup>4</sup>**



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UNIVERSITAS MUHAMMADIYAH KALIMANTAN TIMUR**

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**Manuscript (*Naskah Publikasi*)**

**“The Use of Comic Strips as Media to Improve Students’ Reading  
Comprehension of Narrative Texts at SMA Bahrul Ulum  
Bontang”**

***“Penggunaan Komik Strip sebagai Media untuk Meningkatkan  
Pemahaman Membaca Teks Narasi Siswa di Sma Bahrul Ulum  
Bontang”***

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READING COMPREHENSION OF NARRATIVE TEXTS AT SMA  
BAHRUL ULUM BONTANG**

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**Naskah Publikasi**

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BAHRUL ULUM BONTANG**

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# **The Use of Comic Strips as Media to Improve Students' Reading Comprehension of Narrative Texts at SMA Bahrul Ulum Bontang**

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## **Abstract**

The objective of the study were to identify the influence of using comic strip as media to improve the reading comprehension of narrative texts. The subject of this research was the eleventh grade of SMA Bahrul Ulum Bontang which consists of 22 students in each class. This research was conducted using a quasi-experimental study. This research used two classes which are divided into experimental and control classes. The result of the study showed that the t value 5.840 was higher than t table 2.042 which the use of comic strips significantly improves students' reading comprehension of narrative texts at SMA Bahrul Ulum Bontang.

**Keywords:** Reading Comprehension, Narrative Texts, and Comic Strips

## **INTRODUCTION**

People in the world speaks variety of languages. An international language is required to promote communication between people from various countries. English is one of the worldwide languages that widely used as a worldwide language for some reason. First, some of countries use English as their native language (Norton & Nero, 1997). Then, some of them apply English as their foreign languages (Broughton et al. 2002). For example, English as a communication tool and as compulsory subject in Indonesia.

English skills are commonly divisible into receptive skills and productive skills. Productive skills implicate the creation of messages in orally and writing. Speaking and writing are included in productive skills. Meanwhile, receptive skills are English language skill which involves students afford to accept messages in the form of spoken or written language. Therefore, listening and reading are categorized as receptive skills.

According to Khasawneh (2021), reading is an important part for the success of any student in the basic stage. Therefore, comprehending the text is considered identically valuable to gain the context of the material. However, there are several reasons why students read less. First, students are apathetic and less active in the learning process, making reading less efficient. Second is the teacher learning strategy used. Some teachers still use old methods and strategies in teaching reading. Their classroom environment is dismal and boring. It does not draw the

student's attention to the learning material. As a consequence, their reading comprehension is still far from the expected target (Anida, 2019).

Teaching reading skill requires concentration on understanding the text. Teachers must choose appropriate methods to help students understand the material and they should compose interest in learning process. An exciting learning condition arise their imaginative. Therefore, professional teachers must be able to solve and implement good teaching methods. To create it works well, teachers need to use different types of media to teach English, such as pictures, games, songs, posters, realia, and etc (Hibbing & Erickson, 2003).

Comic strip is one of the media in comprehending the reading texts which is more attractive and reduce the boredom from the conventional texts that given daily (Anida, 2019). Discussing that problem, the researcher stated that used comic strips in teaching English reading skill is one of teaching assistance that creates the opportunity to study English more enjoyable. Comic strips are merging images and sentence that teacher has taught easily and could support the students to comprehend the content and context. Therefore, the researcher expected that it be able to encourage students to read and concentrate to the material and to make a fun learning in English used comic strip.

According to Nugroho et al. (2019), reading comprehension is the ability to read the texts, process and understand the meaning of the text. A person's ability to understand a text is influenced by their characteristics and abilities. One of which is the ability to create inferences. When word recognition is difficult, students use too much processing ability to read individual words, which hinder with their ability to understand what they are read.

The researcher determines how this study differs from earlier studies. The participants were junior high school students in the research from Rengur and Sugirin (2019) and Putri et al. (2021). Senior high school students are the research participants in this study. In contrast to the Classroom Action Research (CAR) that was undertaken in Nafisah and Pratama (2020) and Putri et al. (2021) research, the researcher in this study used a Quasi-Experimental design.

## **RESEARCH METHODOLOGY**

The research design used in this study was quantitative with quasi-experimental. In two classes, two groups were chosen. a pre-test was conducted before treatment. After the pre-test and treatment, a post-test was conducted. The sample was selected by using the convenience sampling technique. The sample of this research applied 2 groups and the number of each class was 22 students. The classes taken for this study were divided into one group as a control class taught without comic strips as a media of understanding narrative texts and another group as an experimental class taught with comic strips as a media of understanding narrative texts. Furthermore, the design model of this study can be classified as follows:

**Table 1 The Design of The Research**

Group	Pre-test	Treatment	Post-test
Experiment group	O <sub>1</sub>	X	O <sub>2</sub>
Control group	O <sub>3</sub>	-	O <sub>4</sub>

**EXPLANATION:**

O<sub>1</sub>: pre-test in experimental class

O<sub>3</sub>: pre-test in control class

X: Treatment

O<sub>2</sub>: post-test in experimental class

O<sub>4</sub>: post-test in control class

Students were sorted into an experimental group and a control group by the researcher. Each class had ten meetings where the teaching and learning activities took place. The first meeting's pretest was given by both classes. The definition of narrative texts is then discussed throughout the second through third meetings in the experimental class. Purpose, social function, language feature, general structure, characteristics (types of narrative texts), and narrative text examples were all covered. From the fourth through the ninth meetings, reading comprehension assignments were given along with explanations, discussions, and comic strip media. In contrast, the researcher does not use comic strips to teach reading comprehension in the control group's fourth through ninth meetings. A post-test was administered for both the experiment and control groups at the most recent meeting.

**FINDINGS AND DISCUSSIONS**

The researcher performed a t-test in order to determine if using comic strips improves students' reading comprehension. The results of the t-test were then utilized to evaluate the null hypotheses.



**Table 2 Independent Sample Test**

**Independent Samples Test**

		t-test for Equality of Means						
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
post-test Score	Equal variances assumed	5.840	30	.000	20.62500	3.53185	13.41200	27.83800
	Equal variances not assumed	5.840	29.858	.000	20.62500	3.53185	13.41057	27.83943

Based on the above calculation, the degree of freedom (df) is 30 ( $32 - 2 = 30$ ) and the critical value of df using the 5% significance degree is 2.042 (t table) and the t value is 5.840. This means that the post-test value of the experimental class is higher than the value of the control class. The result of the comparison between t value and t table is  $5.840 > 2.042 = t \text{ value} > t \text{ table}$ .

The alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected by comparing the t value that is higher than the t table, namely  $5.840 > 2.042$ . It can be proven that the use of comic strips significantly improves students' reading comprehension of narrative texts at SMA Bahrul Ulum Bontang.

**Table 3 Comparison of Experimental and Control Class Scores**

Class	Mean of pre-test	Mean of post-test	Standard Deviation	
			pre-test	post-test
<b>Experiment Class</b>	62.50	85.63	12.910	9.639
<b>Control Class</b>	55	65	15.492	10.328

The table above shows that the experimental class students' mean score in pre-test mean was 62.50 with the standard deviation was 12.910 while in post-test the mean score was 85.63 with the standard deviation was 9.639. Whereas in the control class students' mean score in pre-test was 55 with the standard deviation 15.492 and in post-test was 65 with the standard deviation 10.328.

The result of pre-test and post-test from the experimental class show that there was significantly improves students' reading comprehension after using comic strip.

## CONCLUSION

This study used a quasi-experimental and quantitative research. Students in the eleventh grade at SMA Bahrul Ulum Bontang made up of 4 classes was the study's population. XI IPA 1 served as the experimental class while XI IPA 2 served as the control class in sample of this study. The sample was chosen using a convenience sampling technique without the use of sample criteria. The treatment was conducted in 8 meetings after the pre-test by using comic strips to improve students' reading comprehension in reading narrative texts.

Based on the data, it can be concluded that using comic strips as media to improve students' reading comprehension of narrative material has positive outcomes for students in grade 11 of SMA Bahrul Ulum Bontang. After using comics to teach narrative reading comprehension, the experimental class had an average score of 85.625. This score was higher than the class average score of 62.5 before using comics to teach narrative text reading comprehension. Data were calculated at the 5% significance level using the SPSS 23 version. Data analysis also showed that  $t\text{-score} > t\text{-table}$  and  $5.840 > 2.042$ . This indicates that the use of comic strips significantly improved students' reading comprehension, as the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected.

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# The Use of Comic Strips as Media to Improve Students' Reading Comprehension of Narrative Texts at SMA Bahrul Ulum Bontang

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