

**Conference Paper**

# The Effectiveness of Comic Strip As Media to Improve the Students' Reading Comprehension on Narrative Text of MTs Ar-Rahman Langkat

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## Abstract

In this research, the writer would deal with reading skill based on the consideration that success in reading will be very important for students both for academic and vocational advancement. For more than a quarter of a century language teachers have been dominated by the idea that speech is the primary form of language, writing is secondary. So, it is logic that there is such a common sense that teaching language is nothing more than a remedial stage of preparation to the more rigorous. Moreover, reading is regarded as somewhat dull because today's generations get their philosophy from the movie. In fact, studying literature can assure intellectual stimulation even at the beginning stages of learning.

According to the statement above, there is a challenge on the foreign language teacher to provide exposure to language and to provide opportunities for learning through classroom activities. In class, teacher has significant role to bring out the fun class to the students. So, teacher should try to get students read and develop their skills that are aimed to improve their ability and will to read. They should be a good facilitator in creating and building an effective reading class. One way to conduct the class to be more interesting is by using a fresh and interesting material to be brought to class. This case is also happened in MTs Ar-Rahman Langkat that only some of material in the book about reading comprehension and many students can not understand what the next talk about.

In other words, comic is unification, work of art among fine literary works in which there are usual forms are the verbal explanation in fixed sequence and has cartoon story as theme. Reading comics is more than the material in hand, that it involves a certain immersion into the cultural of the comics that one readers to get the right visualization. Teacher should be selective in choosing teaching media/ aids. In the writer's opinion, teaching English on reading skill using comic strips was one of teaching aid which student's were given chance to learn English more fun.

## 1. Introduction

**Keywords:** effectiveness, comic, reading comprehension.

### 1.1. Background of study

Reading is a kind of activity in receiving messages thought written text. In getting the information from a written source, people must have good reading comprehension ability, in order to comprehend the information. Reading is a process where by one looks at

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and understand what has been written. The keyword here is comprehend or understand, merely reading aloud without understanding does not count as reading. (Salim razi, the effects of cultural schema and reading activities on reading comprehension: omsekiz Mart, Turkey, P.2) Reading is the process of constructing meaning from written text. It is a complex skill requiring the coordination of a number of interrelated sources of information. (Anderson et al. definition of reading, 19885. P. 14) Reading is the process of constructing meaning through the dynamic interaction among: the reader's existing knowledge, the information suggested by the text being read, and the context of the reading situation. (Wixson, Peters, Weber & Roeber, 1987, citing the new definition of reading for Michigan. P.276) Reading is the process undertaken to reduce uncertainty about meanings a text conveys. The process results from a negotiation of meaning between the text and its reader, the knowledge, expectations, and strategies a reader uses to uncover textual meaning all play decisive roles way the reader negotiates with the text's meaning.

Reading does not draw on one kind of cognitive skill, nor does it have a straightforward outcome most texts are understood in different ways by different readers. Reading is a basic life skill. It is a cornerstone for a child's success in school, and indeed throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Becoming a nation of readers: the report of the commission on reading. Reading as the process of constructing meaning from written texts. Skills reading are:

- constructive: learning to reason about written material using knowledge from everyday life and from disciplined fields of study
- fluent: mastery of basic processes to the point where they are automatic so that attention is freed for the analysis of meaning.
- Strategic: controlling one's reading in relation to one's purpose, the nature of the material and whether one is comprehending
- Motivated: able to sustain attention and learning that written material can be interesting and informative and
- A lifelong pursuit: continuous practices, development and refinement (Richard Anderson and the commission on reading define)

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with the language abilities. (Grabe and Stoller. 2002. Teaching and researching reading. England: Pearson Education, p.9) Here, the reader must have available ability in the process of interpreting the text

appropriately in comprehending the text. Reading comprehension is the ability to read the text is influenced by their traits skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies. Reading comprehension is defined as the level of understanding of the text/message. (Keith rayner, barbara foorman, charles perfetti, david pesetsky, and mark seidenberg (november 2001) "how psychological science informs the teaching of reading")

That's why the writer wants to conclude this matter under the title:

**"The Effectiveness Of Comic Strip As Media To Improve The Student's Reading Comprehension On Narrative Text At The Eight Grade Students Of Mts.S Ar Rahman, Langkat"**

## 2. Literature Review

### 2.1. Significance of study

#### 2.1.1. Theoretical

The writer expects this research had some significance. They were limited below:

1. This experimental research: could be used as process to improve the teaching performance both teacher and researcher
2. For students: it might motivate students to improve their interest in reading since they would find out that english reading material was not complicated, boring and monotonous.
3. For teachers: it might show teacher that comic and other forms of interesting material could be used for teaching reading. This study also could give motivation to the english teacher to create new ways or media in teaching learning english
4. The other researcher: it can be used as a comparison and references to make the same research deeply or to make the new research in a new title on this title

### 2.2. Theoretical concept

### 2.2.1. Improving reading comprehension

Improve in become or make better. (Oxford dictionary (fourth edition), (London: oxford university press:2009)) Reading as comprehension is defined as the level of understanding of a writing text. In this case, reading comprehension allows them to understand what text being written.

Allah says: “ *recite in the name of Allah who created, created man from a clinging substance. Recite and your Lord is the most generous, who taught by the pen- taught man that which he knew not*” (Qs. Al-Alaq: 1-5)

History: we have explained in the introduction, when the angel said to the prophet (peace be upon him). Read, the latter replied i cannot read! This indicates that the angel had presented these words of the revelation before him in the written form and had asked him to read them. For if the angel had meant that he should repeat what he recited, he should not have replied, saying: i can not read!

Means: Allah was command to us should read than you know anything. Wiseword said that library is windows of world and books are the way to around the world.

According to the verses above, it is clear that wuran emphasizes reading skill to build knowledge and understanding in order to mastery the world. As we enter to twenty first century, distorting and changing of global demographic, technology, science and information are leading to unprecedented level of intercultural contact in both domestic and international areas. Meanwhile, reading is known as a tool for human being to access worlds of ideas and feelings. Thus, reading itself can be regarded as well as the knowledge of the ages and visions of the future. (Mahmud Y. Yazid, the quran english translation of the meaning of the quran (Lebanon. Dar Alchaura, 1980), p.457)

It is commonplace, perhaps inevitably to bring and match the global condition into the curriculum in formal education. In school there are four skills that the students have to master. They are speaking, listening, reading and writing.

This aim is reasonable since the punch line of the teaching foreign language is to be able to communicate in other language. Communicative using other language is not simple as talking in native language because it means shifting frames and norms. There is something we should not say or taboo. Shortly, studying other language involves not only words and structures, it is kind of thinking differently about language and communication. The end of process in studying other language is cross culture understanding. The big question is how can we begin to understand another way of thinking? The answer is by reading.

### 3. Research and Discussion

#### 3.1. Research design

This research was conducted by classroom action research (CAR). According to Wallace that classroom action research is different from conventional types of research. (Wallace M,J 1998. Action research for language teacher: united kingdom: cambrige university)

Classroom action research consisting of three words that could be understood as follows understadning:

1. Class -is a group of students who are in the same recieving the same lesson from teacher. Not a form of classroom but a group of students who were studying by combining the understanding of three word limit could be concluded that the research was a class action againts activities that are deliberately raised and occurs in a classroom
2. Action -something movement activities that are deliberately made with a specific purpose, which is this study from a series of cycles of activity.
3. Reserach - examine the activities of an object, use the rules of a particular methodology to obtain data or information useful to improve the quality of a thing that interest and important for researcher.

Action research has three conditions that must be exist. Firstly, a project relates to a social practice , regarding as form of strategy action susceptible of improvement. (David Hopkins, Looc cit, p. 112-113)

Thus, action research aims at improving student's learning and the outcomes of teaching learning process. Moreover, it concerns to four steps namely: planning, action, observation and reflection.

The development of the idea of action research is generally attributed to Kurt Lewn, who in the immediate post-war periode used it as a methodology for intervening in and researching the major social problem of the day. Lewin maintained that through action research advances in theory and needed social changes might simultaneously be achieved. (David Hopkins, A teacher 's guide to classroom research, open university press, england. P 48)

It is focused on individual or small group professional practice and it is not concerned it general statement. Instructors use data readily available from their class in order to answer practical question about teaching and learning in the classroom.

Put simply, action research is “learning by doing” it is conducted by the researcher as the teacher. She/he needs to know what is actually happening in the classroom, collecting the data and evaluating her/his effort are. And if it is not satisfying, try again until showing the increasing changing.

Based on the statements above it can be stated that classroom action research (CAR) aims to effectiveness of comic strip and the outcomes of teaching learning process by changing in many aspects of learning, one of them is strategy in order to make a good quality of learning process, it also done in a class.

### 3.2. The time and place of study

This research will be held in the second grade student of Mts Ar Rahman Langkat

No	Male	Female	Total
1	13	11	24

### 3.3. Population and sample

The population of this study was second grade student of MTs S Ar Rahman Langkat.

Author follows the research based on the following consideration:

- The writer has observed english teaching in MTs S Ar Rahman Langkat and it found that the students seemed do not understand what is being reading sentence, paragraph or story. And it is also proved by the test given by the teacher that some of them couldn't answer some questions given by the teacher
- There are many students sleepy when the lesson time, so the writer want to apply this material that has never done before.
- The school is a place when the writer studied, so the witer wand to build up the increasing reading comprehension to all the students there.

### 3.4. Operational definition

To avoid misinterpretation of terms and in order to focus on the variable of this study, here will provide the terms used in this study that students' to effectiveness comic strip on reading comprehension.

The indicators in effectiveness comic strip as media on reading comprehension the result will be given to them they are:

- The students can understand about the meaning of their narrative text, because use comic. They can get the meaning by look the comic.
- The effectiveness of comic strip as media to improve the students' reading comprehension

### 3.5. Instrument of collecting data

#### 3.5.1. Observation

The objects of the writer observation are:

- Observation sheet: Observation sheet will be used to identify all the conditions that happen duringn teaching and lernaning process. The researcher use obser- vation to find out the scope of obervation, they are location, facilities, teaching learning process, the condition of students and condition of class at the location of research.
- Test: Test is sequence practice which is used measure skills, intelligence, ability and aptitude own by individual or group. There are two kinds of this classroom action research (CAR). Test is used to measure language skill of the subject being researched. Instrument in form of test can be used to find out the basic compe- tence and achievement. (Ibid, P.223) Test is a set of questions and exercises used to measure the achievement or capacity of the individual or group in order to discover how students are thinking and using the target language (english). Test is used to measure the person's competence and to achieve the objective. This methode was used to get subject's score in reading comprehension. The form of test which was used completion.

1. Pre test

Pre-test is the test before use the comic strip

2. Post test

Post-test function is to know th emeans of the score experimental group.

The procedures of this test done like:

Before the procedures of data collection begin, reading evaluation will be given to the students in the first meeting to know the basic knowledge of teh students in reading comprehension.

1. Than, the students will hear the explanation from the teacher how to do the media.

2. Students will be given time to read the comic strip and answer the questions
3. Collect the test from the students when time is over
4. And the last, make evaluation and give score to the students answer.

#### Arranging instrument of the test

1. Controlling material would be assessed was reading comprehension skill of narrative text.
2. Set the type of test format

The objective of this research is to find out the effectiveness of comic strips to improve students' reading comprehension skill of narrative text. Abundant examples of reading comprehension questions can be found in every teacher's testing file, as well as in literature and in standardized language test available commercially. Reading comprehension skill is not more understanding information in a text. However, comprehension abilities are much more complex than it. There are other processes required for reading comprehension such as connecting text to background knowledge, summarizing information, making inference, paying attention to text structure, guessing the meaning of a new word from content, and also reflecting on what has been learned from the text. Therefore, type of test used in this research is completion.

- Interview

Interview will be used to know the feeling, problem and other condition of the students or teacher. It can answer activities which is done by researcher that asked with english teacher and students to collect instrument about the students when teaching learning process.

Teacher and students are the objects of interview in finding some information related to the research. The question include the situation in the class during learning process, include the students' ability in reading. The research does the interview to the teacher at the first time by phone and meet several times before the research held and the researcher interview the students in the classroom after the application of comic strip in the class.

- Document

- According to Arikunto, documentation refers to the method where the researcher investigates written object such as books, magazine, etc. (Suharsimi arikunto, prosedur. P.158)



## 1. The Data

This study applied qualitative and quantitative data. The quantitative data were taken from the mean of the students in making multiple choice tests.

The qualitative data were taken from observation sheet, documentation, diary notes, and interview. The data were taken only one class. This research were done in two cycles. There were two topics and each topic consisted of three meetings and two meetings. Every cycle consisted of four steps of classroom action research, namely: planning, acting, observing, and reflecting. The first cycle was done in three meetings, included of orientation test and the second one were done two meeting. So, totally there were five meetings in this research.

### (a) The Quantitative Data

The qualitative data were taken from the result during conducted research in five meetings. The reading test was given to the students in forms of pre test, post test of cycle I and post test of cycle II, the first test as pre-test was given before conducting action in the first cycle. So, the test was given to the student without any treatment. The last of cycle I and cycle II were given to the students after teaching for each cycle had been completely finished.

### (b) The Qualitative Data

In the qualitative data there were some instruments used: observation sheet, interview, diary note and documentation.

#### i. Observation Sheet

Observation sheet was used to identify all the conduction that happened during the teaching learning process. The observation was focuses on the situation of teaching learning process in which comic strip as media was applied, student's activities and behaviour, and interaction between teacher and students in the class. And it can be seen in appendix.

In the observation sheet, it noted that the students were interest and enthusiastic and enjoyable in learning reading comprehension by comic strip as media.

#### ii. Interview Sheet

Interview sheet was used to know the feelings, problems, and other conditions of the students or to collect information about students' attitudes, perception, and point of view in learning english especially comprehending the text. The research gave interview sheet twice: in the first interview was done before conducting this research, and the second interview was

done in the last cycle. The researcher interviewed the teacher and students. In the first meeting, they were interviewed about their problems in reading comprehension. While the last interviewed, they were interviewed about their respond or comments about the effectiveness comic strip as media. The interviewed which was done in the last meeting with teacher and students gave good response or opinion about the effectiveness comic strip as media which can be improved the students' achievement in reading comprehension on narrative text. Based on the interview, it can be conclude the students had understood about the reading text. And they could understand the stories by using comic strip media. They said that media help them in comprhending the text. The interview sheet with english teacher can be seen in appendix and interview sheet with the students can be senn in appendix.

### iii. Diary Notes

The diary note was used to save the observation result of the writer herself during the research and it would be written dialy. The research used diary note to note all result of observations which contained all of te activity and progress during learning process including reflection and evaluation of comic strip as media in teaching reading comprehension. Here are some example of notes: it was found that the students were focused in comprehending the text in the begining of the research. And there were some students who did not know what the text about. They seemed lazy and confused to begin the reading. But after they listened the teachers' explanation aboyt the text and comic strip as media, they were serious in reading and they could understand the story easily. They did not confuse anymore about reading the text, because comic strip as media guided them in constructing the stories.

## 2. Data Analysis

The distribution of gaining score on reading test of pre-test

P1 = unsuccessful = 21 students = 87,5 %

P2 = successful = 3 = 12,5 %

It was conduct that the students's achievement in reading comprehension was still low.

The distribution of gaining score on reading test of post-test 1

P1 = unsuccessful = 5 students = 20,8 %

P2 = successful = 19 students = 79,2 %

It could conclude that the students' achievement in reading comprehension was improved.

The distribution of gaining score on reading test of post-test II

P1 = unsuccessful = 0 student = 0 %

P2 = successful = 24 students = 100 %

Post-test cycle II was categorized success. The result of standar of (SKM) criteria success minimum > 65 score achieved. Student's achievement in reading comprehension on post-test II was classified success.

### 3. The Second Cycle

The first cycle was started at the first meeting until the third meeting. In the second meeting, the researcher was expected that the result from the students was better than the first cycle. The second cycle was done but the researcher in order to get the better improvement of the students. In the second cycle, the researcher felt better to begin because the researcher had already got the reflection from the first cycle to be used as the information on the students' problem. Similar to the first cycle, the researcher conducted to the second cycle with the same steps as follows:

**Planning:** In the cycle, comic strip as media was applied in teaching learning process. In this cycle, teaching learning process more emphasized students in reading comprehension to distinguish them. The researcher through comic strip as a media that in short story. Especially in descriptive text that can make the students more understand, interest, and enjoy in learning reading.

**Action:** The research was tried to the students and was motivated them to increase their achievement in reading comprehension by used comic strip as media.

**Observation:** The observation was done for the second cycle. The students' activity during teaching learning process had been observed.

- (a) The students were not confused about the steps and ways of comic strip as media
- (b) Many students were active in doing ask, even some of them were make noisy when teaching-learning process
- (c) Many students tried to express their opinion confidently
- (d) The researcher also saw they did not have any problem in doing their exercises.

Reflection: In this phase, the feedback of the teaching – learning process was taken from the result of the observation. As the observation and result test, the researcher could be concludes as follows:

- (a) The researcher could be increase on the student's achievement in reading comprehension by using comic strip as media. It was based on the observation sheet that showed and improved every meeting. Every students had braveness to ask what they did now know and gave their opinion.
- (b) Students' score had improvement too. It was based on the percentage of the students' score there were 79,2 % at the post-test of cycle I and there were perfect 100% at the post-test of cycle II. The improvement of the students' score from the post-test of cycle I and cycle II was 20,8 %. It made the researcher felt that the cycle could be stopped because the students could be mastering in reading comprehension.

(c) Researcher finding and discussion

Applying comic strip ad media in teaching learning process improved the students' reading comprehension. It was proved by the data, that showed the progression mean of the students. The mean of the first cycle was 79,2% while the mean of second cycle was perfected. It was indicated that the scores and the men in second cycle were better than first cycle.

The percentage of students who got point >65 also grew up. In the pre-test, the students who got point >65 were only 3 students (12,5%). In the post-test of cycle I students who got point >65 there were 19 students (79,2%). The post-test of cycle II, students who got point >65 there were perfected (100%). For the total imporvement of the students' score from pre-test to post-test of cycle II was 87,5%. In other words the students' achievement reading comprehension was become well in the first meeting to the next meeting.

The researcher also used qualitative data, besides the quantitative data. The qualitative data were organized from the diary notes, interview, observation sheet and documentation indicated that the students got improvement in comprehending the text, and the students given their attitude and response during teaching learning process. Based on the result of the quantitative and qualitative data, it was indicated that the action and applying of comic strip as media had been improve the students' achievement in reading comprehension.

## 4. Conclusion and Suggestion

### 4.1. conclusion

1. After analyzing the data, it was found out that the students' achievement in reading comprehension before applying the comic strip as media was low. It was showed from the mean of pre-test was 12,5 %. Where there was only 3 students who got successful score criteria above 65 or it was only 12,5 % and 21 students who got unsuccessful or it was 87,5 %
2. In post-test cycle I and post-test cycle II, after the comic strip as media was applied. By using the comic strip as media the students are interested, actively, enthusiastic and joyfully in teaching learning process. From the score of students' test, it was found the students' achievement in reading comprehension got improvement through comic strip as media. The result of the data analysis showed that here was an improving on the students' achievement in reading comprehension from each cycle. After doing post-test I, there was an improvement of the result of the students mean was 79,2 %. Where 19 students who got successful score criteria above 65 or it was only 79,2 % and 5 students who got unsuccessful score criteria above 65 or it was 20,8%. The doing an improvement in second cycle after reflection in the first cycle, there was an improvement of students' mean perfected. Where all the students who got successful score criteria above 65 or it was 100%. In other words, the students' achievement in reading comprehension was improved. And based on interview sheet, observation sheet, diary notes, and documentation, it showed that the expression and excitement if the students were also improved.
3. Based on the result data analysis, showed that there was an improvement in the students' achievement in reading comprehension if taught comic strip as media. It was showed from the observation sheet, interview shett and diary notes. It was found that the teaching learning process run well. The students were active, enthusiastic, interested, and enjoyable in following teaching learning process. In brief the research finding showed that comic strip as media dignificantly improved tudents' achievement in reading comprehension. Based on the research finding, it could be concluded that teaching reading through comic strip as media could improve the students'achievement inr eading comprehension inMTs S Ar Rahman Langkat and it denotes that the research hypothesis is accepted.

## 4.2. Suggestion

Having seen the result of study, the following suggestions are offered to be considered:

1. For the English teacher, should apply comic strip as media in teaching reading comprehension so that the students can be more interested, active, enthusiastic and enjoy during the teaching learning process.
2. For the student, it is suggested to use comic strip as media in learning English because this media can help the students to make them understand the text by seeing the comic strip as media and the students can create their own imagination. Comic strip as media can enlarge their knowledge in learning English.
3. The other researcher, increase some information to get the good media to improve reading comprehension.

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