

The Effectiveness of Using Comic Strips in Teaching Reading Comprehension of Narrative Text at the Ninth Grade Students of SMP N 4 Purworejo in the Academic Year of 2022/2023

Tri Aryani¹, Titi Rokhayati², Abdul Ngafif³

{tri.aryani1999@gmail.com¹, trokhayati@umpwr.ac.id², abdulngafif@umpwr.ac.id³ }

English Language Education, Universitas Muhammadiyah Purworejo, Indonesia¹²³

Abstract. The purpose of this study is to determine whether teaching reading comprehension of narrative text to ninth-grade students in SMP N 4 Purworejo in the academic year 2022/2023 is beneficial when comic strips are used. The researchers' one-group pre- and post-test design is used in this study. The population consists of the 255 ninth-grade students of SMP N 4 Purworejo for the 2022–2023 academic year. 32 pupils from class IX H make up the research's sample of students. Because of their limited resources in terms of time, power, and money, the researchers decided to adopt purposive sampling as their sampling method. 30 multiple-choice test items are used by the researchers to get the data.

The researchers determined the mean pretest score to be 59.69 and the mean posttest score to be 84.91 through computation using SPSS version 16. Additionally, the researchers used the pre-test ($0.114 > 0.05$) and post-test ($0.143 > 0.05$) of the Kolmogorov-Smirnov normality test to obtain their results. Using the paired sample t-test, the researchers determine that the data have a normal distribution. The outcome reveals that H_0 is accepted because Sig. (2-tailed) the test is $0.000 < 0.05$. Thus, it can be said that the use of comic strips in the ninth grade of SMP N 4 Purworejo in the academic year of 2022/2023 is effective in teaching reading comprehension of narrative text

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

1. Introduction

One of the most important aspects of English that students must master, along with hearing, speaking, and writing, is reading[1]. Reading is the skill of deriving meaning from written words and applying that knowledge to create sense[2]. People can understand the meaning of the conversation they see or hear by using the ability of reading[3]. Students can broaden their knowledge and frame of view about the world via reading. They can travel the world and discover a new country while learning about its notable historical figures.

Reading is not an easy skill to acquire. How to recall what they have read is one of the challenges that the students face. It's crucial to understand that pupils must adjust their reading speed depending on their reading goals and whether or not they can identify the primary theme. They should be taught a variety of reading comprehension techniques and prompted to think critically about what they have learned. In order for students to readily recall what they have read, they not only read but also comprehend the material.

A solid reading learning process must be made using specific media in order to address the issue the pupils are facing. A suitable teaching tool will transform the classroom into a welcoming and enjoyable environment. Additionally, it will impact the students' attitude about learning to read. In order to create a pleasant environment for the teaching-learning process, the teacher should select and employ the instructional media. Meanwhile, based on the information presented above, the researcher surmises that using comic books to teach

English reading skills is one of the teaching strategies that makes the experience of learning English more enjoyable. Here, the researcher observes that comics are an authentic medium that can be applied to the instruction of reading. Therefore, it is crucial to use authentic materials while teaching and studying a language[4]. The comic is a form of expression that uses images to convey ideas, frequently in conjunction with text or other visual data. Because comic strips are simple to understand, pupils can better understand reading passages while using them. Additionally, the pupils will benefit from easier memorization and recall thanks to the comics' accompanying visuals that correspond to specific words or phrases in the text.

To learn how to perform a change that has been taught to him by a teacher, a person engages in the process of teaching. To be thorough, teaching is the process of assisting and leading learners in their learning. Teaching is an action, a process, and an instruction in how to accomplish something. Teaching, according to Freeman[5], is close interaction between a more mature and less mature personality that is intended to advance the education of the latter. The teacher should use appropriate tactics or media when teaching reading, especially narrative text, to pique the students' attention and help them comprehend the information[6].

For Indonesian students, reading is highly significant because it can aid in comprehension of various books written in English, whether for acquiring information and ideas for scientific objectives or simply for leisure. The students must read extensively if they want to comprehend the subject. The ability to comprehend and accurately interpret the information in a text is the most straightforward definition of reading comprehension[7]. Reading with understanding is referred to as reading comprehension. The key to reading a printed material well is to get the most information out of it. The process of creating meaning through reading comprehension involves juggling a number of intricate tasks, such as word reading, background knowledge, and fluency.

The narrative is one of the most effective forms of communication, according to Kerry[8]. The narrative text deals with difficult occurrences that cause a crisis or significant turning point (climax), which is followed by a resolution. It is a type of text that recounts a past-tense story. The text's aim is to amuse or entertain readers or listeners with the narrative. Orientation, complication, resolution, re-orientation, and appraisal are the general narrative text structures.

The following language elements are frequently seen in narrative writing[9]:

- 1) Particular characters. It entails concentrating on particular, typically unique participants.
- 2) Use connected words to indicate the timing of events. Another option is to employ temporal circumstances and temporal conjunctions.
- 3) Verbs that depict the events in the story. It is obvious that the tense being utilized is the past tense.
- 4) Words that accurately describe the place and the characters. It is commonly given that telling a story is the definition of narrative, thus it is crucial to describe the characters and the environment.

Reading a comic book entails more than just reading the text; in order to help kids, pictures have a positive impact on readers. Numerous important roles for images in reading have been described by researchers[10]. Comics are visual texts that are particularly beneficial, especially for second- and third-language learners' reading comprehension[11]. Due to the format's balanced distribution of images and words, comic books can hold students' attention for longer periods of time than large blocks of text. Pictures and other images that have been deliberately juxtaposed in order to convey information and elicit an aesthetic response in the viewer[12]. Through the images they include, comics can inspire students. With the use of cartoon comics, subjects like color theory, animal names, and the names of the

main body parts can be quickly studied and understood. Lower grades don't have to expend a lot of energy attempting to grasp, claims Beckman[13]. They can unwind by reading comic strips, and this helps them learn.

The researcher cites a few earlier investigations that have already been done. Agung Wahyu Nugroho presented the first prior study. His studies look at how well comic strips may be used to teach reading and help students understand narrative text. According to the findings, comic strips can improve kids' reading comprehension[14]. This study and the first one mentioned above, which discussed the effectiveness of using comic strips as a medium for teaching reading and the research method employing quantitative research, had parallels. The researcher only employed one class for the sample in this study as opposed to two classes, namely the control group and the experimental group, in the first previous study.

The second preceding investigation was carried out by Merc. The goal of this study is to determine how comic strips affect Turkish EFL learners' reading comprehension. The results of this study show that students believe comic strips can aid in the development of reading comprehension. Despite the fact that the instructor thinks utilizing comic strips to teach reading comprehension is an effective method[15]. The research's goal is to determine whether or not teaching students to read narrative text through English comics is beneficial. The research in the prior study was directed at Turkish students, whereas the research in this study was directed at Indonesian students.

Lili Purwitasari conducted the third prior study. The researcher sought to determine whether visual media, such as comic strips, were useful in assisting students. There are parallels between this study and the second earlier study mentioned above. The resemblance is in the use of comic strips as a teaching tool. The distinction is that this study examines students' reading of narrative material, whereas the third prior study examined students' writing of recount.

Nurpitriyani conducted the third prior study. According to the study, the story mapping technique was successful and significantly impacted the tenth-grade students at SMAN 1 Kota Tangerang Selatan's reading comprehension of narrative text in the academic year 2014–2015. This research and that research both assess students' reading comprehension, which is a resemblance between the two studies. The analysis of the findings is where there is a difference, though. In contrast to the research that examines whether using narrative maps to teach reading is helpful or not, the researcher in this thesis examines the effectiveness of utilizing comic strips to teach reading.

Eliya carried out the most recent prior investigation. The purpose of this study is to determine whether or not employing comic strips may help students write better. According to the research, comic books can help kids improve their writing abilities. Both of these studies used comic strips, which is how they are comparable to one another. In the meantime, the research analysis is where the differences lie. In that study, the researcher looked at how to increase students' ability to write narrative text using comic strips, not whether the strategy of using comic strips to teach reading is effective or not.

Given the foregoing description, the researchers' two goals are to determine the efficacy of employing comic books to teach reading narrative text to ninth-grade students at SMP N 4 Purworejo throughout the academic year 2022–2023. The investigation has two alternatives or hypotheses because it is quantitative. According to Rokhayati[16], a hypothesis is a claim or assertion that implies that there is a relationship between a number of facts. Here, the H_0 states that using comic strips to teach reading narrative text to ninth-graders at SMP N 4 Purworejo in the academic year 2022/2023 is ineffective, while the H_a states that using

comic strips to teach reading narrative text to ninth-graders at SMP N 4 Purworejo in the academic year 2022/2023 is effective.

2. Method

According to Sugiyono[17], there are two types of research: quantitative and qualitative. Because the researcher provides treatment in the teaching of reading, she does quantitative research with the experimental technique. The researcher used a one group pretest and posttest design for this study. The study is carried out in SMP N 4 Purworejo throughout the 2022–2023 academic year. A quantitative technique cannot distinguish between the population and sample. They play a significant part in every area of the quantitative method-based research. This quantitative method has received a lot of attention as a social structure[18]. The 255 students in ninth grade at SMP N 4 Purworejo during the 2021–2022 academic year make up the population of this study. There are 8 classes in the group. The selection of the sample is a crucial step in conducting a research study. The sample represents a representation of the population's size and makeup[19]. If the population is too large, it will be difficult to study the entire population; therefore, it should be divided into smaller groups. The sample is a subset or representative sample of the study population[20]. Students in class IX H SMP N 4 Purworejo during the academic year 2021/2022 serve as the study's sample. 32 students make up the sample. Purposive sampling is the method of choice of the researcher because it is time, power, and resource constrained. 30 multiple-choice test items are used by the researchers to get the data.

3. Findings

a. The student's reading proficiency.

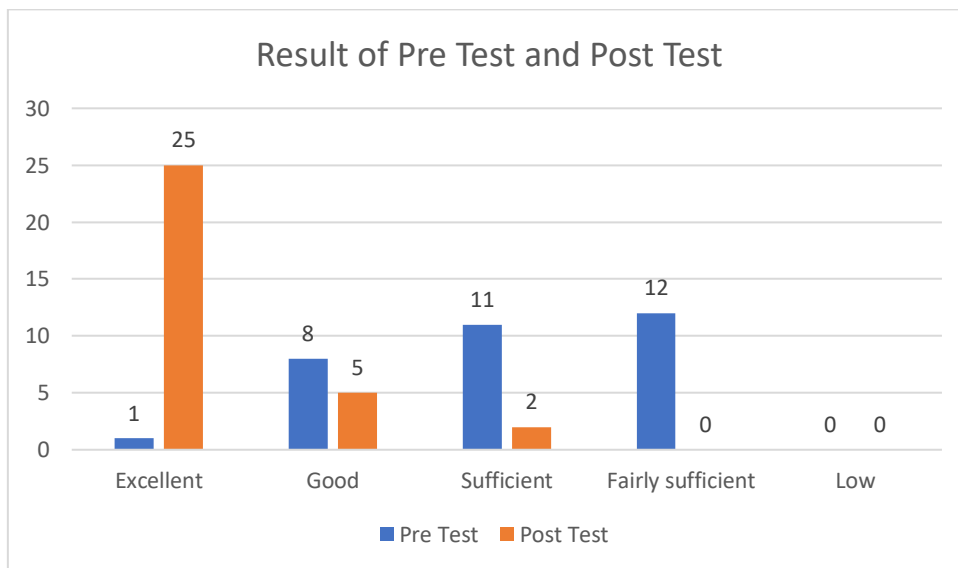
Following the use of comic strip media to teach the students, the researcher checked the students' understanding. The findings were as follows:

Table 1. The result of the Pre-test and Post-test

No	Name	Score of Pre-Test	Score of Post-Test
1	S.1	77	93
2	S.2	47	90
3	S.3	77	93
4	S.4	43	83
5	S.5	63	73
6	S.6	80	97
7	S.7	63	83
8	S.8	47	90
9	S.9	70	100
10	S.10	50	77
11	S.11	53	73
12	S.12	53	83
13	S.13	50	83
14	S.14	60	100
15	S.15	70	97

16	S.16	47	93
17	S.17	70	97
18	S.18	60	87
19	S.19	70	83
20	S.20	73	93
21	S.21	43	87
22	S.22	77	80
23	S.23	60	73
24	S.24	57	87
25	S.25	63	90
26	S.26	53	73
27	S.27	53	83
28	S.28	47	60
29	S.29	57	90
30	S.30	60	63
31	S.31	57	80
32	S.32	60	83

Chart 1. Results of Pre-Test and Post-Test



This chart presents the difference in results between the pre-test and post-test.

b. Data Analysis
 1. Descriptive Analysis

Table 2. Descriptive Analysis

	Statistics		
	PreTest	PostTest	
N	Valid	32	32
	Missing	0	0
Mean	59.69	84.91	
Std. Error of Mean	1.888	1.761	
Median	60.00	85.00	
Mode	60	83	
Std. Deviation	10.681	9.962	
Variance	114.093	99.249	
Range	37	40	
Minimum	43	60	
Maximum	80	100	
Sum	1910	2717	

The pre-test mean score was 59.69, while the post-test mean score was 84.91. The pre-test median was 60.00, and the post-test median was 85.00. The pre-test's mode was 60, while the post-test's mode was 83. The pre-test standard deviation was 10.681 while the post-test standard deviation was 9.962. The pre-test variance was 114.093, while the post-test variance was 99.249. Additionally, the pre-test's range was 37 and the post-test's range was 40.

Table 3. Test of normality Kolmogorov-Smirnov

Class	Tests of Normality							
	Kolmogorov-Smirnov ^a			Shapiro-Wilk				
	Statistic	Df	Sig.	Statistic	Df	Sig.		
Result of study	Pre test		.114	32	.200*	.949	32	.136
	Post test		.143	32	.095	.949	32	.133

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The calculation above revealed in the Kolmogorov-Smirnov column that the pre-test's significance value was 0.114 and the post-test's significance value was 0.143. The significance levels for both were more than 0.05. Therefore, it may be said that the pre-test and post-test data distributions were normal.

Table 4. Test of Hypothesis Using IBM SPSS 26

Pair	PreTest – PostTest	Paired Samples Test						Df	Sig. (2- tailed)
		Paired Differences				T			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Lower	Upper								
1		-25.219	11.508	2.034	-29.368	-21.070	-12.396	31	.000

The two-sided significance value, according to the researcher, was 0.000. The choice of significant level had been made prior to the experiment. The significance level utilized by the researcher was 5% (0,05). Additionally, the two-sided significance value was less than 0.05 (0.0000.05) on both sides. According to the hypothesis testing, Ho was found to be inadmissible and Ha to be valid. It means that in the academic year 2022–2023, the ninth grade of SMP N 4 Purworejo will benefit from the usage of comic strips to promote reading comprehension of narrative material.

4. Discussion

a. Reading comprehension among ninth-grade students at SMP N 4 Purworejo during the 2022–2023 academic year.

According to the IX H pre-test results for SMP N 4 Purworejo, the highest pre-test score was 80 and the lowest was 43. The pre-test's standard deviation was 10.681, its variance was 114.093, and its mean was 59.69. The range of 40 to 55 points included the mean score. This indicates that the IX H SMP N 4 Purworejo students' reading comprehension pre-test score for the academic year 2022/2023 is about adequate. One student (3%) out of 32 samples fell into the excellent level, eight (25%) into the good level, eleven (34%) into the sufficient level, twelve (38%) into the reasonably sufficient level, and none (0%), into the low level. According to the IX H post-test results for SMP N 4 Purworejo, the highest post-test score was 100 and the lowest was 60. The post-test had a mean of 84.91, a standard deviation of 9.962, and a variance of 99.249 percent. The range of the mean score was from 80 to 100. It indicates that the IX H students at SMP N 4 Purworejo had outstanding scores on their reading comprehension post-test during the academic year 2022/2023. There were 25 students (78%) from 32 samples who fit into the excellent level, 5 (16%) who fit into the good level, 2 (6%) who fit into the sufficient level, no one (0%), who fit into the reasonably sufficient level, and no one (0%), who fit into the low level.

b. In the academic year 2022–2023, the effectiveness of employing comic strips to teach reading comprehension of narrative text to ninth-grade students at SMP N 4 Purworejo.

It was demonstrated using the data that was supplied that 0.000 was the output of the computation of the two-sided significance value. The significance level utilized by the researcher was 0.05. The calculation reveals that the two-sided significance value was less than the level of significance ($0.000 < 0.05$).

The use of comic strips was suggested to be a successful method for enhancing ninth-grade students at SMP N 4 Purworejo's reading comprehension of narrative text in the academic year 2022–2023 based on the results of the data analysis. It indicates that the findings from the pre-test and post-test differed significantly. According to the calculation of the mean score, the pre-test mean score was higher than the post-test mean score (84.91 > 59.69). Additionally, it was mentioned that comic strips are a powerful tool for improving children's reading comprehension.

5. Conclusion

The student can learn reading comprehension of narrative content by using comic strips. The two-sided significance value obtained from the t-test calculation is 0.000. The calculation demonstrates that the two-sided significance value is less than 5% significance threshold (0.000 < 0.05) when compared with it. As a result, the complementary hypothesis (Ha) is accepted. In the academic year 2022–2023, it indicates that employing comic strips to teach reading comprehension of narrative material to ninth-graders at SMP N 4 Purworejo is successful.

6. References

- [1] C. Goldenberg, "Teaching English language learners: What the research does and does not say," *Am. Educ.*, no. Summer, pp. 8–44, 2008.
- [2] F. L. Stoller, "Book Review : Teaching and Researching Reading (Third Edition) by William Book Review," no. June, 2021.
- [3] Harmer J., "TVS.000803- The_Practice_of_English_Language_Teaching 4th edition_1.pdf." p. 13, 2007, [Online]. Available: http://thuvien.thanglong.edu.vn:8080/dspace/bitstream/TLU-123456789/1622/1/TVS.000803- The_Practice_of_English_Language_Teaching 4th edition_1.pdf.
- [4] N. Csabay, "Using Comic Strips in Language Classes," *English Teach. Forum*, vol. 44, no. 1 PG-24–26, pp. 24–26, 2006, [Online]. Available: <https://search.proquest.com/docview/1826538962?accountid=10673> NS -.
- [5] H. Freeman, "The Concept of Teaching," *J. Philos. Educ.*, vol. 7, no. 1, pp. 7–38, 1973, doi: 10.1111/j.1467-9752.1973.tb00470.x.
- [6] Z. I. Syafitri, I. I. Nugraeni, and A. Ngafif, "Teaching Reading Narrative Text Using Story Face in Vocational High School," *Scr. English Dep. J.*, vol. 8, no. 1, pp. 24–31, 2021, doi: 10.37729/scripta.v8i1.799.
- [7] F. L. Stoller, "Viewing extensive reading from different vantage points.," *Read. a Foreign Lang.*, vol. 27, no. 1, pp. 152–159, 2015, [Online]. Available: <https://files.eric.ed.gov/fulltext/EJ1059733.pdf>.
- [8] K. Mallan, *The Need for Story: Cultural Diversity in Classroom and Community*, vol. 111, no. Apr. 1995.
- [9] Anderson Gregory D. S. and Harrison K. David, "Shaman and bear: Siberian prehistory in two Middle Chulym texts," *Lang. Prehistory Cent. Sib.*, pp. 179–197, 2004.
- [10] J. Liu, "Effects of Comic Strips on L2 Learners' Reading Comprehension," *TESOL Q.*, vol. 38, no. 2, p. 225, 2004, doi: 10.2307/3588379.
- [11] Y. Wang and X. Liu, "Study on digital design of comic strip," *IOP Conf. Ser. Earth Environ. Sci.*, vol. 1802, no. 3, 2021, doi: 10.1088/1742-6596/1802/3/032097.
- [12] N. Cohn, "The limits of time and transitions: challenges to theories of sequential

- image comprehension,” *Stud. Comics*, vol. 1, no. 1, pp. 127–147, 2010, doi: 10.1386/stic.1.1.127/1.
- [13] M. Gerber *et al.*, “Effects of school-based physical activity and multi-micronutrient supplementation intervention on growth, health and well-being of schoolchildren in three African countries: The KaziAfya cluster randomised controlled trial protocol with a 2×2 factorial design,” *Trials*, vol. 21, no. 1, pp. 1–17, 2020, doi: 10.1186/s13063-019-3883-5.
- [14] J. Brier and lia dwi jayanti, “No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title,” vol. 21, no. 1, pp. 1–9, 2020, [Online]. Available: <http://journal.um-surabaya.ac.id/index.php/JKM/article/view/2203>.
- [15] S. Kumar, “on New Trends in Education and Their Implications (IJONTE),” *Int. J. New Trends Educ. Their Implic.*, vol. 4, no. 4, p. 214, 2013.
- [16] Rokhayati, T. Teknik Uji Hipotesis Penelitian. In *Buku Ajar Metodologi Penelitian* (1 st ed., p. 62). CV Fenix Muda Sejahtera.
- [17] S. Arikunto and M. Penelitian, “Chapter Iii Method of Research,” pp. 24–32, 2013.
- [18] E. E. T. Stringer, “Stringer - 2004.pdf,” *Action Research in Education*. 2004, [Online]. Available: http://sutlib2.sut.ac.th/sut_contents/H112461.pdf.
- [19] A. Thesis, E. E. Program, and T. Training, “MEDIA IN TEACHING READING NARRATIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA,” 2017.
- [20] E. English, “Chapter Ii Review of Related Literature the Perception of English Students on the Importance of Game and,” 2012.