

**THE USE OF COMIC STRIPS IN TEACHING READING
A DESCRIPTIVE TEXT AT THE SEVENTH GRADE
STUDENTS OF SMPN 3 PEKANBARU.**

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ABSTRACT

This study is about the use of comic in teaching a descriptive text because most of the students at the seventh grade of SMPN 3 Pekanbaru got some problem in comprehending the text. The main objective of this study was to find out whether the students taught reading a descriptive text using comic strips achieve better than those who do not taught reading using comic strips at the seventh grade students of SMPN 3 Pekanbaru. The design of the research was experimental study. The researcher gave try-out test to analyze validity and reliability of each item. Some test was used to analyze the data that obtained from the pre-and post-test. They were normality test, Homogeneity test, and t-test. It was showed that the mean of experimental score was higher than the mean of control class (74.51 > 64.75). The test of hypothesis using t-test formula showed the value of the Asym Sig (2-tailed) $0.000 < 0.05$. The null hypothesis was rejected. Then, the criteria value of N-gain pre-test and post test experimental class was middle. In conclusion, students who taught reading a descriptive text with comic strips achieved better than students who did not taught without comic strips.

Key words: Comic Strips, Reading Comprehension, Descriptive Text

INTRODUCTION

Reading is one most essential skill to be mastered in language learning. One of the benefits of wide reading is a broad store of information. Understanding the written word is one way the mind grows in its ability. Students who know how to read can educate themselves in any area of life they are interested in. Now, it is the age where everything overflows with information, but reading is the main way to take advantage of it.

Based on the syllabus of the seventh grade in the second semester, the students are expected to be able to comprehend procedure and descriptive texts. In teaching English, a teacher should be active and creative in using media teaching which is suitable to teach reading to the students. Media teaching is used to convey related material that will be given to the students.

The researcher applies comic strips as a media in teaching English. Drolet (2010) stated that a strong method to encourage reading is the use of popular texts such as comic strips. Students enjoy the simple style and amusing characters, while at the same time get proven practice

in their reading skills. It is based on the how much student love reading comic.

Comics may be used to teach grammar and vocabulary, to trigger conversation, to teach reading and writing, or anything else a teacher wants. Besides that, using comics creates a cheerful learning environment and add variety in lesson. As students have motivation from using comic, it should not be ignored as potential media in classroom.

REVIEW OF RELEATED LITERATURE

1. Reading Comprehension

Westwood (2008:30) defined that reading comprehension as reading a text with full understanding draws on the reader's background experience, general knowledge, vocabulary, syntactical awareness and word identification skills.

Linse and Nunan (2006:71) reading comprehension refers to reading for meaning, understanding, and entertaining. While reading process, a reader will use some skill to comprehend the text. In this case, read a text is not only to concept the meaning, to get the information, but also to entertain the reader.

Harmer (2001:200) divided purposes of reading into two broad categories: 1. Instrumental: a large amount of reading takes place because it will help us to achieve some clear aim. 2. Pleasurable: another kind of reading takes place largely for pleasure. Such as read a magazine or poetry.

2. Descriptive Text

According to Kane (2000:353) description is how about something looks, sounds, and tastes which is mostly about visual experience. A descriptive is a written text which describes a particular, place or thing.

He also stated that generic structure of descriptive text as follow:

- a. Identification: identified the phenomenon to be described (person, thing, place or object).
- b. Description: describes parts, qualities, characteristics. Description contains discussion or depiction of the topic or the "what" in the Identification of the physical appearance, quality, and general behavior of its properties.

The descriptive text has dominant language features, namely:

1. The use of Simple Present Tense

2. The use of adjectives
3. The use of Linking Verbs/ relating verbs.
4. The use of degree of comparison

3. The Comic Strips

Saraceni (2003:5) stated that the characteristics of comics are: employment of both words and pictures; texts organized into sequential units, graphically separated from each other, but the most important of comic is the way in which linguistic and pictorial elements interact with each other.

Yang (2003) states that one of the strongest benefits of using comics to teach is the ability of comics to motivate students. Because of their interplay of visuals and words, comics are easily accessible to non-native speakers of English.

According to Drolet (2010) the comic, with its static form, is potentially very strong in language instruction because students can read the text at their own pace. Comic is a part of visual media in teaching process.

4. Teaching Reading descriptive text by Using Comic Strips

The step teaching reading by using comic, there are several steps that have to be followed according to Drolet (2010):

1. The teacher gives each student a copy of the some strips, ideally with well defined characters.
2. The teacher tells the students that they will be reading these comics. The teacher explains what the comic strips is and how to read it.
3. Before reading, the teacher asks the students leading questions to activate prior knowledge about character traits and physical descriptions.
4. The teacher then asks the students do a quick reading of the strips to get a basic idea of the contents.
5. When they are finished, 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 questions

based on the content in the comic strips.

Review of the Related Findings

There were some researches that have the same discussion with this research that can be describing for the result of this research as below :

First, Royanti (2007) did an experiment research at eight year students of SMP N 1 Bojong, Pekalongan by using media comic to improving students' mastery in story retelling. Using English comics was an effective medium of teaching story retelling in order to attract students' motivation in learning English to be more fun.

Second, Khoiriyah (2010) conducted a quantitative research and the main objective of the study is to find out whether there is or not a significant difference in vocabulary score of student taught using comic stories and those taught using non-comic stories. The result of the research: the mean of the vocabulary score of experimental class was 79.57 and the mean of control class was 74.57.

Third, Arroyani (2010) did an experiment research at the eighth grade students of SMP N 2 Tnaggungharjo

Grobogan on the use of comic strips in improving students' reading skill comprehension of narrative text. She found that using comic strips as teaching media/aids in teaching narrative text can improve the students' reading skill and also motivate the students in learning English.

Fourth, Afriyalsati and Basthomi (2011) investigated how cartoons and comics enable students to be 21st century learners. By having activities using cartoons and comics, students could enjoy their learning and freely exploring their creative and analytical thinking. Therefore, they can improve their communicative and thinking skills.

Sixth, Megawati and Mirjam (2012) investigated the implementation of comic strips in teaching writing through a collaborative classroom action research at MAN Bangil. The results show that teaching writing using comic strips through Process-Genre Based Approach (PGBA) could successfully improve students' ability in writing.

RESEARCH METHODOLOGY

The type of this research was experimental research. According to Creswell (2012:309), there are two kinds

of experiment research designs that are pertained to between-group design. They are true experiment and quasi experiment. First, true experiment begins with determines random assignment for the participant. Second, quasi experiment design does not do random assignment but it just regards selecting control and treatment groups because in this design is not suggested to create a group and just use the available group.

Setting

The research was conducted at seventh grade students of VII.2 and VII.5 of SMPN 3 Pekanbaru. This research held in April to May 2014.

POPULATION AND SAMPLE

The population of the research was the students of seventh grades at SMPN 3 Pekanbaru. The seventh grades students had six classes. The total of the population was 245 students.

As the sample . The research took two classes as sample for the research. It was VII.5 as experiment class which was used comic in teaching reading descriptive text. and VII.2 as control class which was taught reading without comic. The researcher chose the classes because of the

same score average. The average score of VII.2 was 76.85 while VII. 5 was 76. 04.

Insruments

The instrument of the research was test. It was used to measure students' reading comprehension on descriptive text through pre-test and post test. The form of test was multiple choices. The test was divided into pre-test and post –test. The research gave pre –test in first meeting and post – test in last meeting.

Technique Analyzing the Data

After taking the data, it was measured by some test

1. Validity and Reliability test (try out). The test was tested by calculating by Pearson Product Moment to analyze the validity each item while to analyze the reliability of each item, the researcher used Cronbach' Alfa.
2. Normality test was implemented to find out whether the class had normal distribution index or not. It was done using test Kolmogorove Smirnov (KS-21) in program SPSS verse 20.0.
3. Homogeneity test was implemented to investigate whether two groups have same variance or not. This research used Levene Test in program

SPSS verse 20.0 for testing homogeneity of sample.

4. T- test is used after collecting the data, in order to find out whether any significance between treatment class and control, the researcher analyzed it by using t-test.

5. N- Gain between pretest and posttest. The data from pre-test and post-test is calculated to know the result of the test. The data was calculated to get the average of the score. Then, it was calculated N-Gain between pre-test and post-test in experimental class. N- Gain was used to know the effect size the treatment that was given to experimental class.

FINDING

This research was primarily to answer the research question: Do the students taught reading a descriptive text using comic strips achieve better than those who do not taught reading using comic strips at the seventh grade students of SMPN 3 Pekanbaru?

Pre-test

The result of the pre-test showed the minimum score of experimental and control class was 45, while for maximum score the both classes was 75. The average score of the experimental was 58.90 and

control class was 59.87. It meant that experimental class had the lower average score in the pre-test.

Normality was used to find out whether data of control and experimental group come from normal distribution normal or not. It was identified that experimental class in Asymp.Sig.(2-tailed) 0.099 with significant level was 0.05. control class in Asymp.Sig.(2-tailed) 0.213. It meant that both experimental and control class had normal distribution.

Homogeneity test was done to know whether sample in the research come from population that had same variance or not. Based on trimmed was $0.613 > 0.05$. It meant that the pre-test on experimental and control class was coming from homogenous variance.

The next calculating was t-test. It was found that the value of Asym Sig. (2-tailed) was 0.558. It mean that Asym Sig. (2-tailed) $0.558 > 0.05$. It can be said that the students' ability of experimental class and control class were equal and not differ significant.

Post-test

Post-test was conducted after all treatments were done. Post-test was aimed at measuring students' ability after they got treatments.

After conducted treatment, it was found that the maximum score was 80 and minimal score was 65. The maximum score on control class was 75, and minimum score was 75. The average of experimental was 74.51, while the average control class was 64.75. It could be concluded that the post-test score of experimental class was higher than control class after giving treatments.

. The researcher used Kolmogorov Smirnov (KS-21) to calculate normality of the post-test data.

It showed experiment class had Asym.Sig.(2.tailed) 0.063. It is higher than significant level 0.05. It can be said the data was normal. Then for control class, the value of Asym.Sig.(2.tailed) was 0.194 with significant level 0.05. It also normal because Asym.Sig.(2.tailed) $0.194 > 0.05$.

In calculating homogeneity, the value of Based trimmed mean was 0.074 with significant 0.05. Since the value of Based trimmed mean was 0.074 is higher than 0.05, the data got from post-test was homogenous.

T-test of post test on experimental and experimental class were differ significant. It proved by the value of Asym Sig (2-tailed) $0.000 < 0.05$. So, it

could be concluded that both classes were differ significant.

The average of N-Gain was 0.36. It can be said that the significant of the comic strips that used in experimental class was middle because the average of N-Gain was 0.36 in criteria of achievement N-Gain score could be said Middle if score in $0.3 < g < 0.7$, while the average of N-Gain score of experimental class was 0.36.

DISCUSSION

After conducting the research, there were some advantages of using comic strips technique in the teaching Reading Comprehension Skill of descriptive Text of SMPN 3 Pekanbaru. It helped students to memorize easily based on the visualization contain in the comic strips. The use of comic strips was actually meant to help them in imagining and memorizing the appearance. Students' boredom in reading could be avoided. The treatment gave students different nuances of teaching and learning process so they were interested in reading description.

This finding also related to the previous researchers that ever done by Arroyani (2010). She investigated that the use of comic strips was actually help students in imagining and memorizing the

sequential events in narrative text. Then Khoiriyah (2010) found that using comic makes the students encouragement and curiosity to find out the meaning of unfamiliar words. By using comic strips, the students can learn vocabulary relaxes and enjoy. In conclusion, comic strips have some positive influence for the students in teaching reading descriptive text.

CONCLUSION AND SUGGESTION

Conclusion

Based on the finding and discussion in chapter IV, the result answers the research question: "Do the students taught reading a descriptive text using comic strips achieve better than those who do not taught reading using comic strips at the seventh grade students of SMPN 3 Pekanbaru?". It has been clearly answered that **Yes, they do**. For more clarification as follow:

1. There was a significance difference in the achievement between students in VII.2 who were taught reading descriptive text using comic strips and students in VII.5 were taught without comic strips.

2. There was a significant different of student's ability in reading descriptive text between pre-test and post-test of experimental class. It concluded that there was positive effect after giving treatment using comic strips in experimental class.

A. Suggestions

In this study, the writer would like to offer some suggestions to improve the students' ability in reading comprehension in order to get better result.

1. For the Teachers
 - a. It is better to English teacher to be selective in choosing teaching media/aids to help his/her job in explaining the material.
 - b. Since the use of comic strips is in printed form, the teachers should consider about the printed result. It should be readable.
2. For students
 - a. The students can enrich their experience and knowledge in learning English through comic strips.
 - b. Students are hoped to study more and respond in learning process

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