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COMPREHENSION OF RECOUNT TEXT**

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# USING COMIC STRIP TO PROMOTE STUDENTS' READING COMPREHENSION OF RECOUNT TEXT

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**Abstrak:** Penelitian ini menyelidiki penggunaan komik strip untuk meningkatkan pemahaman siswa dalam membaca teks recount. Penelitian ini adalah sebuah disain pre experimental dengan disain 1 grup pre-test dan post-test. Peserta dalam penelitian ini adalah kelas XA yang berjumlah 21 siswa. Data penelitian dikumpulkan dengan memberikan 20 soal dalam bentuk pilihan ganda. Data dianalisa dengan menggunakan rumus t-test. Perhitungan t-test menghasilkan perbedaan signifikan keberhasilan membaca pemahaman siswa, dengan nilai t-test (9.46) lebih besar dari tabel (2.086) pada level signifikansi 5%. Hasil penelitian mengindikasikan bahwa penggunaan komik strip menaikkan pemahaman siswa dalam membaca teks recount.

**Kata Kunci: Komik, Membaca Pemahaman, Teks Recount**

**Abstract:** This research investigates the use of comic strip to promote students' comprehension of recount text. It is a pre experimental design with one group pre-test and post-test design. The subject is class XA with 21 students. The data were collected by giving 20 multiple choice items. The data were analyzed by t-test formula. The t-test produces significant different of students' reading comprehension achievement, with t-test value (9.46) is bigger than table (2.086) on the level of significance 5%. The results indicate that the use of comic strip does promote their comprehension of recount text.

**Key Words: Comic, Reading Comprehension, Recount Text**

As a foreign language, English is taught in schools often widely, but it does not play an essential role in social life. However, it is still seen as priority as the most important foreign language to be taught (Simatupang, 1999 in Lauder, 2008:11). One of the priority purpose of teaching English as a foreign language to Indonesian people is that they can read, grasp the idea and understand the book that written in English.

Reading is the third of four skills taught in classroom. It is the process of looking at a series of written symbols and getting meaning from them. In reading activity, the reader use brain to convert them into words, sentences and paragraphs that communicate something to them. According to Pang et al (2003:6), "Reading is about understanding written texts." It is a complex activity that involves both perception and thought. It means that reading is the process of constructing meaning from written text. In addition, reading is a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and/or constructing meaning.

From the definitions above, the researcher concludes that there are two stages in reading, they are decoding symbol and deriving or constructing meaning as Pang et al (2003:6) pointed out that reading consists of two related processes: word recognition and comprehension. The first refers to the process of perceiving how written symbols correspond to one's spoken language. While the second one refers the process of making sense of words, sentences and connected text. These two processes of reading comprehension are included in curriculum of teaching reading in Senior high school. The first process contained in reading aloud activity, while the second process contained in reading comprehension.

According to Rohim (2009:40-41), in teaching reading, there are five aspects that students expected to demonstrate, (1) forming a broad general understanding, (2) Retrieving information, (3) Developing an interpretation, (4) Reflecting on and evaluating the content of a text, (5) Reflecting on and evaluating the form of a text.

Recount text is one of text genre that taught in school. It purposes to list and describe past experiences by retelling events in the order in which they happened (chronological order). It is written to retell events with the purpose of either informing or entertaining their audience. Recount text can be divided into five; factual recount, imaginative recount, procedural recount, literary recount, and personal recount. The generic structure of recount text is divided into three; they are orientation, sequence of events, and re-orientation the main characteristics of recount text are (1) focus on individual participants/events, (2) it is described by the use of personal pronouns (*I, we*), (3) using mainly material processes (actions) (4) written in the past tense, (5) using temporal sequence that link events in time, and (6) using evaluative language in factual and personal recounts.

Based on the researcher's observation in the teaching practice, students in grade XA faced difficulty in comprehending a reading text. Their achievement is less which is indicated by the lower score they get from the minimum score requirement for English subject that is 65. This situation is caused by the complexity of the text where the students felt difficult in comprehending the text. Besides, what the researcher found from the result of pre observation was teacher still use particular textbooks to teach reading, without trying to find other suitable sources. Teacher, in this case, do not tend to find other materials that help students in comprehending a reading text. In context of teaching and learning in classroom, a teacher will face student's difference characteristics.

Nevertheless, it is still a teacher's task to support the students to become competent in comprehend a text. Teach decoding skills, help students build fluency, build and activate background knowledge, teach vocabulary words, motivate students, and engage them in personal responses to text are tasks that teacher needs to do to help students become competent in reading comprehension (Pardo, 2004:273). Nevertheless, many individual reader factors such as cognitive development are not within a teacher's control.

As a teacher, considering a new and innovative teaching material is really important to promote students achievement in classroom. The use of conventional teaching material can make students feel bored, thus it may influence their achievement in learning. For teaching reading comprehension, comic strip becomes appropriate material to promote students comprehension in reading activity. It is a great learning and teaching materials if it included in English lesson. Liu (2004:229) determined comic strip as a series of pictures inside boxes that tell a story. It is communicated through major media, words and images.

The use of comic in teaching learning in education is not limited on the age of the students. General opinion may see that comic is only for children. In fact, it is not. It is supported by Smith (2:2006): (1) comics do not have to be funny, (2) many people can read comics, (3) anyone can find appropriate comics for any age. Generally comic can help students who have difficulty in reading comprehension. Students can track a story easily because comic is laid out in frames. It contains some text and pictures make it much easier for students to grasp and contextualize a story. Moreover, pictures in the frames also add many visual cues to the story line, helping students better understand the content of the story.

Comic is divided into three types; they are caricature comic, comic strip, and comic book. Caricature comic is type of humorous comic contains funny things, criticism, and satire. It is only has one picture and can make meaning so the people can understand it function and goal; Comic strip can be defined as “a series of pictures inside boxes that tell a story” (Liu in Merc, 2013:57). It has comic panels and each comic panel can have text balloons. This type of comic is not necessarily humorous in tone, but it can appear in more serious story and interested to be read; Comic book is type of comic that contains pictures, writing, and story that wrap in form of book completed with cover.

In teaching English as second or foreign language, comic strip has been used to teach. It has been introduced by Sherman and wright in 1996. They introduced teaching strategies using newspaper comic strip to promote higher level thinking in elementary and secondary students. According to them, comic can promote literacy and higher level thinking (cited in Liu, 2004:229). Ousselin, in Liu (2004:230) argued “comic strip is versatile, easy to use, and culturally relevant”. It combines text and picture to illustrate story. When pictures are involved in a reading text, they will remember and understand what they have learned much better. They also can read better and help them to read more.

In connection with teaching reading comprehension, comic is used by teacher to increase students’ comprehension in reading where it delivers story in chronological order started from beginning, the middle, and the end. According to Ravelo (2013:3) “speech balloons and boxes are used to indicate dialogue and impart establishing information, while panels, layout, gutters and zip ribbons can help indicate the flow of the story”. From those theories, it can be concluded that comic strip will help students engage with the text and then comprehend it easily. In addition, Pictures are there to help students understand the story. Once student are engage and understand part of the story, they will want to find out more.

Based on the above background, the researcher thinks that comic strip will be the best teaching material to promote students’ comprehension of recount text. In context of this research, the definition of to promote is an attempt of the teacher to improve students’ ability in comprehending a reading text by applying the appropriate material and technique in order to obtain the result. It measures by observed whether or not material and technique applied by teacher works effectively in obtaining the goal of learning. The researcher chooses comic strip in consideration to help them comprehend the text easily because the text is completed with pictures.

## **METHOD**

The method used by researcher is Experimental research. Experimental research is an attempt by the researcher to maintain control over all factors that may affect the result of an experiment. In conducting the research, the researcher had chosen a pre experimental design, namely single pre test and post test group design.

Cohen, Manion, & Morrison (2005:212) In experimental design, there are three stages of research procedures that conducted by the researcher. The first stage is signed as  $O_1$  that implies the value of pretest. The second stage is signed as X that implies the treatment of teaching and the last stage is signed as  $O_2$  that implies the value of posttest. One-group pre-test post-test design as below:

$$O_1 \quad X \quad O_2$$

In this research, the researcher administered two tests (pre test and post test) to the same group where there is no control group in this method. Pre test is given before the treatment, while post-test after the treatment. The treatment itself was given twice by using comic strip. By analyzing the result of pre test and post test, the researcher can see the influence of the treatment.

The population of this research is the tenth grade students of SMA Pancasila Sungai Kakap in academic year 2013/2014. There are two classes that consist of 41 students. The number of class XA is 21 students and class XB is 20 students. Sample is small proportion on selected for observation. In this research, the researcher took the class XA as the sample of this research which consists of 21 students.

The technique that used in this research is Measurement Technique to collect the data with propose to measure the achievement of students' comprehension in recount text. Multiple choice items were used as a tool of data collecting. In this case, the researcher constructed 20 items of test where those questions covers finding general and specific information, main ideas of the text, making inferences, and vocabularies. The data obtained in this research appeared in form of scores that obtained by students in pre test and post test.

The test items should also be tested for the validity and reliability. Validity is the most important variable of a measurement instrument. Cohen, Manion, & Morrison (2005:105) claim "the validity of a test is the extent to which it measures what it is purposed to measure". In this research, the researcher just concern with the content validity. According to Cohen et al (2005:109) "the instruments must show that it fairly and comprehensively covers the domain or items that it purports to cover." Moreover, content validity is concerned with the materials that the students have learned. If the test item is valid so is the data obtained in the research.

Specifically, the researcher prepares the table of specification that contains the unit materials. The purpose of a Table of Specifications is to identify the achievement domains being measured and to ensure that a fair and representative sample of questions appear on the test

**Table 1**  
**Table of Specification of Test Items**

No.	Content	Items Number	Total
1	Identify Main Idea	1,2,3,4	4
2	Supporting Details	5,6,7,8,9,10,11,12	8
3	Making Inferences	16,17,18	3
4	Vocabularies	13,14,15	3
5	Identify Rhetoric Steps & the Communicative Purpose of Text	19,20	2

Reliability is defined as consistency. If the test is administered to the same candidates on different occasion and it does not produce different result, then the test has consistency in its measurement or called reliable. As stated by Cohen, et al (2005:117) "reliability is a measure of consistency over time and over similar samples. A reliable instrument for a piece of research will yield similar data from

similar respondents over time.” In order to gain the coefficient of the reliability, the researcher uses Kuder-Richardson 21 (KR 21) formula.

In planning what the researcher is going to do with the comic strip, the researcher thinks about productive pre, while, and post-reading activity in process of teaching and learning. In each stages a certain amount of task applied by researcher. The following are the complete explanation of each activity: (1) Pre-reading prepares students for learning by activating their prior knowledge about the topic featured in the text. (2) In while-reading activity, the researcher leads students through the assigned reading to interact in the text. In this activity, the researcher also guides students to indicate what information is important and what is going to be learned. (3) Post-reading is intended to verify and expand the knowledge acquired in the reading. In this activity, the researcher leads the students to discuss the story presented in the reading.

## FINDINGS AND DISCUSSION

### Findings

The pretest was held with purpose to obtain the students’ understanding about the material before giving the treatment. In pre-test, the researcher gave students 20 written test reading comprehension of recount text in form of multiple choices. The value of pre-test range from 50 to 80 with the total of pre-test is 1270. The calculation of pre-test mean score is 60.47. According to Harris (1974: 25), it is qualified *average to good*. Moreover, the formula below is used to calculate students’ mean score of pre-test.

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{1270}{21} \\ &= \mathbf{60.47}\end{aligned}$$

The aim of conducting post-test is to know the students understanding of reading recount text after giving them the treatment. The test is same with the pre-test that is 20 written test reading comprehension of recount text in form of multiple choices. The value of post-test range from 70 to 90 with the total of post-test is 1610 and the calculation of post-test mean score is 76.66. According to Harris (1974: 25), it is qualified *average to good*. Moreover, the formula below is used to calculate students’ mean score of post-test.

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{1610}{21} \\ &= \mathbf{76.66}\end{aligned}$$

Based on the calculation of students’ interval score of pre-test and post-test, the result of post-test indicated the better value than the pre-test. Moreover, the following formula is used in calculating the interval score of pre-test and post-test.

$$D = \bar{X}_2 - \bar{X}_1$$

$$= 76.66 - 60.47$$

$$= \mathbf{16.19}$$

In analyzing the significance of the students' interval score, the t-test formula was used. Before calculating the t-test, the researcher needs to calculate the mean deviation of pre-test and post-test. This formula is used in calculating the mean deviation:

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{340}{21}$$

$$= \mathbf{16.19}$$

**Table 2**  
**The students' qualification score of pre test and post test**

Test	Mean	Qualification
Pre-test	60.47	<i>average to good</i>
Post-test	76.66	<i>average to good</i>
interval	16.19	

In analyzing the significance of the students' interval score, the t-test formula was used. The following formula is used to know the significant of students' interval score.

$$t = \frac{Md}{\sqrt{\frac{\sum xD}{N(N-1)}}}$$

$$= \frac{16}{\sqrt{\frac{546}{21(21-1)}}}$$

$$= \frac{16}{\sqrt{\frac{546}{420}}}$$

$$= \frac{16}{\sqrt{1,3}}$$

$$= \frac{16}{\mathbf{1.69}}$$

$$= \mathbf{9.46}$$

The researcher stated two hypotheses which are formulated in the beginning of research, they are null hypothesis and alternative hypothesis. The null hypothesis stated that "the use of comic strip in teaching reading recount text to the tenth grade students of SMA Pancasila Sungai Kakap does not promotes their comprehension of recount text" while the alternative hypothesis stated "the use of comic strip in teaching reading recount text to the tenth grade students of SMA Pancasila Sungai Kakap promotes their comprehension of recount text.

In determining the significance of research, the researcher compare the result of t-test in this research by applying the significance level 0.05 with the degree freedom (df) = N - 1 (21 - 1). If df is interpreted into t-table, so 20 is 2.086. As the result, t-test 9.46 is bigger than t-table 2.086. If the obtained t result is bigger (or

equal to) the critical t-value, then the null hypothesis is rejected. It means that promoting students' reading comprehension of recount text through comic strip indicates a significance different result between the pre-test and post-test.

In conclusion, the null hypothesis ( $H_0$ ) which says "The use of comic strip to the tenth grade students of SMA Pancasila Sungai Kakap does not promotes their comprehension of recount text" is rejected, while the alternative hypothesis ( $H_a$ ) which says "The use of comic strip to the tenth grade students of SMA Pancasila Sungai Kakap does promote their comprehension of recount text" is accepted.

## **Discussion**

In view of theoretical framework, teaching reading comprehension by using media can bring positive influences for students in promoting their comprehension in reading. It is because comic strip are able to deliver story in chronological order which completed with pictures, thus it can promote students' comprehension in reading recount text. Furthermore, according to Ravelo (2013:3) "speech balloons and boxes are used to indicate dialogue and impart establishing information, while panels, layout, gutters and zip ribbons can help indicate the flow of the story". In connection of teaching English as foreign language, comic strip is versatile, easy to use, and culturally relevant as stated by Ousselin, in Liu (2004:230).

Based on the result of data analysis, the researcher found that using comic strip contributes a positive influence to promote students' reading comprehension of recount text which is measured from their ability in answering question about comprehension of reading text. Through application of comic strip and the appropriate technique used for teaching reading, the students can promote their comprehension in reading recount text. The involvement sequence of pictures in comic strip helps students understanding the story easily. They can figure out who the participant and how the story are told in chronological order. Thus, students can get the meaning of story they read.

Hence, based on the findings and theoretical framework, it is proved that the use of comic strip in teaching reading comprehension of recount text was promote students' comprehension in reading recount text of the tenth grade students SMA Pancasila Sungai Kakap in academic year 2013/2014.

## **CONCLUSION AND SUGGESTION**

### **Conclusions**

Based on the result of data analysis, the alternative hypothesis which is formulated in the beginning of research that stated "The use of comic strip to the tenth grade students of SMA Pancasila Sungai Kakap promotes their comprehension of recount text is accepted. This conclusion obtained from the calculation of testing hypothesis by using t-test formula. The students' score in answering questions about reading comprehension of recount text is increasing which can be seen from the result of mean score of the students' post-test is higher than mean score of students' pre-test ( $76.66 > 60.47$ ) and students' interval score of post-test and pre-test is 16.19. Those score indicates that teaching reading comprehension of recount text through comic strip influence the students' score.

### **Suggestion**

Based on research finding and conclusion, the researcher advances suggestion as follows (1) Teacher can use comic strip in teaching reading comprehension of

recount text since comic strip evidently enables the students to promote their comprehension in reading recount text (2) Teacher's creativity in process of teaching and learning such as facilitated the process of learning by using appropriate media and technique is needed. The purpose is to obtain the valuable learning process for students so it can help increasing their achievement in learning. (3) For the English Teacher Training students of Tanjungpura University who are mostly prospective English teacher in the future, the researcher wishes to recommend that the used of comic strip is very useful in teaching, so combined the comic strip in teaching learning process in whatever skills as possibly as it can help the students in learning.

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