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**The effect of *comic strips* media towards students' reading comprehension in narrative text
(an experimental study at the Tenth Grade Students of SMAN 1 Cijaku in the Academic Year
2023/2024)**

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Abstract: This research paper aim to investigation the effect of *comic strips* media towards students' Reading Comprehension in narrative text an experimental study at the Tenth Grade Students' of SMAN 1 Cijaku. The research paper used the quantitative research design with the characteristics of experimental method that is design into two classes. They are experimental and control class. The population of this research is class X of SMAN 1 Cijaku, they consists 134 students. The sample of this research is X1 as an experimental class consists 33 students and X2 as a control class consists of 35 students. The total of sample is 68 students. The instrument is a test and data of this research are collected by giving pre-test and post-test. The data is analyzed using SPSS version 25.0 program including mean, standard deviation and t-test. It could be seen from the result of the post-test of experimental and control class. The findings reveal that the data analysis and interpretation of the research, it is clear there is a significant effect of *comic strips* media towards students' reading comprehension in narrative text an experimental study at the tenth grade students of SMAN 1 Cijaku. It can be seen, the minimum score pre-test is 15, maximum is 45, mean 26.14 and standard deviation 7.867. While the minimum score post-test control class is 20, maximum 60, mean 36.43 and standard deviation 9.360. Furthermore, the minimum score of control class is 15, maximum 50, mean 33.64 and standard deviation 8.685. While the minimum score post-test of experimental class is 30, maximum 60, mean 46.06 and standard deviation 8.174. The result of t-test obtained sig. value $0.000 \leq ??? = 0.05$. H_a is accepted and H_o is rejected. It can conclude that there is a significant effect of *comic strips* media towards students reading comprehension in narrative text.

Keywords: *Reading Comprehension, Narrative Text, Comic Strips Media.*

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1. Introduction

During this period of globalization, English language is very important for our lives and becoming a tool for communication, Language is a form of communication utilized by all individuals. According to Fatmawati, *et.al* (2023:77), “The most language used by humans to communicate is English because it is an international language”. English language more than 400 million native speakers worldwide, English plays a central role in communication between countries. At any world-level conference or meeting between countries, English dominates the stage as a connecting language. Therefore, it is important to study all over the world, including Indonesia.

Especially in the academic field, the role of English is highly significant in Indonesia. Apart from that, English is the primary required foreign language in schools, from elementary to university level. According to Munawaroh (2019:145), “English language is included as local content subject in education level of elementary school in the country.” Every level of English instruction is taught differently, as is senior high school teaching. Easy-to-understand and enjoyable learning materials are essential for students. There are four skills a learner’s ability to learn a language must acquire namely listening, speaking, reading, and writing. In the teaching and learning process of these four competencies, teacher in the classroom must apply these competencies. One of them is reading which students need to learn from the four language kills.

Reading is crucial for students as it is a fundamental aspect of their education, through reading people can access information and entertainment, for their professional advancement, and for educational purposes. Reading can encompass various activities beyond just gathering information, such as interpreting, analyzing, or making predictions. It can also develop their knowledge and get many kinds of information which related to their studies through genre of reading. “Personal reading there are newspapers, magazines, letters, emails, advertisement,” (Brown, 2019:187).

Comprehension skills are vital for students' everyday lives, such as when a teacher requests that students identify the main idea of a passage, then students who excel at reading comprehension would have no trouble identifying the central idea, but who weren’t master the reading skills will face the difficulties about the text they read, the students find it challenging to interpret the author's perspective and reaction to an opposing view while also understanding the word's definition and its significance. Furthermore, the students not only lack expertise in the material but also have insufficient references to enhance their knowledge.

The problems above are the same with experienced researcher during the Teaching Practice (PPL) that has been implemented at school SMAN 1 Cijaku, researcher found several problems in learn English with interview with students and asking some students about their problems in reading comprehension, then, the several problems are: the students found it difficult to know the main idea of the text there were many students who consider the material presented lack interest because they lack knowledge about the topic the author talking about, the students found it difficult about vocabulary that they did not know before because they didn’t have enough reading materials resources to increase and practice to face complex vocabulary, the students had a problem comprehending the text they read because they give up when they see there is a lot of passage that must be done by several hours, the students were not motivated to read reading material because schools only provide conventional resources that do not encourage them to read and do not let students what material they want to read.

One possible solution that can assist students in overcoming these issues is change the medium that is interesting enough for students to read and easily understood by images that are in harmony with the narrative story. With this solution, students are much more inclined to seek out information and knowledge through more accessible means.



Thus, using narrative text to get comprehension information is much easier because Narrative text is supported by chronological order. While Comic strips are printed document consisting of pictures and embedded in text. It is also classed as one of the media in classroom teaching. The comic strips are frequently believed to be engaging and inspiring forms of media as well.

Then, as the description above about the interview between the researcher and the student problem in reading, the researcher believes that to solve the problems, teachers need to discover a suitable method and platform to facilitate the teaching of narrative text. One of the media which teacher can use is Comic Strips. Comic strips offer some advantages and can be solved the students' problem like, easier to imagine the story, even the student doesn't know about the vocabulary, they can guess by using the picture they see, more importantly, it will make the students reading something for pleasure and comic is interesting media for middle and high school.

Next, a researcher interested in pursuing a research titled "Effect *Comic Strips* Media towards Students' Reading Comprehension in Narrative Text" (An Experimental Study at the Tenth Grade Students of SMAN 1 Cijaku in the Academic Year 2023/2024).

2. Research method

The researcher utilizes a quantitative approach in this research. Pardede & Herman (2020: 294) suggest that quantitative research focuses on outcomes, defining variables, exploring interconnections among variables, and identifying cause-and-effect connections between factors. Meanwhile, the design of the research the method using in this research is quasi-experimental with a pre-test and post-test experimental control group design, as previously described by Latipun in Asriani *et.al.* (2022:82). "*This quasi experimental design aims to control non-experimental variables and use the control class as a comparison to evaluate the effect of the treatment given.*" Comic strips are the independent variable in this research investigation, while students' reading comprehension of narrative texts is the dependent variable.

There are two kinds of classes that need to conduct the research. The first is the experimental class received treatment using comic strips media. Then, the control class received treatment using comic book media. For the pre-test and post-test will give to both experimental and control class. The report of pre-test and post-test from both experimental class and control class compared and observed in order to fount out if there any significant difference in teaching reading narrative text without using Comic strips as learning media. It is evident it can be deduced from the aforementioned design that two variables exist being examined in this research. They are variables that are independent and variables that are dependent. The independent variable is comic strips media (X), and the dependent variable is students reading comprehension in narrative text (Y).

The researcher provides an explanation of the timeframe during which the research was conducted. The research included six meetings which consisted of pre-test, treatment, and post-test. The teaching activities were held in six meetings in each class from date 16 may until 30 may 2024. In the initial meeting, both classes took a pre-test. Then, the definition of narrative text was discussed during the second and third sessions of the experimental class. It included the types, the generic structure, the language feature and the examples of narrative text. This meeting implemented as the same way in controlled class. The narrative text was the topic of discussion in the fourth and fifth meetings, utilizing comic strip media. In the fourth and fifth structured class sessions, the instructor utilized a comic book to teach narrative text. The final session was a post-assessment conducted in both the experimental and controlled classes.

The population consists of individuals with specific traits and features who are chosen to be studied and analyzed by the researcher. "A population means an amalgamation of people or



things with specific qualities and characteristics that researchers select for study and analyze to reach conclusions,” (Sugiyono, 2015:117).

The research sample comprises all students in the Tenth Grade at SMAN 1 Cijaku during the academic year 2023/2024, with a total of 134 students divided into four classes: X1, X2, X3, and X4. The sample is viewed as capable of representing the whole population, meaning that any data obtained from the sample can be seen as a reflection of the entire population. As mentioned by Sugiyono (2015:117), “the sample represents the quantity and attributes found within the population.”

The researcher employed cluster random sampling in this part of the research, which involved selecting participants for the experimental or control groups through a lottery system. After the lottery was drawn, the researcher chose classes X1 and X2 as a sample consisting of 68 classes to investigate this research, both an experimental class and a control class are required. research instruments are crucial devices for obtaining data. In this research, data is gathered through the use of achievement tests. “*Tests are various activities or instruments utilized to evaluate the competencies, expertise, cognition, aptitudes, or gifts of individuals or groups,*” (Arikunto, 2020: 193). A test is used to gauge students' knowledge and skills with procedures that had prepared in this research, the researcher utilized a reading test as a tool.

The reading test questions was constructed based on the researcher classified according to Sridharan & Said (2020:50), “There are five components of reading comprehension which include determining main idea, detailing information, interpreting vocabulary, making inference and identifying reference”.

This reading test is creates to find out how many students make mistakes in answering of each reading questions. From the wrong answer, researcher can see which aspects of reading are difficult for students.

An instrument could be said as a good instrument if the instrument itself is valid and reliable. According to Fraenkel and Wallen (2021:151), “*Validity concerns the interpretation, accuracy, appropriateness, and relevance of findings made by researchers in their studies*”. In determining the validity of this research, the researcher used formula of product moment correlation.

Reliability is the constancy of a group of measurements or of a measuring instrument, which is often used to describe tests. According to Fraenkel and Wallen (2021:151), “*Reliability is the degree of consistency of scores or responses obtained from one administration of a tool to another, as well as from one set of items to another*”. In this research, the reliability used Cronbach’s Alpha formula.

The researcher employed three ways to get reliable data and unconventional information to determine the efficiency of the comic strips approach used in this research. Prior to teaching the comic strips at the first meeting was on May 14, the pre-test was performed. The purpose of the pre-test was to gauge student proficiency in producing narrative texts as well as the similarity of the two classes. The researcher gave both the experimental and control classes a pre-test with 20 multiple choice questions to evaluate students' reading comprehension. The experimental class uses comic strips for teaching, while the control class uses comic books. The researcher took place over a span of four meetings in the class, occurring from May 16 to May 28, with two meetings held each week with a time of 1x45 (minutes) each in one meeting. The researcher provided instruction on reading narrative text to both the experimental and control classes. The researcher used comic strips media to teach students in the experimental class. Besides, teaching



a control class using comic book media as a tool. Step for treating the experimental and control class. Post-test were administered to both classes by the researcher. The researcher was given 20 multiple-choice questions to assess students' progress in learning how to read narrative texts through the use of comic strips media compared to not using comic strips media. To examine if there is a notable variance in the reading comprehension skills of students instructed with comic strips versus students educated with comic books, the researcher utilized SPSS version 25.0 for the pre-test analysis. The treatment outcome was evaluated through subsequent stages:

1. Normality Test

A normality test is used to determine whether a dataset comes from a population that follows a normal distribution or not. A normality test was conducted to ascertain if the data from both classes was normal (experimental and controlled) are distributed normally or not. According to Rahayu (2018: 30) "The aim of a normality test is to establish whether the data collected from a sample adheres to a normal distribution or not." This is intended to determine if the sample follows a normal distribution or not. In this research, the researcher examines the Kolmogorov-Smirnov normality test using SPSS 25.0 software.

2. Homogeneity

The homogeneity text was the following stage following the normality test showing the data followed a normal distribution. To determine if the distributions of the classes' data were similar or dissimilar, the homogeneity test was utilized. According to Rahayu (2018:30), "The purpose of the homogeneity test is to determine if the sample exhibits homogeneity. In testing the homogeneity of the sample, the researcher uses SPSS 25.0. Using Lave's test with a significance level lower than 0.05 can determine if there is homogeneity of variance between the experimental and control classes. If the significance value is less than 0.05, it indicates non-homogeneous variance, while a significance value of 0.05 or higher suggests homogeneous variance.

3. Hypothesis Test

In order to determine the effect of comic strips media in reading comprehension, the research employed pre-test and post-test measures. Once the test data was collected, the analysis was conducted using SPSS version 25.0. Additionally, if the outcome indicated that the data were normal and homogenous, a pre-test was performed to determine if the means of the two samples in this research differed. According to Creswell (2008: 127), "Hypothesis testing is a method used to determine if there is a significant difference or relationship between sample and population scores by comparing them."

3. Results and Discussion

The researcher shared the outcomes of the reading comprehension test for students in both the experimental and control classes. The data of this research were taken from a multiple choice test with a total of 20 questions and for the assessment it was in accordance with the indicator of reading consisting of determining main idea, detailing information, interpreting vocabulary, making inference, and identifying reference. The test data were taken before and after the treatment was given. The focus of the research is on the tenth grade students at SMAN 1 Cijaku. The research class consists of an experimental class that has been implemented by the Comic Strips media as a learning medium and a control class that has applied the Comic Book media as a learning medium. The test scores of the two classes were analyzed to determine if there was a significant effect on the use of the Comic Strips media towards students' reading comprehension in the experimental class.



Data was gathered from the pre-test and post-test results of the two classes chosen for the research. Class X1 is an experimental class utilizing Comic Strips for teaching reading comprehension, while class X2, a control group, is taught with Comic Books. Once all the data from the pre-test and post-test results is gathered, the researcher inputs this data into a table that shows the pre-test and post-test scores of both the control class and the experimental class. Utilizing SPSS 25.0 for analysis, the information provided can be characterized in the following manner:

Table 4.3 Description of the dat

	N	Ra nge	Mini mum	Ma xim um	Sum	Mean	Std. Error	Std. Deviat ion	variance
	Stati stic c	Stat isti c	Statis tic	Stat isti c	Statis tic	Statisti c		Statisti c	Statistic
Pre-test Control	35	30	15	45	915	26.14	1.330	7.867	61.891
Post-test Control	35	40	20	60	1275	36.43	1.582	9.360	87.605
Pre-test Experimental	33	35	15	50	1110	33.64	1.512	8.685	75.426
Post-test Experimental	33	30	30	60	1520	46.06	1.423	8.174	66.809

The Control class's Pre-test results show that there are 35 students, the top score is 45, the bottom score is 15, and the overall score is 915. During a Pre-test in the Experimental class, there are 33 students, with the top score being 50, the lowest score being 15, and the total score being 1110. Moreover, in the Control class Post-test results there are 35 students, with the top score being 60 and the lowest score being 20, reaching a total score of 1275. In the Experimental class post-test, there are 33 students with scores ranging from 30 to 60, totalling 1520 points.

a. Normality

The researcher conducted normality testing with the Shapiro Wilk method in this research According to Rahayu (2018:30) "Conducting a normality test determines whether the sample data adheres to a normal distribution." This experiment involved two groups - one pre-test and one post-test group - to assess if the data distribution in the sample was normal or not.

In this research, the data is considered normally distributed if the researcher compares the p-value with $\alpha = 0.05$ using SPSS version 25.0. The explanation of the assumptions of the normality test is outlined below:

Ha: The data is normally distribution

H0: The data is not normally distribution

During the normality assessment, the researcher utilized the Shapiro-Wilk test in SPSS version 25.0. The approximation:

If p-value (Sig) > 0.05, the data is normal

If p-value (Sig) < 0.05, the data is not normal

Table 4.4 Test Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
pre-test control	.084	35	.200*	.980	35	.797
post-test control	.097	35	.200*	.979	35	.756
pre-test experimental	.126	33	.200*	.965	33	.365
post-test experimental class	.099	33	.200*	.973	33	.577

According to the table provided, the p-values (0.797, 0.756, 0.365, and 0.577) exceed the significance level of $\alpha = 0.05$. This indicates that the null hypothesis is being supported. Put differently, each class score follows a normal distribution.

b. Homogeneity

According to Rahayu (2018:30), “The purpose of the homogeneity test is to determine if the sample exhibits homogeneity.” The homogeneity test was used to determine if there was uniformity in the variance of the data from both groups. In order to assess the uniformity of the study, the researcher employed SPSS software version 25.0 for calculations. Levene test was utilized to determine homogeneity. The results of the homogeneity test between the experimental class and the control class are presented in the table below. The explanation:

If the Levene Statistical value (Sig) is greater than 0.05, then the data is considered to be homogenous.

Table 4.5 Test Homogeneity of Variance

		Levene			
		Statistic	df1	df2	Sig.
The Result of Students' Reading Test	Based on Mean	.479	3	132	.698
	Based on Median	.432	3	132	.730
	Based on Median and with adjusted df	.432	3	128.954	.730
	Based on trimmed mean	.496	3	132	.686

According to the SPSS Levene test results, a p-value of 0.698, greater than 0.05, indicates that there is no significant difference between the two groups, suggesting that the variance is meaningful and the data can be considered homogeneous.

c. Hypotheses Test

Once the data meets the criteria for research analysis (normality and homogeneity tests), the next step is to analyze the hypotheses. The researcher utilized SPSS 25.0 for determining the hypotheses. As per Bevans (2020:1), “The t-test is a statistical test used to compare the mean of two different groups.” Next, the research results are determined based on the scores obtained from the post-test in both the control class and experimental class. The research consists of the following hypotheses testing:

If $\text{sig} > \alpha = 0.05$, H_0 is accepted and H_a is rejected.

If $\text{sig} < \alpha = 0.05$, H_a is accepted and H_0 is rejected.

The statistical hypothesis is outlined as follows:

Alternative Hypotheses (Ha): There is a significant effect of *comicstrips* media towards students' reading comprehension in narrativetext at the Tenth Grade Students of SMAN 1 Cijaku in the Academic Year 2023/2024). Null hypotheses (Ho): There is no significant effect of *comic strips* media towards students' reading comprehension in narrative text at the Tenth Grade Students of SMAN 1 Cijaku in the Academic Year 2023/2024).

Table 4.6 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
The Result of Students' Reading Test	Equal variances assumed	0.371	0.545	4.509	66	0.000	0.000	9.632	2.136	5.367	13.897
	Equal variances not assumed			4.527	65.627	0.000	0.000	9.632	2.128	5.383	13.881

The Levene test results indicate that the Levene test statistic is 0.545, which is greater than 0.05, indicating that it is not statistically significant. This means that the variance of the two groups is equal. Therefore, what must be seen is the t value in the first line (Equal variances assumed), namely: 4.509 with Df 66 and a significance two-tailed is 0.000, this implies that the two-tailed significance level (Sig) is less than 0.05, specifically equal to 0.000. Therefore, there is a significant effect of comic strips media towards Students' reading comprehension in narrative text.

4. Conclusion and suggestion

According to the findings of the data analysis and the discussion presented in chapter IV, the following conclusions can be drawn. Reading is a fundamental element of the English language. The educational comic strips had a beneficial impact, especially in enhancing understanding of storytelling in reading. Upon conducting the research and gathering the information, it was found that the use of comic strips has an impact on students' reading comprehension in narrative texts. This was based on an experimental study conducted with tenth grade students at SMAN 1 Cijaku during the academic year 2023/2024. A total of 68 students were present in both classes X1 and X2 combined. The students were split into two groups, X1 and X2, containing 68 students each. Both groups were given identical treatment. Class X2 used comic books as their main source of material, while Class X1 used comic strip media as their primary resource. Each group was given a pre-test and a post-test. According to the test results, the p-value was found to be significant at 0.000, which is less than the α value of 0.05. The pre-test and post-test findings clearly showed that Ho was disproven whereas Hi was confirmed. Using comic strips to teach reading in narrative texts could greatly enhance students' reading comprehension. It follows that using comic strips media to teach reading in narrative texts would significantly improve students' reading comprehension in narrative text an experimental study at the tenth grade students' of SMAN 1 Cijaku in the academic year 2023/2024. The null hypothesis (Ho) is rejected. The alternative hypothesis (Ha) is accepted.



After examining the data provided, the researcher determined that the effect of *comic strips* media towards students' reading comprehension an experimental study at the tenth grade students of SMAN 1 Cijaku. The results of this research showed the importance of using it in education. After finishing the research, the researcher recommends:

1. Teachers are advised to apply the comic strips media learning to reading narrative text. Because the comic strips media learning is effective to be applied to the material.
2. Teachers should better understand the characteristics of each student's hope difficulties experienced during the learning process.
3. Teachers can develop learning to be more interesting, such as giving rewards or prizes to students who are able to do work quickly and accurately. This was help students become more excited and challenged to do the work early.
4. Given that comic strips media have so many benefits, students should utilize them to assist them develop their reading comprehension.

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