

ENGLISH COMIC TO IMPROVE STUDENT'S READING SKILL AT SMP NEGERI 3 TONDANO

VINCENTIA E. G. BR. TAMBUNAN, NITHA V. F. LIANDO, TIRZA A. KUMAYAS

English Education Department, Universitas Negeri Manado

Corresponding author: nihta02@yahoo.com

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Abstract: The reading's result in this research has function to find out if this comic in reading skill can improve student's understanding especially, to understand the meaning based on the reading material. Researcher used quantitative method to collect the subject data. Students can read comic with picture, colour, and dialogue that can be more interesting as reading media. At the school researcher start the research with pre-experimental class researcher used pre-test, treatment and post-test to collect the data. The post-test used three types of tests which is comprehension test, play idea questions and inference questions. The subject of this research was grade nine Junior High School at SMP Negeri 3 Tondano, which consisted of 29 students. The data were calculated with the result of students' pre-test was 51 and the post-test was 85. The different score between pre-test and post-test was 34. The result of this study is indicated that mean score of post-tests was higher 34% more than pre-test. As the result, researcher can conclude that reading comprehension using comic can help students improve their reading skill. This media also can be an effective way that can help student do not feel bored in class with the learning media.

Keywords : *Reading Comprehension, Comic, EFL, Reading Skill.*

INTRODUCTION

Language is a tool / system that is used to convey information both orally, in writing and gestures and is used as a communication tool and also, language is a tool for expressing yourself, a communication tool, and a means for social control (Liando, Tatipang & Lengkoan, 2022). Every society must have a language.

Through language, humans can think and develop their knowledge (Hamp, 2019) because of that based Todd (2000:6): "A language is a set of signals by which we communicate. Language is a communicator in social, political, economic, and educational areas. Human beings are not the only species to have an elaborate communication system". Learning a language is a demand and desire for those who want to be progress because language is an important aspect of human life (Liando and Lumettu, 2017) stated, "As a tool of communication, language is an essential part of human life". Because of that learning and knowing "English" is something foreign that can be categorized as the main point on the modern era and also can be categorized as a time where everyone (regardless of age) knows. English basic whether in reading, audio, or whatever is seen.

Based Grellet (2004:7) reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. While comics also are the stories that emphasize movement and action, which are displayed through a series of specially created images in combination with words. Then, comic can define as juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer. And through this problem using comics is quite a creative and unique help in researcher opinion because today's comics can be found in addition to books on the internet as well and this can help motivate students to hone their reading and understanding skills in other words, students can also find it to read use hard copy or soft copy and this can also improve their ability as the teacher uses the drill method.

English as second language is become more and popular among scholars, bureaucrats and elites in Indonesia as the use of information is increasing during the early phases of learning a language, the most important increase vocabulary, takes place, where the learner first begins to build up store of words in the new language (Liando, N. V. 2012). As seen in today's students are prefer to use electronic devices instead of holding a book as well as reading students today are vulnerable to not understanding what is being read.

As seen in today's students are prefer to use electronic devices instead of holding a book as well as reading students today are vulnerable to not understanding what is being read. Regarding audio and based on what you see is easy because through electronic devices you can learn it as well as reading, but do students today like to read? This can happen due to the fewer interesting topics being read or discussed, the teaching methods that do not keep up with the times and the use of electronic devices is more likely to be in games. This is true can be seen through the environment around us when a junior high school student is given two cell phones containing reading and games, of course the student will choose games without hesitation because he thinks playing games is more fun than reading. This tends to occur due to a lack of motivation from students due to a guidance from the teacher, the provision of heavy and difficult reading topics for students as well as the limitations of certain tools in reading.

RESEARCH METHOD

The research method used in this study was quantitative research. Quantitative research was experimental research or pre-experimental research the data are collected on number. This research was conducted in a pre-experimental design with one group pre-test and post-test. According to Hatch and Fardahy (1920:20), the pre-test (T1) was given before the treatment (X) and the post-test (T2) was given after the treatment (X).

This research chosen pre-experimental design that were used one class as the pre-test and post-test subject. And there were two tests which is (Pre-test) T₁ and Pro-test (T₂).

The design of this analyses is showing below:

Pre-test	Treatment	Post-test
T1	X	T2
T1	:	Pre-test to make sure students' comprehension about the reading material.
X	:	The new teaching media is applied for the students as the subject.
T2	:	Post-test to make sure the students' achievement in reading comprehension after the new teaching media is applied.

The time was conducted this research is July 2022 until the completion data which is carried out at Negeri 3 Tondano Junior High School by carried out procedures that carry out the right curriculum, good and correct teaching and learning processes and fulfil learning competencies. Participants were 29 students: male (8) and females (21) with an average age of 13-14 years old. The participants were selected from the Negeri 3 Tondano Junior High School. Participants have the same educational history and background. In this section researcher choose several ways to be elaborated as a form of proof in my proposal by using tests which are divided to three parts. The researcher will give a pre-test to the students based on the material to be taught without any treatment or media from the researcher which is will be use school test method. The post-test that given to students when they finish read, because this post-test will help researcher to find out the aims from title using the comic as the media and the treatment from researcher also will be given to find out is the comic media really can improve student's reading skill that prove the comic is effective and practical using several types of tests and questions have been provided by the researcher as follows: comprehension questions, play idea questions, and inference questions. After collecting the data, the next step of this study is analysed the data, in analysed data, the researcher used a quantitave method by Hatch and Fardahy (1920:20). In scoring the test, the students score is count with the following formula:

Scoring the pre-test and post-tet, the formula is:

$$S = \frac{r}{n} \times 100$$

S = the score of tests

r = the total of right answer

n = the total items

Mean is formula to know average of the students' score. The formula is:

Explanation:

$$M = \frac{\sum X}{N}$$

M = Mean of the student's score

$\sum X$ = The sum of student's score

N = the total number of students

Hatch and Fardahy (1920:20).

FINDING AND DISCUSSION

Finding

In gathering the information, test (pre-test and post-test) was given to the understudies. In this section, the measurable strategy assists with counting the information together. With the post-test that was given with used comic as the media to assess the student's reading comprehension because comprehension is of at least two different types, literal and inferential comprehension. Literal comprehension is roughly defined as the understanding of messages and are explicitly stated in the text being read. (Kamagi, 2020). The subjects taken in this research were 29 students. In this study, researchers conducted pre-experimental learning using a quantitative approach. In this study using pre-test and post-test with only one class. With a pre-test that has been given before giving treatment and a post-test given after using treatment using comics. Before analysing the data, the researcher conducted a study at SMP Negeri 3 Tondano. Through the first meeting, the researcher gave a pre-test related to narrative text and the time given by the researcher to the students was 30 with 15 questions consisting of 3 different types of questions. When working on the pre-test questions, the researcher found and found out that many students still had difficulties when reading material with narrative text which had an impact on the level of students' difficulty in answering the pre-test questions because these students did not understand or even knew the meaning of the questions. The pre-test occurred because the students apparently needed a longer time to read the given narrative text and there were also some students who were still asking about the meaning of one of the words or sentences in the narrative text. After that, the researcher collected the results of the students' pre-test sheets and started by giving treatment using the "staying healthy together" comic. However, before starting the treatment, the researcher explained about the narrative text that had been read by the students in the pre-test and then continued with, explaining how to use comics to help students improve students' reading comprehension. Which was started by the researcher from the type of comics used, which comic episodes and how to use comics (for those who don't understand). Based on the comics that have been selected by the researchers according to the school book for the 2022/2023 school year,

which is located in chapter II about “stay healthy”. The researcher gave 60 minutes to explain and guide students to read and understand the comics that have been determined. After doing the treatment, the researcher gave a post-test question sheet to the students with the same question content, namely 15 numbers, but using comic media. In this post-test session, the researcher noticed that the students could answer well and even minimize the questions given and the answers written on the students' post-test answer sheets showed that using comics could improve students' reading comprehension. Due to using the comics that the researcher has provided, they have colours, pictures and dialogue, so actually students can see pictures that will describe the intent of the comic without having to read the comic dialogue over and over again.

Table 1: The scores of the students in Pre-test and Post-test and gained score

Student number	Pre-test	Post-test	Gained Score
1	40	90	50
2	40	80	40
3	45	75	30
4	45	75	30
5	50	90	40
6	70	95	25
7	35	75	40
8	60	90	30
9	50	90	40
10	45	95	50
11	35	75	40
12	60	95	35
13	45	70	25
14	40	90	50
15	30	80	50
16	70	95	25
17	55	85	40
18	40	80	40

19	55	70	15
20	60	80	20
21	60	95	35
22	50	80	30
23	50	85	35
24	50	95	45
25	35	80	45
26	55	75	20
27	45	95	50
28	60	90	30
29	55	95	40

The pre-experimental class scores, it can be seen that this class consists of 29 students, with the total score of pre-tests is 1,470 and the total score of pro-tests is 2,465 and the total of gained score is 1,035. Then, the smallest score from the pre-test was 30 and the highest score from the pre-test was 70. Meanwhile, the lowest score in the post-test was 70 and the highest score in the post-test was 95. Whereas result of the pre-test being 51 and the mean of the post-test being 85 so, the gained score obtained is 34 points. These scores were obtained based on the application of media treatment, namely comics in improving reading comprehension. student. Therefore, we can be seen that there is a significant difference between the achievement and results of the pre-test and post-test students.

From the data above researcher can get the mean score of computation pre-test and post-test are:

$$n = 29$$

$$\Sigma x = 1,470$$

$$\begin{aligned}
 M &= \frac{\Sigma X}{N} \\
 &= \frac{1,470}{29} \\
 &= 51
 \end{aligned}$$

The mean score of Pre-test is 51.

The mean score of computation above:

$$n = 29$$

$$\Sigma x = 2,465$$

$$\begin{aligned} M &= \frac{\Sigma X}{N} \\ &= \frac{2,465}{29} \\ &= 85 \end{aligned}$$

The mean score of Post-test is 85.

Based from the calculate above, from twenty-nine (29) students in the class researcher can conclude that the mean from the pre-test (T1) was fifty-one (51) and the mean score be higher at the post-test was eighty-five (85) that have gained thirty-four (34). From the difference that students' comprehension achievement can improve using comic.

Table 2: Frequency distribution matrix of pre-test (T₁)

Score	Tally	Frequency	Freq%	Cumulative proportion	Cumulative presentation
70	II	2	7%	29	100%
60	V	5	18%	27	93%
55	IV	4	14%	22	75%
50	V	5	17%	18	61%
45	V	5	27%	13	44%
40	IV	4	14%	8	27%
35	III	3	10%	4	13%
30	I	1	3%	1	3%

Pre-test score above from 29 students still lower in the T_1 with the highest score is 70 is two (2) students, score 60 is five (5) students, score 55 is four (4) students, score 50 is five (5) students, score 45 is five (5) students, score 40 is four (4) students, score 35 is three (3) students and the lowest score 30 is one (1).

Table 3: Frequency distribution matrix of Post-test (T_2)

Score	Tally	Frequency	Freq%	Cumulative proportion	Cumulative Presentation
95	VIII	8	27%	29	100%
90	VI	6	21%	21	73%
85	II	2	7%	15	52%
80	VI	6	21%	13	45%
75	V	5	17%	7	24%
70	II	2	7%	2	7%

Post-test from 29 students that their score in the T_2 was improved because the lower score 70 is two (2) students, score 75 is five (5) students, score 80 is six (6) students, score 85 is two (2) students, score 90 is six (6) and the highest score is 95 is eight (8) students. From the result of both test pre-test and post-test researcher can concluded that student's reading comprehension use comic can improve their reading skill in the class and that the pre-test score was lower than in the post-test.

Discussion

Language is something critical in our life since, in such a case that somebody can not to dominating the language it is a significant case since somebody can not to make some of discussion one another. There are 4 significant abilities in language are listening, reading, writing and reading and one of the difficulties that students faced in reading comprehension is the low mastery of students' vocabulary, they face new vocabulary and grammar that are definitely different from their mother language. It is hard for them to guess and predict the correct cues behind the texts because of their imperfect knowledge of the language because some students are totally "blind" in English. Another difficulty is that students faced is the students can understand each word separately, but students have difficulty when connecting word-to-word meanings into ideas that have meaning, and also understand the text as a whole. There are several reasons why students are low on reading. Firstly, students are less efficient in reading because they feel bored and less active in the learning process. Secondly, the use of learning strategies that the teacher used. Some teachers who teach reading still use an old method and strategy. Their classroom environment is dull and uninteresting. It makes students are not interested to learn about the materials. As consequence, their ability in reading comprehension is still far from the expected goal.

Researcher start from the first meet: researcher gave the pre-test questions with the narrative reading material form to students then, at the second meet: researcher showed the comic as the reading media, ask little bit to students if they already know about comic and how to read it, researcher showed students about the title of the comic, what pages that students used. At the third meet: researcher gave students again the post-test questions with the comic and gave students time to answer the question.

Based the discussion above the case and the data were collected start from pre-test, treatment and end it with post-test with the pre-experimental class, it was viewed that as the understudies' score essentially moved along. It happened because from the table and the figure that the media which was utilized by the treatment could make the understudies effectively to figure out the meaning on the text. After the treatment and pre-test, post-test researcher found that the

differences between the score. Then it said as student's ability is improved a lot and students got a better achievement when they read using comic with dialogue, colour and picture. Researcher find out that the students that read used comic have ability to combination the dialogue with the picture and the colour and that presence if the use comic have opportunity helps students in learning English to increase students' comprehension based on the reading material.

The information above is based on the data analysis of the researchers above with the research subject of 29 students in class 9A SMA Negeri Tondano which was divided into two test sections. Of the twenty-nine (29) students in the pre-test, one student got 30 or 3%, 3 students got 35 or 10%, four students got 40 or 14%, five students got 45 or 17%, five students got 50 or 17%, four students get 55 or 14%, five students get 60 or 18%, and two students get 70 or 7%. The results of the pre-test indicate that students' reading comprehension is still low. Of the twenty-nine (29) who took the post-test, two students got 70 or 7%, five students got 75 or 17%, six students got 80 or 21%, two students got 85 or 7%, six students got 90 or 21 %, and eight students got 95 or 27%. And it can be said that the result that the post-test score is better than the pre-test score.

With the above description, the results of this study indicate that the use of comics is effective in improving students' reading comprehension. As the researcher included the data of pre-test score is 51 and post-test score is 85 then it can show differences of the score is 34. That's means from the differences if student's comprehension is increase when the reading material used comic and from comic researcher know that students can be more enjoyable to study in the class if the reading material can be more creative.

CONCLUSION AND SUGGESTION

Conclusion

Based on the presentation and analysis data, the researcher can conclude that the students' ability in reading comprehension can use comics as reading media so that it can be concluded that this media is successful and works well.

The results of this study indicate that the scores of the students in the post-test are higher than the scores of the students in the pre-test. The mean score of the pre-test is 51 whereas, the mean score of the post-test is 85. It is very clear that the result of the post-test is better than the Language pre-test. Using comics in teaching reading can help students to improve their student's reading skills in understanding the essence of reading using pictures, warnings and dialogues contained in comics.

Suggestion

Suggestion is divided for two types that are given for English teachers and student's:

a. For English teachers

As the teachers must be able to provide interesting learning materials and keep up with the technological era, so that later learning in the classroom does not seem boring. Since used comics to help students' problems in understanding English-based reading, for English teachers, it can be suggested to use comics, either realized it can used with LCD or printed on paper and distributed to students so that internal learning can be more effective and attractive.

b. For students

Using of electronic media can be more interesting if students can use it not only for games but, also for learn with many comics because, from comic not only about language but, also is mixed with picture, dialogue and colour that can be more interesting to be learning media.

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