# THE EFFECTIVENESS OF USING COMIC STRIP TOWARDS STUDENTS' READING COMPREHENSION AT THE EIGHTH GRADE OF SMP NEGERI 2 SRAGI IN 2021/2022

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**Abstract**: This research aimed to know the effectiveness of Comic Strips towards students' reading comprehension. In this research the writer used experimental method. The population was 208 students in 7 classes. There were two classes for the sample. First class was experimental class (VIII B) and the second class was the control class (VIII A). It consisted of 61 students. The main technique in measuring students' reading comprehension was multiple choice which consisted of 40 items test. Each item has four options a,b,c,and d. The score each item was 2.5. In calculating the data analysis, the writer used t-test formula. Based on the data analysis, the writer got the result that $H_a$ was accepted. It was obtained that $t_{test}$= 4.68, $t_{table}$ for α= 0.05 was 1.67 and for α=0.01 was 2.39 (4.68 > 1.67 < 2.39). So, $H_a$ was accepted. The average score of experimental class was higher than control class, it was obtained the average score of experimental class was 72.29 and the average score of control class was 61.66 .It means that there was significant effectiveness of using Comic Strip towards students' reading comprehension at the eighth grade of SMP Negeri 2 Sragi in 2021/2022 and the average score of students' reading comprehension which was taught through Comic Strip higher than which was taught by using Conventional Strategy.

*Keywords: Comic Strips, Reading Comprehension.*

## INTRODUCTION

Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meaning of words. Reading with a process helps the reader to understand direct information towards a goal and focus of their attention. According to Wallace and Bernhardt. Wallace (1992:4) "Reading as interpreting means reacting to a written text as a piece of communication in other words, we assume some communicative intent on the writer part which the reader has some purpose in attempting to understand". 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".

Reading comprehension is about understanding what you read. According to Snow and Klinger Snow (2002:11), Comprehension is the process of simultaneous extracting and constructing meaning through interaction and involvement with written language. Klinger (2007:97) defines, "Reading comprehension is a multicomponent, highly complex process

that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Based on the preliminary research at SMP Negeri 2 Sragi, the writer found that the students faced difficulty to know the content of text because of their limit vocabulary and less in pronunciation. The problem of this activity is time consuming. This condition made the students stressed since they open dictionary every time, they came across unfamiliar new words. Therefore, the writer wants to provide solutions to these problems by conducting research and applying appropriate media in reading comprehension lessons, namely by using Comic Strip media. Liu (2004:229) "Comic strip as "a series of pictures inside boxes that tell a story". He puts forward, the effect comic strips on reading comprehension largely depends on the quality of the repetition effect. When readers are able to integrate the information from the text and from the illustration, these two works "as if the information was presented twice, thus enhancing performance".

Based on the background of problem above, the writer would like to apply Comic Strips at SMP Negeri 2 Sragi. Therefore, the writer proposes a research entitle "The effectiveness of using Comic Strip towards students' reading comprehension at the eighth grade of SMP Negeri 2 Sragi in 2021/2022.

**METHOD**

This research is descriptive quantitative research. Quantitative research is research which variables are manipulated to test hypotesis and in which there is usually quantification of data and numerical analyses (Mackey and Gass, 2005:363). In this research, writer will use two classes as sample of the research and they are chosen randomly. One class the experimental class which is taught by using Comic Strip and another class as a control class which is taught by conventional strategy. The classes are taken from eight class at SMP Negeri 2 Sragi of 2021/2022.

The research focussed on the effectiveness of Comic Strip towards students' reading comprehension. The population of this research was 208 students in 7 classes. The sample was taken by using cluster random sampling technique. The writer took two classes. The first class was the experimental class and the second was the control class. The writer taught reading comprehenson in experimental class by using Comic Strip and in control class the writer taught reading comprehension by using conventional strategy. To get the data of students' reading comprehension the writer used reading test. The kind of the test is multiple choice test which consist of 40 items, each item consist of four options: a,b,c,d . The point of each item is 2.5. So, the highest score is 100, and the lowest score is 0.

To know the validity of the test, the writer used content validity and construct validity. It means that the test would design based on the content of curriculum at SMP N 2 Sragi in the academic year of 2021/2022. Heaton (1998:161) states "the test should capable of

measuring specific characteristic in accordance with a theory of language behaviour and learning". It means the function of validity test is what the test measure and how well it does. Here is the design of construct validity.

$$x^2{}_{ratio} = \sum_{i=1}^{k} \frac{(O_i - E_i)2}{E_i}$$

It is used to know whether the data are homogeneous or not. To know whether the data are homogenous, the writer is going to use the formula:

$$F = \frac{s1\ (the\ highest\ variance)}{s2\ (the\ lowest\ variance)}$$

With the test criterion:
Rejected $H_o$ if $F_{ratio} > F \frac{1}{2} \alpha\ (V_1 - V_2)$ with $V_1 = n_1 - 1$ and $V_2 = n_2 - 1$ and took the real level 0.05 and 0.01 by looking at I table.

To test hypothesis in this research, the writer will use a statistical formula of t-test before using it, the writer determines the average rate $(x)$ and variable (s2) The average rate $(xi)$ and variants $(s^2)$ is calculated by formula it is used to prove the hypothesis proposed by the research whether they are accepted or not. The formula of t-test as follows (Sudjana, 2005:239):

$$t_{test} = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{2} + \frac{1}{n_2}}}$$

With:
$$S^2 = \frac{(n^1-1)s_1{}^2 + (n_2-1)s_2{}^2}{n^1+n^2-2}$$

H0 is accepted if $t1 - \frac{1}{2} \alpha < t < t1 - \frac{1}{2} \alpha$
df = (n1 + n2 - 2) another H0 value rejected.

The testing of the equality of the average score with the criteria is accepted is the criteria is accepted is Ha if t-cαl > t-tαb (1- ½ α at significant level 5% and 1% and for the different test of two average score with the criteria is Ha is accepted if t-cαl > t-tαb (1-α) for significant level α = 5% or 0,05 and α = 1% or 0,01

**RESULT AND DISCUSSION**
From the research of the data normality in experimental class, the writer got the result that the highest score was 90 and the lowest score was 55 with (n) = 31
$N_1$          = 31
$f_1x_1$       = 2.241
$f_1x_1{}^2$   = 165.087

The Average Score

$\bar{X} = 72.29$

Standard deviation:

$S_1{}^2 = \sqrt{102.81}$

$S_1 = 10.13$

Based on the calculating above, it was obtained at significance level of 0.05 and 0.01 that $\chi^2{}_{ratio} < \chi^2{}_{table} \cdot = 5.33 < 7.81 < 11.3$. Since $\chi^2{}_{ratio} < \chi^2{}_{table}$ therefore, the criterion was accepted. It means that the data have normal distribution.

From the research of the data normality in Control Class, the writer got the result that the highest score was 80 and the lowest score was 40 with (n) = 30

| | |
|---|---|
| $N_1$ | = 30 |
| $f_1 x_1$ | = 1.850 |
| $f_1 x_1{}^2$ | = 116.282 |

The Average Score

$\bar{X} = 61.66$

Standard deviation:

$S_1{}^2 = \sqrt{75.81}$

$S_1 = 8.70$

Based on the calculating above, it was obtained at significance level of 0.05 and also 0.01 that $\chi^2{}_{ratio} < \chi^2{}_{table} \cdot = 2.17 < 7.81 < 11.3$. Since $\chi^2{}_{ratio} < \chi^2{}_{table}$ therefore, the criterion was accepted. It means that the data have normal distribution.

The hypothesis test, to test whether the hypothesis is accepted or not, the writer used formula to analysed the data, the formula used can be seen at down below:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{S\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}}$$

With:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

From the previous tables, obtained:

| | |
|---|---|
| $n_1$ | = 31 |
| $n_2$ | = 30 |
| $\bar{X}_1$ | = 72.29 |
| $\bar{X}_2$ | = 61.66 |
| $S_1^2$ | = 102.81 |
| $S_2^2$ | = 75.81 |

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(31-1)102.81+(30-1)\ 75.81}{31+30-2}$$

$$S^2 = \frac{30843+219849}{59}$$

$$S^2 = \frac{5.28279}{59}$$

$$S^2 = 89.53$$

$$S = \sqrt{89.53}$$

$$S = 9.46$$

Then, the data were calculated into the following t-test formula as follows:

$$t_{test} = \frac{\overline{X}_1 - \overline{X}_2}{S\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

$$t_{test} = \frac{72.29 - 61.66}{9.46\sqrt{\dfrac{1}{31} + \dfrac{1}{30}}}$$

$$t_{test} = \frac{10.63}{9.46\sqrt{0.03 + 0.03}}$$

$$t_{test} = \frac{10.63}{9.46\sqrt{0.06}}$$

$$t_{test} = \frac{10.63}{9.46\ (0.24)}$$

$$t_{test} = \frac{10.63}{2.27}$$

$$t_{test} = 4.68$$

To prove the hypothesis there was an effectiveness of using Comic Strips strategy towards students' reading comprehension of recount text at the eighth class in 2021/2022, the writer tried to see the result of $t_{test}$ or $t_{table}$

Testing criterion:

$H_a$ accepted if $t_{test} > t_{table}$ $(1 - \alpha)$ with $df = (n_1 + n_2 - 2)$ with significance level 0.05 and 0.01 by looking at G table. Based on the calculating above, it was got $t_{test}$ 4.68 > 1.67 < 2.39. Criterion $H_a$ accepted if $t_{test} > t_{table}$. Therefore, $H_a$ was accepted, it means that there was an

effectiveness of using Comic Strips strategy towards students' reading comprehension of recount text at the eighth class of SMP Negeri 2 Sragi in 2021/2022.

To prove the hypothesis of the average score of reading comprehension which is taught by using Comic Strip was higher than which is taught through conventional strategy at the eighth grade of SMP Negeri 2 Sragi, the writer tried to see the result of ttest or ttable.

Testing criterion:

Testing criterion: Ha accepted if $t_{tes} > t_{table}$ (1- ½ α) with df = (n1 + n2 – 2) and took the real level 0.05 and 0.01 by looking at G table.

df = 59

For the significance level 5% (α = 0.05) obtained: ttab = 2.00

For the significance level 1% (α = 0.01) obtained: ttab = 2.66

Based on the calculating above, ttest is higher than ttable. The result of ttest was 4.68, ttable for significant level of 5% was 2.00 and for significant level of 1% was 2.66 (54.68≥ 2.00 ≤ 2.66.) So, Ha was accepted. It means that the average score of reading comprehension which is taught by using Comic Strip was higher than which taught by conventional strategy at the eighth grade of SMP Negeri 2 Sragi 2021/2022.

Based on the data analysis and testing of hypothesis, the writer got the result that Ha was accepted found that the average score of students' reading comprehension. The average score in experimental class was 72.9 and the average score in control class was 61.66. It showed by ttest that was higher than ttable with significant level 5% and 1% (4.68 ≥ 2.00 ≤ 2.66). Therefore, it means that there was significant influence of using Comic Strip towards students' reading comprehension.

The result above was related to the theory stated by Cimermanova (2014:3) that comic strips is just like the picture-story that intended to convey the information and to visualize the text from the theory above it is clear that Comic Strips can be used as a media in teaching reading comprehension. It also could improve students' reading comprehension and decrease students' laziness of reading. Therefore, this media is very recommended for further research in order to influence the students' reading comprehension.

**CONCLUSION**

Based on the result of the data analysis and hypothesis test, the writer concluded that there was a significant effectiveness of using Comic Strip towards students' reading comprehension and the students' reading comprehension who learn reading through Comic Strip is higher than those who learn reading through conventional strategy. The writer would give the conclusion as follow:

1. There was an effectiveness of Comic Strip  towards students' reading comprehension at the eighth grade of SMP Negeri 2 Sragi in 2021/2022. It can be seen that the result = 4.68 , for α= 0.05 was 2.00 and for α=0.01 was 2.66 (4.68 ≥ 2.00 ≤ 2.66).
2. The average score of students' reading comprehension which was taught through Comic Strip was higher than which was taught through conventional strategy at the eighth class of

SMP Negeri 2 Sragi in 2021/2022. It can be seen that the average score of experimental class was 72.29 and the average score of control class was 61.66

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