The Effect Of Comic Strips as an English Teaching Media Toward Students' Reading Ability in Descriptive Text

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Abstract

This research was done due to the lack of students' reading ability in descriptive text in MTsS Yati Kamang. This research was classified as a quasi-experimental research. To experiment class the researcher choose VII.II class and VII.I is experiment class. The researcher uses test to measure students' reading ability. Afterwards, the researcher proved that the Comic strip as a media was able to increase students' reading ability in descriptive text. Experiment class and control class there are 38 students. There were 19 students as the respondents in experimental group and 19 students as the respondents in control group. The experimental class was taught by using Comic strips as media in teaching and the control group was taught only by using Picture. The result of paired sample t-test showed that the $t_{obtained}$ (6,591) was higher than t_{table} (2,326) with the level significant 0,01. The null hypothesis was rejected and the alternative hypothesis was accepted. It means there is a significant effect of using Comic strips toward students' reading ability in descriptive text at the seventh grade of MTsS Yati Kamang.

Keywords: *comic strips, students' reading ability*

INTRODUCTION

This study takes place in English as a foreign language at the college where teaching English is subdivided into major components of a language: They are writing, speaking, reading, listening, grammar and vocabulary (Roza, 2014). Higher education students are demanded to develop their study skills by managing themselves, managing time, and reading efficiency (Reflinda, 2016). Here the writer's focus is the reading. Reading was reception activities, analysis, and interpretation conducted by the reader to get the message which was conveyed by the author in writing media. Reading was the window of world that means all information can be known by students through reading. Reading is a crucial part of foreign language learning and teaching. It occurs because people can obtain various information and knowledge from reading, especially for the students'. Reading is a fluent process of readers combining information from a text and their background

knowledge to build meaning(Nunan, 2003). Investigating the need of the students and lectures is a part of series of research and development which attempted to integrate intensive and extensive reading in teaching reading at English education study program(Melani , Melyann. Syafitri, 2020).

In reading, there are narrative text and descriptive text. The narrative text problem is linguistic factor and nonlinguistic factor(Hastuti et al., 2020). However, descriptive text is described of people, place and animal on the text. The problem in descriptive text is the students translated English words for words, not translate in natural English(Safitri & Melani, 2019).

Teaching reading is a complex process. Because teachers require developing an extensive knowledge base and draw on a repertoire of strategies for working toward students struggling, the teacher must guide students in teaching reading steps to easily understand the contents of the text they are reading(Subadiyono, 2014). There are several steps in teaching reading as follows: Survey, question, predict, read and summarize.

Based on the preliminary research and experience during teaching practice at the seventh grade of MTsS Yati Kamang Mudik in august, 2019, researcher found some problems related to descriptive text. First, based on the interview with the students in the 27th of February 2020, the student said that animal descriptive was a difficult aspect to be mastered because most of them still lack vocabulary. Second, based on the seventh grade students' interview on the 27th of February 2020, the teacher did not provide good media during descriptive lessons because the teacher only used a whiteboard and book.

To improve the students' reading ability in descriptive text, the teacher could do some ways as follow, method, strategy, or techniques. On the other hand, the teacher might also build the students' ability through interesting media, games, multimedia material, and others. One way to improve students' reading ability in descriptive is media. Media comes from Latin *medius* which means middle, intermediary or introduction. The definition of media in teaching and learning processes tends to be interpreted as graphic, photographic, or electronic tools for capturing, processing, and rearranging visual or verbal information(Arsyad, 2015). Media is an instrument for transferring information to other people. With the media the teacher will easily teach for students.

To improve students' reading ability in the descriptive text can be used comic strips media. Comic Strips are images or series images that contain a story. Usually, comic strips will be presented in the mass media like a newspaper or magazine(Kusdaryanti, 2012). Using comic strips media will make the students interested in reading stories. Comic strips can be used to improve student's reading comprehension(Khoii, 2010). A story in the comic strips must adapt the material and present students' skills to understand comic strips. The steps teaching reading by using comic strips: Several steps have to be followed(Syaifullah, 2014): 1. The

teacher gives each student a copy of the comic strips. 2. The teacher tells the students that they will be reading these comic strips, explains what is comic strips and how to read them. 3. the teacher asked the students about the materials last week. 4. The teacher asks the students to read the comic strips to get a basic idea of the contents. 5. The teacher explains or gives definitions of the difficult vocabulary words. Then ask the students to tell what they think of the character. 6. The teacher asks the students to answer some question based on the comic strips' content.

Comic strips can provide some benefits for teachers and students. To the teachers, comic strips will be easier to use in conveying the materials. Students will be easier to understand the material delivered by the teacher. Several benefits are using comic strips(Widiseta, 2013): Ability, visual, intermediary, popular. The existence of comic strips can facilitate the teacher and students in teaching. As result lessons are conveyed more effectively through the use of comic strips.

Besides presenting interesting media in learning. Other advantages use comic strips were has comic strips can make learning more interest. As explained above about comic strips' advantages, the students' problems can be overcome by using comic strips as a media, which is why this research was conducted. Based on the background of the problems, the research is expected to solve the problems related to students' reading ability in descriptive text above by examining out whether there is a significant effect of using comic strips toward students' reading ability in descriptive text.

METHOD

Design of the Research

This research used experimental research because this research aimed to find out the effect of comic strips as an English teaching media on students' reading ability in descriptive text. Experiment research gave the treatment to the experiment class and the control class as the conventional media. Related to Gay, "experimental research is the only research method that can truly test a hypothesis concerning cause and effect relationship.

Dealing with the study's problems stated previously, this research used experiment research because this research wanted to measure the effect of comic strips as an English teaching media toward students' reading ability in descriptive text. Experiment research was accurately used to test the cause-effect relationship by using a hypothesis test. This research used pretest-posttest in experiment and control class. According to Arikunto, an experimental study is a study that aimed to know there is or not the effect of the variable studied.

This research design used the pre-test and post-test in experiment and control class. According to Gay, an experiment typically involves two classes, an experimental class and a control class. The experimental class and the control class were given the same test. The test is the same in qualities and quantities to keep the

reliability of the research. It means that both classes, experiment and control class were given the same test but with different treatment to know the test result's comparison. In this research, the test gave the students the effect of comic strips as an English teaching media toward students' reading ability in descriptive text.

Instrumentation

The instrument was a tool that was used to collect the data. The instrument used in this research was a reading test related to seeing the students' reading ability. This test was conducted to identify comic strips' effect as an English teaching medium on students' reading ability in descriptive text. There were two kinds of tests used in this research, and they were pre-test and post-test. The pre-test was used to know the students' reading ability at the beginning and the post-test was used to know the change of the students' reading ability after the treatment. Both of the reading tests had the same difficulty level and content, as well as instruction. The technique of Data Collection

In this research, the data was collected using a test. The test was given twice (pre-test and post-test) to know students' reading ability in descriptive text. The result of the pre-test and post-test were used as the data of this research. The pre-test was a process to measure students' reading ability before giving the treatment to the learners. The researcher gave the pre-test to both the experimental and control classes as the sample of research in the first meeting—pre-test to know the students' reading ability in the descriptive text before the treatment.

Treatment was the process of implementing variables in the experiment class to know students' improvements. The treatment in the media-based learning method using comic strips as media was given by the researcher only for the experimental class. Whereas the treatment by using the lecture method was used in the control class.

Post-test was a process of measure students' reading ability after students were given the treatment to see their result. A post-test was given for both groups (experimental class and control class) by the researcher in the last meeting to know how to use comic strips towards students' reading ability in descriptive text.

The technique of the Data Analysis

Data analysis was an activity carried out after instrument data from all respondents had been collected. The technique of data analysis was done as follows:

Scores on all test were reading assessment scores, each table was done statistical analysis by searching the value of the mean, the sandar deviation and variant including maximum score and a minimum score of each table, for finding the result of the first hypothesis about whether there is a significant effect of using comic strips toward students' reading ability in descriptive text, the research used sample T-test. The experimental class test was divided into two columns (data test before giving the treatment and after giving the treatment). The significant alpha

used for this research was 0,01. The output as the value of paired sample t-test was used for determining whether the null hypothesis that stated no significant effect of using comic strips toward students' reading ability in descriptive text was accepted or rejected, for finding the result of the second hypothesis about whether there is significant difference of using comic strips toward students' reading ability, the independent sample t-test was used. The significant alpha that was used for this research was 0,01, for finding the result of the third hypothesis, the independent sample t-test was also used to know whether students' reading ability in descriptive text by using comic strips was better than without using comic strips. The significant alpha that was used for this research was 0,01, the output as the value of independent sample t-test was used for determining whether the null hypothesis that stated no significant difference of using comic strips toward students' reading ability in descriptive text and without using comic strips was accepted or rejected. It also used to know whether students' reading ability by using comic strips was better than without using comic strips.

RESULTS AND DISCUSSION

To find the first hypothesis in this research, is there any significant effect of using comic strips as an English teaching media toward students' reading ability in descriptive text?. To determine whether the researcher would accept or reject the hypothesis, the researcher used the determination as explained above. From the results of the data analysis, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted because $t_{obtained}$ (6,591) was higher than t_{table} (2,326) with the level significant 0,01. It can be concluded that there was a significant effect of using comic strips toward students' reading ability in descriptive text.

Curve 1.1

The second hypothesis about any significant difference in the students' reading ability in the descriptive text between the students is using comic strips media and without using comic strips media?. To determine whether the researcher would accept or reject the hypothesis, the researcher used the determination as explained above. From the results of the data analysis, the null hypothesis (H_0) was

rejected and the alternative hypothesis (H_a) was accepted because $t_{obtained}$ (4,028) was higher than t_{table} (2,326) with the level significant 0,01. It can be concluded that there was a significant difference of using comic strips toward students' reading ability in descriptive text.

Curve 1.2

The third hypothesis in this research is the students' reading ability in descriptive text that uses comic strips better than without using comic strips? To determine whether the researcher would accept or reject the hypothesis, the researcher used the determination as explained above. From the results of the data analysis, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted because $t_{obtained}$ (4,028) was higher than t_{table} (2,326) with the level significant 0,01. It can be concluded that students' reading ability in descriptive text by using comic strips is better than students' reading ability in descriptive text without using comic strips.

Curve 1.3

Based on the finding above, it can be concluded that all null hypotheses were rejected and all alternative hypotheses were accepted. It means comic strips significantly affect students' reading ability in descriptive text and have a significant difference in students' reading ability in descriptive text. Last, using comic strips toward students' reading ability in descriptive text was better than without using comic strips.

Discussion

In teaching reading there are some media, one of media can be used by the teacher is using comic strips. Comic Strips are images or series images that contain a story. Usually, comic strips are which will be presented in the mass media as a newspaper or magazine. Comic strips were used as a new media and compared to conventional media.

Based on the research findings above, the hypothesis from this research can answer the formulation of the problems stated in chapter one where the research finds that all the alternative hypotheses (H_a) are accepted. This research related to the first hypothesis asserts that there is a significant effect of using comic strips toward students' reading ability in descriptive text. Also, Khoii stated that comic strips could be used to improve students' reading comprehension. By using comic strips as a medium for teaching reading in the descriptive text had improved. The improvements of students' reading ability in a descriptive text in this research can be seen from the first hypothesis. There was a significant effect of using comic strips toward students' reading ability in descriptive text.

The second hypothesis asserts that there is a significant difference between using comic strips toward students' reading ability in descriptive text. Appriani sates that comic strips were effective to improve reading comprehension. This research found a significant difference in using comic strips toward students' reading ability in descriptive text. The increase of students' reading ability in the descriptive text can be seen from the second hypothesis's result where there was a significant difference, including the improvement of the students' reading ability in descriptive text, especially after using comic strips in experimental class compared with control class without using comic strips.

Last, the third hypothesis asserts that students' reading ability in descriptive text by using comic strips is better than students' reading ability in descriptive text without using comic strips. In line with Tonin in widiseta state that used of comic strips in teaching reading especially, give effect for students. This research also found the students' reading ability in descriptive text by using comic strips was better than without using comic strips.

From the explanation above, it can be concluded that comic strips as a media in teaching can improve students' reading ability in descriptive text. Other than that, comic strips can also be used as an effective medium to help teachers teach.

CONCLUSION

Based on the results of the research and discussion that had been discussed in the previous chapter, it can be concluded that:

There is a significant effect of using comic strips toward students' reading ability in descriptive text. It can be seen in previous chapter related to the result of statistical analysis where $t_{obtained}$ (6,591) was higher than t_{table} (2,326) with the level significant 0,01. It means the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted.

There is a significant difference between using comic strips toward students' reading ability in descriptive text and without using comic strips. It can be seen from the result of statistical analysis where $t_{obtained}$ (4,028) was higher than t_{table} (2,326) with the level significant 0,01. It means the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted.

Students' reading ability in descriptive text by using comic strips better than students' reading ability in descriptive text without using comic strips. It can be seen from the result of statistical analysis where $t_{obtained}$ (4,028) was higher than t_{table} (2,326) with the level significant 0,01. It means the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted.

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