

Teaching Reading Comprehension on Narrative Text Through Comic Strips for The Tenth Grade Students

Anak Agung Sagung Mas Tridandayati¹, Ni Putu Meri Dewi Pendit², Ni Putu Desi Wulandari³

English Education Department, Teacher and Education Training Institute Saraswati
e-mail: tumastridandayati@gmail.com

ABSTRACT

The research aimed at improving students' reading comprehension of narrative text through comic strips. The research subjects were the tenth grade students of SMK Saraswati 3 Tabanan in the academic year 2019/2020 consisting of 25 students, 19 students are male and 6 students are female. This research was conducted by using Classroom Action Research (CAR). The technique of data analysis was qualitative and quantitative data using observation, study documentation, tests, and questionnaire. Comic strips used as an interested way to improve students reading comprehension on the material of narrative text. By using narrative-based comics based on learning technology, is expected students are able to understand the learning, and students can learn independently, easily, fun and achieve learning goals. This research was accomplished in two cycles. Each cycles consisted of four steps. They are planning, action, observation and reflection. The first cycle consisted of three meetings including pre-test, giving material and post-test I. The second cycle consisted of two meetings including giving material and post-test II. Before using comic strips, the students' comprehension in reading narrative text was low. It can be seen from the result of the score. The mean score of pre-test was 60, the mean score of post-test I increased to 68.8, and the mean score of post-test II reached until 78.8. The students who passed the Minimum Mastery Criterion/*Kriteria Ketuntasan Minimal (KKM)* only 8 students in pre-test, became 17 students in post-test I, and increased up to 25 students in post-test II. Based on the result of the research, it could be concluded that teaching reading narrative text by using comic strips could improve the students' reading comprehension on narrative text.

Keywords: Reading comprehension, narrative text, and comic strips.

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan pemahaman membaca teks naratif siswa melalui strip komik. Subjek penelitian adalah siswa kelas X SMK Saraswati 3 Tabanan pada tahun akademik 2019/2020 yang terdiri dari 25 siswa, 19 siswa laki-laki dan 6 siswa perempuan. Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas (PTK). Teknik analisis data adalah data kualitatif dan kuantitatif menggunakan observasi, studi dokumentasi, tes, dan kuesioner. Strip komik digunakan sebagai cara yang menarik untuk meningkatkan pemahaman membaca siswa pada materi teks naratif. Dengan menggunakan komik berbasis narasi berbasis teknologi pembelajaran, diharapkan siswa mampu memahami pembelajaran, dan siswa dapat belajar secara mandiri, mudah, menyenangkan dan mencapai tujuan pembelajaran. Penelitian ini dilakukan dalam dua siklus. Setiap siklus terdiri dari empat langkah. Mereka adalah perencanaan, tindakan, observasi dan refleksi. Siklus pertama terdiri dari tiga pertemuan termasuk pre-test, pemberian materi dan post-test I. Siklus kedua terdiri dari dua pertemuan termasuk pemberian materi dan post-test II. Sebelum menggunakan komik, pemahaman siswa dalam membaca teks naratif rendah. Itu bisa dilihat dari hasil skor. Skor rata-rata pre-test adalah 60, skor rata-rata post-test I meningkat menjadi 68,8, dan skor rata-rata post-test II mencapai hingga 78,8. Siswa yang lulus Kriteria Ketuntasan Minimal (KKM) hanya 8 siswa pada pre-test, menjadi 17 siswa pada post-test I, dan meningkat hingga 25 siswa pada post-test II. Berdasarkan hasil penelitian, dapat disimpulkan bahwa mengajar membaca teks naratif dengan menggunakan strip komik dapat meningkatkan pemahaman membaca siswa pada teks naratif.

Kata Kunci: Pemahaman Membaca, Teks Naratif, dan Strip Komik

1. INTRODUCTION

English is an international language, it was used in various aspects of life such as in culture, economics, business, politics etc. In many non-speaking English countries, English becomes a foreign language or second language. In Indonesia, English is a foreign language. It is taught from elementary school up to university level.

The four basic skills which should be studied in Learning English are speaking, listening, reading and writing. Reading is one of the skills which should be mastered by students. From four basic skills the researcher chose reading skill to be investigated in a Classroom Action Research (CAR). Reading is essential factor to improve the readers to third another skill (Fajriyah, 2018). In addition, it brings some benefits for students. Students get more additional knowledge which has not gained from teacher explanation. Reading skill is important in learning, so that student must be trained to have a good skill in reading.

In reading there are some skills to be mastered by students based on Educational National Curriculum of 2004, there are many texts that need to be mastered. Those are descriptive, narrative, recount, procedure, report, and anecdote. In other word, students have to comprehend well those kinds of text. On this research the researcher will be focused on narrative text.

A media is also needed by the teacher in improving students reading skills and the media used in the learning process must be able to motivate students to be active in learning, as well as using picture media (Munawaroh, 2018).

From the observation that conducted by the researcher at class X AP 2 of SMK Saraswati 3 Tabanan, the researcher found that the students have problems in reading, especially in reading narrative text. The students have problems in reading narrative text comprehension. They had low vocabulary mastery. To find the meaning of words they did not know, they usually asked their friends. Just few students would check the meaning from their dictionary because most of them forgot to bring it. As a result, their vocabulary mastery did not improve, obstructing them to understand the texts they read. In addition, the students were not really interested in the reading lesson, even in English. They felt bored with the monotonous way of teaching and the activities that they should do in the lesson. They expected something different in their reading lesson which would improve their motivation to read.

From that problems, the researcher used comic strips to improve students' reading comprehension. The researcher used narrative comic strips. Comic strips are visual also contributes to improving communicative competence. In a comic strip, life-like situations and expressions are used in spoken, colloquial language: for instance, idioms, reduced forms, slang, and expressions that require shared cultural knowledge (Csabay, 2006). Comic strip can be defined as "a series of pictures inside boxes that tell a story" (Liu, 2004; in Merc, 2013).

According to Smith (2006) comics can play a powerful, influential role in the English classroom, and can have a positive impact on the learning habits of many students.

This situation encourages researchers to utilize narrative-based comics based on learning technology, so that students are able to understand the learning, and students can learn independently, easily, fun and achieve learning goals. Based on the above thought, the researcher intends to use narrative-based comics to acquire the ability to solve story problems in learning English.

Then, researcher emphasize the research in implementing comic books by conducting Classroom Action Research (CAR). This helps students to understand texts easily. Based on the reason above, the writer takes a title of this paper "**TEACHING READING COMPREHENSION ON NARRATIVE TEXT THROUGH COMIC STRIPS FOR THE TENTH GRADE STUDENTS OF SMK SARASWATI 3 TABANAN**"

2. METHOD

The research method which was used in this study is a classroom action research. This classroom action research was conducted by the teacher in order to get a solution to the problem until it can be solved. Action research is a reflective process which is conducted by using some kinds of necessary technique in order to solve the problem. Classroom action research (CAR) is an action research conducted by teachers in the classroom as well as research or jointly with others (collaboration) with design, implement, and reflect the collaborative and participatory actions that aim to improve or enhance the learning process in the class through a specific action within a cycle.

The subject of this research was the students at grade tenth of SMK Saraswati 3 Tabanan. The population is all tenth grade students and the sample taken in class X AP 2 consists of 25 students with 19 are male students and 6 are female students. The location of the research was in SMK Saraswati 3 Tabanan, especially the class of X AP 2. SMK Saraswati 3 Tabanan is part of Yayasan Perguruan Rakyat Saraswati Tabanan it is located on Jalan Pahlawan No.2 Tabanan. The researcher had decided to conduct research because the researcher found problems and weaknesses related to teaching reading comprehension that worth to overcome in the English teaching learning activity in X AP 2 class. The research was conducted in the second semester of the academic year 2019/2020. This research aimed to implement an action in improving students' reading comprehension of narrative text in Class X AP 2 of SMK Saraswati 3 Tabanan, in the academic year of 2019/2020 by using Comic Strips.

Data collecting technique deals with how the researcher get the data and it is very important in order to be able to get the valid data. The data collected were qualitative and quantitative. The qualitative data were obtained by using observation, and study documentation, while the quantitative data were obtained from tests and questionnaire. There were two tests which were used by the researcher namely pre-test and post-test also the percentage result of the questionnaire.

Table 1. Criteria of Students' Score

No	Score	Qualification
1	100 – 91	Excellent
2	90 – 81	Very Good
3	80 – 71	Good
4	70	Average
5	69 – 60	Poor
6	59 – 0	Very Poor

The analysis of quantitative data was done by measuring the percentage of the questionnaire related to this research and analyzing the result score of the test. Both of the quantitative data instrument were collected in pre and post data. The test was held twice, before and after the application of comic strips in order to know the effect of the comic strips in students' improvement whether it gave a positive impact. The scoring guide is as the formula follow:

$$\text{Score} = \frac{\text{number of correct items} \times 100}{20}$$

This test uses to measure the students' achievement in reading comprehension before and after taught by using comic strips in Class X AP 2 of SMK Saraswati 3 Tabanan.

The researcher searched the mean of each test from every cycle. The researcher applied the following formula:

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

Where:

M = The mean of the student score

Σx = Total score

N = The number of the students

After getting mean average of the students score per-actions the researcher identifies whether or not, there might be students' improvement score on reading comprehension.

The last, the researcher searched the percentage of questionnaire. The researcher applied the following formula:

$$P = \frac{f}{N} \times 100\%$$

Where:

P = The percentage of questionnaire

f = The number of the students who chose absolutely agree, agree, doubt, disagree, or absolutely disagree

N = The number of the students

3. FINDING AND DISCUSSION

On this section, the findings that had been done on the material of Narrative Text focusing on the English skill of reading by using comic strips as the media to improve students' reading comprehension and the result of improvement between before and after application of comic strips treatment is explained briefly.

The improvement of students reading comprehension on narrative text through comic strips from the pre-research to the cycle II was presented in the table below:

Table 2. The Data Result

No	Cycle	Total Score (25 Students)	Mean Score	Total of Students Who Passed <i>KKM</i>
1	Pre-Research (Pre-Test)	1.500	60	8
2	Cycle I (Post-Test)	1.720	68.8	17
3	Cycle II (Post-Test)	1.970	78.8	25

Based on the result of the research, on the pre-test most of the students are very difficult to identify the information from the texts, such as the sequence of event, vocabulary, generic structure, and the meaning of the text. They had low interest in reading. That can be seen from students score results in the pre-test.

Next on the cycle I, the researcher use the comic strips, to know how effective was the students' reading comprehension in reading narrative texts. Before give a post-test, the researcher gives the material first to students. The researcher gave the students comic strips and asked them to read and identify the information from the text, such as the sequence of event, vocabulary, generic structure, and the meaning of the text as well. After did the discussion about the material, the researcher gave the post-test for the students about narrative comic strips of the legend entitled "Roro Jonggrang". The researcher asked them to answer 10 multiple choice test items and 5 true or false test items. There was increase of the students' score and it could be seen from the results of the mean score of pre-test and post-test in cycle I. From the results of the post-test I scores, the students have experienced an increase than the results of the pre-test scores. This is because in the post-test I, the comic strips used were quite interesting, such as interesting pictures, bright color

images, so that it attracted students' interest in reading and improve the students' reading comprehension. However, there are some students' still have low vocabularies mastery, have a problem to understanding the main idea and the meaning of the story. Therefore, the researcher decided to continue the research in cycle II.

In cycle II, the researcher gave the same test from cycle I but in a different way. The difference in cycle II is that the researcher gave the students to discuss with their groups online but they still answer the questions individually. Each group consists of 5 students. Before give a post-test, the researcher gives the material in depth to students. So students can understand more about narrative text. The researcher showing the comic strips and the students' asked to read and identify the information from the text, such as the sequence of event, vocabulary, generic structure, and the meaning of the text as well. After did the discussion about the material, the researcher gave the post-test for the students about narrative comic strips of the Legend entitled "Malin Kundang". The researcher asked them to answer 10 multiple choice test items and 5 true or false test items. The test results in the cycle II also showed that the students' reading comprehension gradually it improves to be better. From the results of the post-test score in cycle II, students have experienced an increase compared to the results of the pre-test and post-test in cycle I. There are some students' reading comprehension that is very good, and there are some students' reading comprehension that still in average scores.

Before use the comic strips method in learning reading narrative text, the student said that it was difficult to know how to read the text and made her not motivated in learning reading English. Beside difficult in understanding the meaning of the words, the students are also lack motivation in reading because it was not their habitual activity. And students said that they feel bored reading texts that are too long. They want the text they read to be simple and easy to understand.

The students opinion toward comic strips the students more excited and more interested in learning reading narrative text. The student stated that comic strips is a fun learning and can help him in getting well in comprehending the text well. He stated that he got easier in understanding the text. However, there are some students still have low vocabularies mastery, have a problem to understanding the main idea and the meaning of the story. They liked to read the comic strips which given by teacher. They were active during teaching learning process and more enthusiastic than before. There are students who said that he likes to read comic strips, besides that the pictures in the text are interesting. So, when reading narrative texts not feel bored, simple, and easy to understand the meaning of the story.

Beside the improvement of students from the implementation of comic strips, there were several of problems faced by the researcher during the research. First, the researcher saw there were some students as who were inactive in the online class group. Second, there were some students who didn't get information related to the given task because they didn't have internet quotas. Third, there were students who have difficulty understanding the contents of text. Fourth, they researcher found that male students often didn't response and late to collected the task. Fifth, the researcher has difficulty to motivated students in making task.

After doing pre-test, post-test I, and post-test II, the advantage obtained by the researcher after applying comic strips is that the researcher found it easier to teach because students more quickly understand the information contained in the comic strip, especially in teaching narrative reading. The researcher also got rewards from students who initially did not like reading narrative text became interested in reading narrative text through the comic strips media.

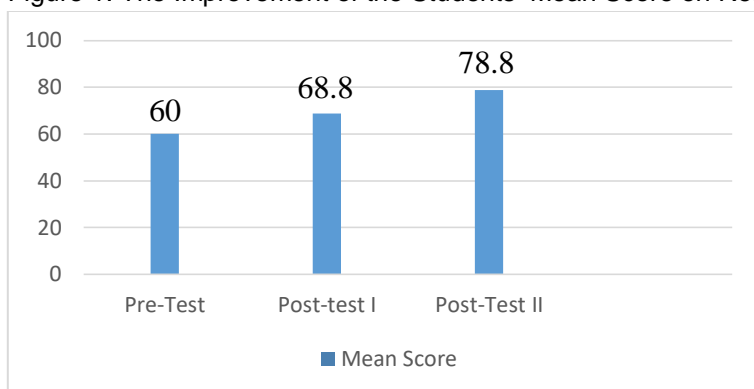
Based on quantitative data, the students' achievement in reading comprehension of narrative text improved and become well in the first meeting to the next meeting. It was showed from the

mean score of pre-test was 60. The mean score of post-test in the cycle I was 68.8. The mean score of post-test in the cycle II was 78.8.

Based on the qualitative data, it was taken from the result of observation. It was found that the class ran effectively and the students more active while learning. The students focused and paid attention to the researcher when the researcher explained about the lesson. And the students were enthusiastic and interested in learning English. Then, there was the improvement of the researcher in teaching English especially reading narrative text. It could be proven from the result of observation that the researcher could activate the students in learning. It made the students' score improved and achieved the Minimum Mastery Criterion (*KKM*).

The significant improvement of students' mean score in pre-test, post-test I, and post-test II can be seen in the following figure:

Figure 1. The Improvement of the Students' Mean Score on Reading Comprehension



According to the data above, the research could be concluded that the students' reading comprehension on narrative text was improved by using comic strips. Based on the data generated in the last cycle was increase and show this research was achieved indicators of success.

After the data is collected, the researcher gives a questionnaire at the end of the cycle II. Scores collected from administering questionnaires indicate the students' responses to reading comprehension through comic strips. This study uses a Likert scale to analyze data. Likert scale is one scale that aims to get answers from respondents such as absolutely agree, agree, doubt, disagree, absolutely disagree. From the questionnaire that have been given to the students, the results obtained from the data. The results of the data collected are presented in the table below:

Table 3. The Result of Questionnaire

No	Category	Absolutely Agree	Agree	Doubt	Disagree	Absolutely Disagree
1	Total point	135	110	5	0	0
2	Percentages	54%	44%	2%	0%	0%

From the result of the data above, it can be seen that the students stated the use of Comic Strips in teaching and learning process provided positive benefits for the students.

4. CONCLUSION

The score of students' reading comprehension that were taught before using comic strips was low. The data of the result of the pre-test showed that the students had low interest in reading. Students vocabulary, and understanding of the sequence of events in the story is also not so good. The researcher found that the student got difficult knowing the meaning of the text. Therefore, the researcher applied the technique of comic strips on the cycle I and it was proven can help students to improve their reading comprehension, but still low. Furthermore, in post-test of cycle II, the

students got higher score and students' reading comprehension significantly improved after using this technique. There are 25 students were categorized successful and passed the Minimum Mastery Criterion (*KKM*). It means that the students' reading comprehension was improved. The last, the data from questionnaire showed that the students were more interested in the teaching and learning process during the implementation of comic strips. Based on the result of the research, it could be concluded that teaching reading narrative text by using comic strips could improve the students' achievement in comprehending the narrative text. Thus, the hypothesis purposed on this research; the implementation of comic strips can improve the tenth grade students reading comprehension on narrative text at SMK Saraswati 3 Tabanan.

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