



**THE EFFECT OF USING COMICS ON THE TENTH GRADE
STUDENTS' READING COMPREHENSION ACHIEVEMENT
AT SMA PGRI 6 GENTENG BANYUWANGI**

THESIS

By

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LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2014



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DEDICATION

This thesis is honorably dedicated to:

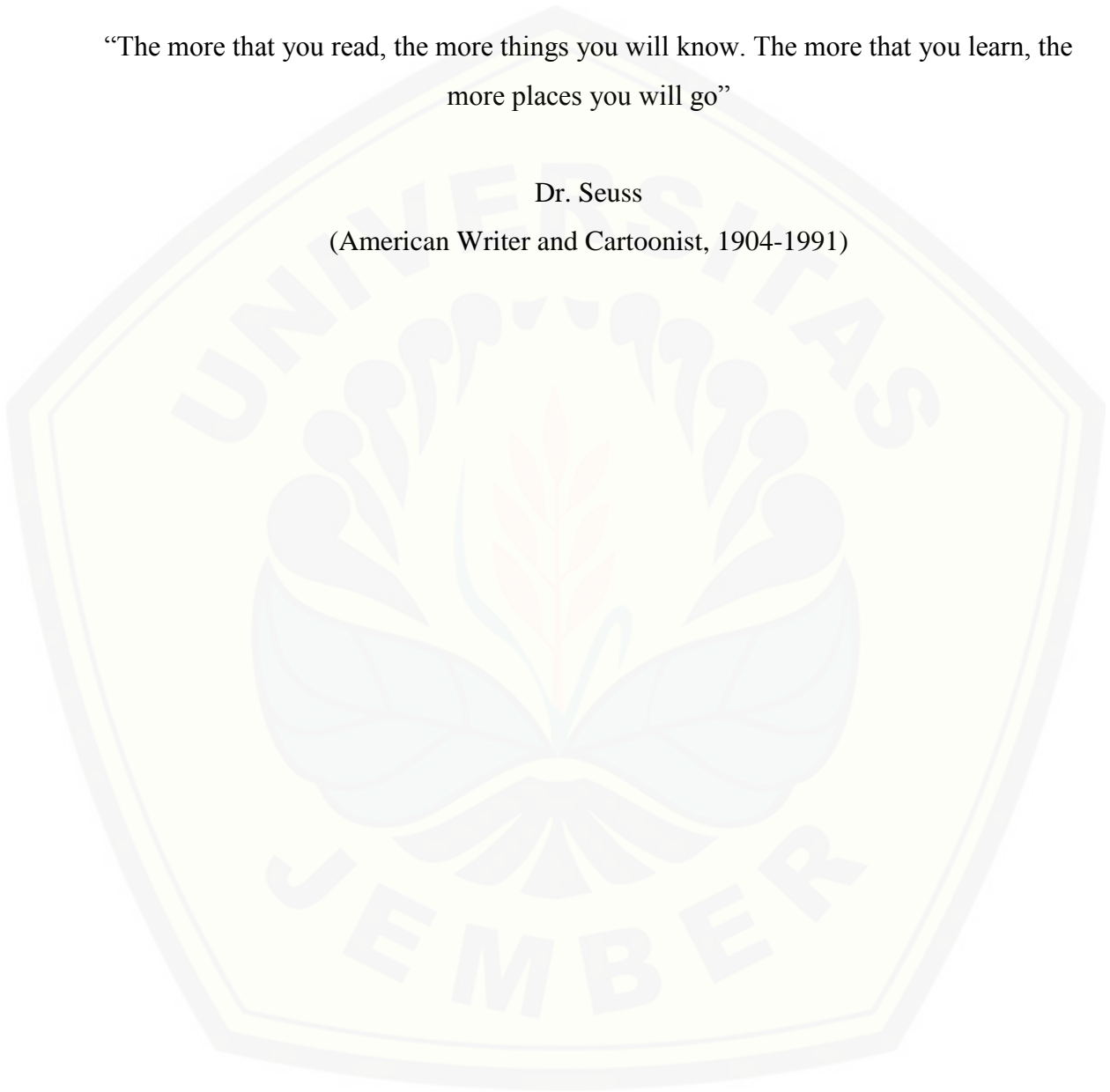
1. My beloved parents, Suwardi and Supinarti who have provided me with good education. Thank you so much for guidance, greatest support, endless love and prayer.
2. My beloved siblings, Retnaning Yuslianti, Rista Ayuning Diyah and Rizal Yuan Sakti Widodo thanks a lot for your attention and support to finish this thesis.
3. My dearest soulmate, Frizky Andrian Perdana, thank you for never ending patience, love and encourage.
4. My almamater.

MOTTO

“The more that you read, the more things you will know. The more that you learn, the more places you will go”

Dr. Seuss

(American Writer and Cartoonist, 1904-1991)



CONSULTANT'S APPROVAL

**THE EFFECT OF USING COMICS ON THE TENTH GRADE
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I would like to thank the almighty Allah SWT who always leads and grants me blessing and mercy so that I am able to finish my thesis entitled “The Effect of Using Comics on the Tenth Grade Students’ Reading Comprehension Achievement at SMA PGRI 6 Genteng Banyuwangi”.

I do realize that this thesis would not be finished without the people whom I owe great deal of support, motivation, and suggestion. I would like to express my great appreciation and sincerest gratitude to:

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Finally, I expect that this thesis can give a useful contribution as well as reference for the sake of the improvement of English teaching, especially reading. Any criticism and valuable suggestion would be appreciated.

Jember, January 23rd 2014

The Writer

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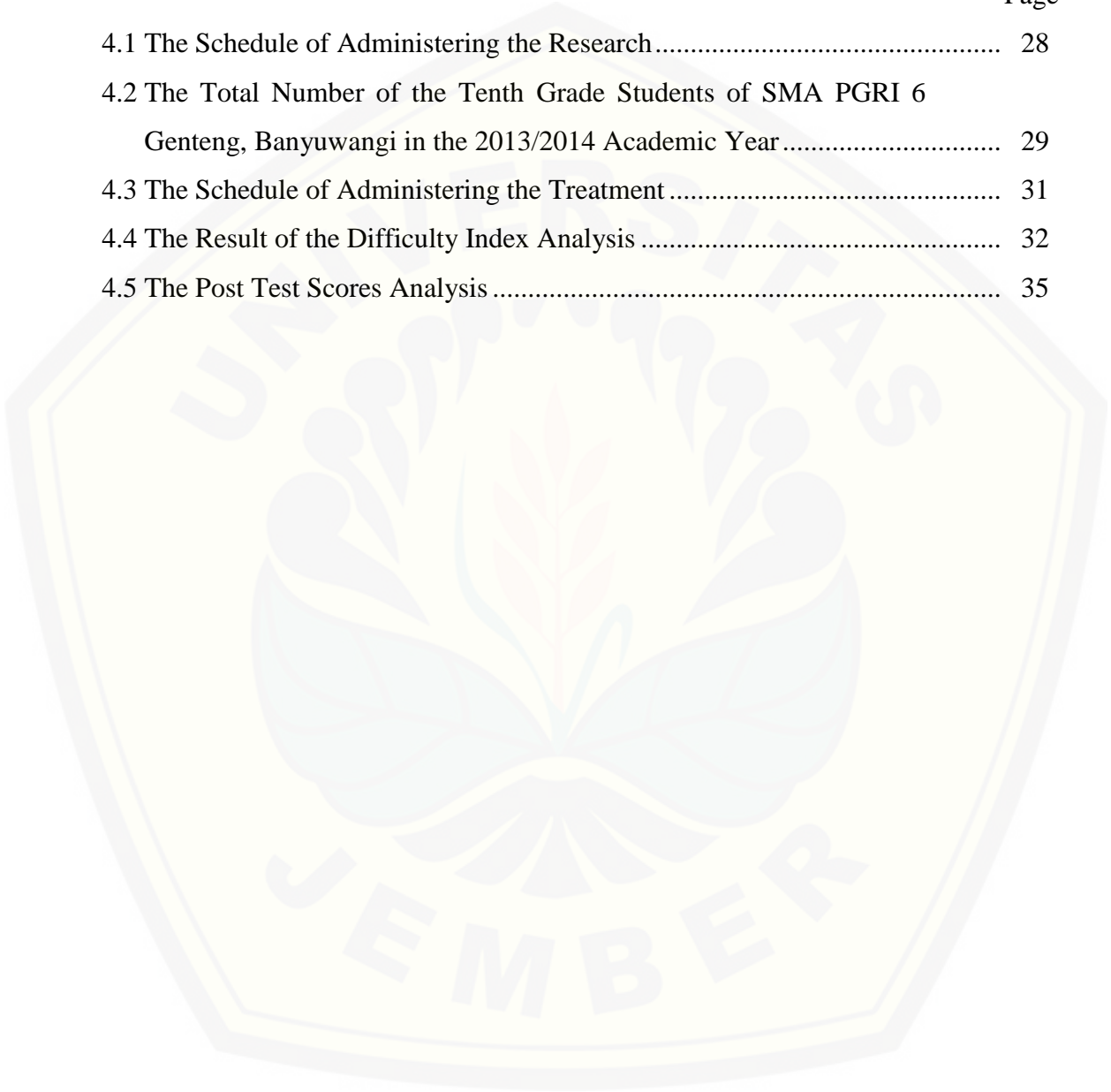
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SUMMARY

The Effect of Using Comics on the Tenth Grade Students' Reading Comprehension Achievement at SMA PGRI 6 Genteng Banyuwangi; Rossita Wulandari, 060210491020; 2014: 42 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University

This Experimental Research was intended to know whether or not the use of Comics has a significant effect on the tenth grade students' reading comprehension achievement at SMA PGRI 6 Genteng Banyuwangi.

The area of this research was SMA PGRI 6 Genteng Banyuwangi. It was chosen purposively because the use of Comics had never been applied in teaching learning process in this school. In addition, it was possible to get permission to conduct the research.

The respondents of this research were the tenth grade students of SMA PGRI 6 Genteng Banyuwangi in the 2013/ 2014 academic year. The research respondents were determined by cluster random sampling through a lottery. The total number of the respondents was 72 students that consisted of 36 students of X1 as the experimental group taught by using Comics, while the control group consisted of 36 students of X3 taught by using Lecturing and Question-Answer method.

The data of this research were collected from the students' scores of reading comprehension test, interview and documentation. The reading comprehension test was collected from the post test to make comparison between the two groups after the treatment, and the result was analyzed by using t-test formula. Based on the calculation, the mean score of the experimental group was higher than that of the mean score of the control group ($69.58 > 63.61$). The result of the t-test analysis with significant level of 5% was higher than that of the t-table. This means that the null hypothesis was rejected, thus the alternate hypothesis stating that the use of Comics

has a significant effect on the tenth grade students' reading comprehension achievement at SMA PGRI 6 Genteng Banyuwangi was accepted. It indicated that there was a significant effect of using Comics on the tenth grade students' reading comprehension achievement at SMA PGRI 6 Genteng Banyuwangi.

Based on the results, it could be concluded that Comics gave a significant effect on reading comprehension achievement. Then, it is suggested to the English teachers to use Comics as the media in teaching reading comprehension since the media affects the students' achievement significantly.

Keywords: Experimental Research, Reading Comprehension Achievement, Comics

I. INTRODUCTION

This research is a quasi experimental research, its aim is to measure whether there is an effect or not of using Comics on students comprehension achievement. Comics is used as teaching learning material as well as teaching media because the pictures in comics helps students to comprehend the story well. Besides it is interesting and motivating since students can see the visuals not only the verbal language.

This chapter presents some aspects related to the topic of the research. They include the background of the research, the problem of the research, the objective of the research, and the significance of the research. Each point is presented respectively below.

1.1 Background of the Research

English is an international language which is used by people around the world as the way to communicate each other. Because of this important reason, as the first foreign language in Indonesia, English is considered as a compulsory subject to be taught from elementary schools up to university levels. To master English, we must learn four basic language skills which cover listening, speaking, reading and writing. Haycraft (1990: 8) states that there are various skills involved in the mastery of a language: receptive skills – listening (understanding the spoken language) and reading (understanding the written language); and productive skills – speaking and writing. That statement means that the four basic language skills are related to each other and needed for mastering English.

Among those four basic language skills, learning to read is one of the important skills in learning process. Besides, reading is fundamental in education because

almost all teaching learning activity involves reading. It is not a specific subject but it is a part of every subject, because by reading we are able to relate or connect every kind of learning skills. For people especially the senior high school students, to master the ability of reading is very important as the way to enlarge the students' knowledge and getting information on the written form. Simanjuntak (1988: 5) defines that reading is primarily a cognitive process, which means that the brain does most of the work. That statement represents that reading is an activity using brain to receive and manage information sent by eyes. This idea supported by Harmer (1983: 153) who point out that reading is an exercise dominated by eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages. As stated by William (1984:3) that the reader is not simply a passive object, fed with letters, words and sentences, but is actively working on the text, and is able to arrive at understanding without looking at every letter and word. Because of those reasons, that is why reading is called as a receptive (input) skill.

Further William (1984:6) clarifies that reading is not simply for understanding the sentence but reading is the ability to recognize the purpose of the text as a whole, to see how the text is organized, and to understand the relationship between sentences.

Based on the informal interview with the English teacher of the tenth grade of SMA PGRI 6 Genteng, Banyuwangi in a preliminary study, although she was not sure but he explained that some students were not interested in reading English and they had less motivation to learn English. According to the English teacher this happened because the way she teaches is still using traditional teaching method that is Lecturing. She always uses the reading material in the book used for senior high school students "Creative English" and *LKS* 'Tuntas' sometimes The teacher rarely uses visual media in teaching learning process. She only uses textbook from school and student's worksheet or *LKS (Lembar Kerja Siswa)* to teach English. She told the researcher that she did it to make teaching activity simpler and not wasting time. The

students usually assigned to do the exercises in *LKS*. After the students finished doing tasks related to the reading text he taught it was followed by checking by the task together. These activities were similar from meeting to meeting, so the students always worked in the same way. Once in a while, the teacher asked student to read aloud in turn after that he explained the meaning of unfamiliar words used in the text. It is common that the student expected to learn reading using various methods in reading. Further the English teacher said that to motivate the students, she only asked them to read more at home. She admitted she never used comic as reading material as well as the teaching media.

Media has important role in language teaching learning activity. The teacher should use the media to increase the students' motivation especially in reading. Wright (1989: 2) points out that one of the visual aids that has a function as media in teaching learning process include picture, comic is written using picture. Thus, comics can be included as visual media. In addition, Chowdhury (2008) states that media plays a dominant role in teaching learning process. From this statement, we know that visual media are used in teaching learning process because its positive effects.

Pictures can be regarded as pictorial material. One of the types of pictorial material is comics. Comics are a visual medium that combines the written word with the visual concept. Comics is one of pictorial materials included in visual literacy. As stated by Wright (1989: 201) that cartoon strips and instruction strips of pictures are potentially useful. That statement explains that when the picture is combined with word like in comics, the students will be easier to understand the meaning of the story. Besides, the students will be able to comprehend the text easily through comics as a reading material.

Dealing with the advantage of using comics media on reading comprehension, there were some research findings that proof the effectiveness of using comics media. The finding of previous researcher, Marianthi *et al* (2007) show that most of the

students that using comics helped them to think differently about the learning situations and to begin the process of restructuring their understanding. The use of comics may offer the possibility of promoting positive attitudes to teaching and learning amongst student-teachers. They are also have found that comics have clear value as an innovative tool for future teaching.

Based on the explanations above, the researcher proposes an experimental research entitled “The Effect of Using Comics on the Tenth Grade Students’ Reading Comprehension Achievement at SMA PGRI 6 Genteng Banyuwangi.”

1.2 Problem of the Research

Based on the rationale and background of the research above, the problem of the research is formulated as follows:

“Is there any significant effect of using Comics on reading comprehension achievement of the tenth grade students at SMA PGRI 6 Genteng Banyuwangi in the 2013/2014 Academic Year?”

1.3 Objective of the Research

Based on the research problem to be solved, the objective of this study is to know whether there is a significant effect of Comics on students’ reading comprehension achievement of the tenth grade students at SMA PGRI 6 Genteng Banyuwangi in the 2013/2014 Academic Year.

1.4 Significance of the Research

It has been the requirement that every research has to have the significance not only to the writer herself, but also to others who are involved in this research and the future researcher who have the same interest in the research. Therefore, the findings of this study are expected to be useful for the following people:

1. The English Teacher

The results of this research are expected to be used as a consideration to also include comics as material as well as media in teaching reading comprehension knowing that comics are able to make students reading effectively.

2. The Students

The students are expected to be able to read effectively not only reading text but also comics to enrich their learning experience. In order to get the knowledge and new vocabulary through reading material in comics. Hopefully, the students' interest in reading is able to increase their English skill better than before.

3. The Future Researchers

The research finding will be useful for future researchers as a reference to carry out further research on the same topic by conducting other research design dealing with the use of comics to different level of students.

II. REVIEW OF RELATED LITERATURE

Theory is important to be presented before conducting the research. It gives the researcher a guideline to explain, describe and clarify the problem well. The theories of this research are presented in the following section. This chapter consists of the theory: reading comprehension achievement, word comprehension, sentence comprehension, text comprehension, types of text, narrative text, media in language teaching learning process, the definition of comics, comics as a media of teaching, the strengths and the weaknesses of comics in teaching reading, the procedures of teaching reading using comics, the effect of using comics on the teaching reading comprehension achievement and research hypothesis

2.1 Reading Comprehension Achievement

Reading is one of basic language skills which have important roles in teaching learning process. Reading influences every aspect of life. People gather knowledge and new information through reading. We can find a lot of books, newspaper, magazines and other sources of books that provide a variety of information and knowledge development everyday. Therefore, reading has a dominant role in providing contributions of knowledge to our society.

Everyone has aims either reading the books or text. For example, people who read a novel aim to know the story line; or people who read a phone book aim to find someone's phone number, etc. This also happens when the students reading English texts. When the students read the English texts, the important aim is to get information of the text, understand and comprehend the text by understanding the ideas stated by the writer.

As mentioned in the background on the first chapter, reading is defined as a complex process whereas it is not only reading in the words but also involving visual activity in sending information or knowledge from the written text by the eyes to the brain. Related to this idea, William (1984: 2) defines reading as a process whereby one looks at and understands what has been written. In line with that, Jenkinson as quoted in Staiger (1973: 45) states that reading has been defined as the act of responding to printed symbols so that meaning is created. Based on the ideas, it is known that reading is a complex activity that needs our comprehension to grasp the meaning of the written text.

Dealing with reading comprehension, Simanjuntak (1988: 4) states that reading comprehension is most likely to occur when the students are reading what they want to read, or at least what they see some good reason to read. Further, it is stated that the first point to be made about reading process is reading comprehension in which knowledge is the basic element for comprehension. According to McNeil (1992: 16), comprehension includes understanding the information in the text as well as changing the knowledge that one uses to understand the text in the first place. The idea is supported by Grellet (1996: 3) that understanding a written text means extracting the required information from it as efficiently as possible. It represents that when the students are reading what they want to read, they will try to understand what they have read and comprehend the text. Therefore, it is clear that reading comprehension needs understanding the meaning of the text.

Reading comprehension in this research is related to reading comprehension achievement. According to McMillan (1992:117) that achievement is the student's knowledge, understanding, and skill acquired as a result of specific educational experience. Additionally, Sanjaya (2006:13) states that achievement relates something completed which is dependent of desired goal. Achievement in reading comprehension deals with the level of attainment in any or all reading skills, usually

estimated by performance on a test. It means that reading comprehension achievement is something that can be achieved successfully after reading process.

Henning (1997: 269) states that there are four levels of comprehension based on the unit of comprehension. They are: comprehending word, comprehending sentence, comprehending paragraph and comprehending text meaning. In this research, reading comprehension achievement refers to the students' scores of reading comprehension test covering comprehension word, comprehension sentence and text meaning. Paragraph comprehension will not be tested because comics do not have a paragraph. The following parts will review the unit of comprehension.

2.1.1 Word Comprehension

Burns *et al.* (1984: 161) say that it is basically important in reading comprehension to understand word meaning, because it is impossible for the students to comprehend the text or the material without understanding the meaning of words.

Reading activities cannot be separated from students' skills in recognizing words. Students are able to understand the meaning of the text through recognizing of word by word.

2.1.2 Sentence Comprehension

Wood (1991: 151) says that a sentence is group of words that express a complete thought. It means that sentence shows an idea or feeling. It is supported by McWhorter (1989: 88) that the next step in understanding a sentence is to see how the details affect its meaning. Grellet (1996:15) says that in order to comprehend a reading text, it is better to understand the meaning of some words constructed in a sentence than to understand the meaning of word by word. It can conclude that sentence comprehension means understanding what the sentence tells about, not only the meaning of each word but also the whole words which create one idea.

2.1.3 Text Comprehension

The purpose of reading is to know the content of the text tells about. According to Grellet (1996:4), one of the main reasons for reading is reading for information (in order to find out something or in order to do something with the information you get). Burns et al (1984: 17) state that the whole text consists of words, sentences and paragraphs. It includes understanding the general information and specific information of the text.

2.2 Types of Text

There are several genres that students should be mastered in Senior High School. According to the 2006 Institutional Level Curriculum (Depdiknas 2006: 126) the genres which have to be taught in senior high school levels are cover procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review. There are only three genres that are taught in the tenth grade namely: recount, narrative and procedure text (2006 Institutional Level Curriculum).

2.2.1 Narrative Text

According to 2006 Institutional Level Curriculum for the English subject, a narrative text is a text to amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The essential purpose of narrative is to tell a story.

As stated in the curriculum, a narrative text has generic stuctures and language features. The generic structure and language feature of narrative text is presented in the following table.

Generic Structures	Language Features
1. Orientation: Sets the scene and introduces the participants. 2. Complication: A crisis arises 3. Resolution: The crisis is resolved, for the better or for worse. 4. Re-orientation: Optional 5. Evaluation: A stepping back to evaluate the plight	1. Focus on specific and usually individualized participants. 2. Use of Material Processes (and in this text, Behavioural and Verbal Processes). 3. Use of temporal conjunctions and Temporal Circumstances. 4. Use of past tense.

(Depdiknas: 2003:75)

Narrative has two kinds: fiction and non-fiction. Narrative fiction is divided into fantasy fiction, science fiction, realistic fiction and historical fiction. Narrative non-fiction's examples are biographies, essays, articles, news and textbooks.

Narrative structure is often chronological. Sometimes they have variety of structure such as a flashback plot story and the story which use time travel. For example, the story which is set in the future that relates with the present time.

The most common structure in narrative text in an opening story is to introduce the character, setting and place. Then a complication arises and resulting events. A resolution comes after that as the ending of the story.

2.3 Media in Language Teaching Learning Process

Concerning picture as teaching material, Yunus (1981:49) states that pictures are the most widely available of all teaching materials. Further, Wright (1989: 136) claims that pictures are used to help the students understand various aspects of foreign languages. The pictures have motivated the students, made the subject they are dealing with becomes clearer, and illustrate the general idea and form of an object or action.

Pictures can be regarded as pictorial material. It represent that pictorial material can be used in teaching learning activity as the medium of communication between teacher and the students. It supported by Yunus (1981: 54) that pictorial material can be used to supplement whatever textbook the teacher is using or whatever course he is following.

The impact of technology and science development to the learning process are to enrich learning sources and learning media, such as text books, video, television, internet and so on. As a professional, a teacher is supposed to be able to choose and use various types of those media.

Media is one component of communication which has a role to send the information. In line with that, Rohani (1997: 1) says that media is a medium or tools which help the process of communication.

Media plays important roles in teaching and learning process. In the field of education, media is defined as a medium carrying messages and information that can be used for learning purposes.

Media contributes large part of attracting the students' attention in teaching learning process. According to Rohani (1997: 7) besides has a function as a tool and a source of learning to convey information, media also has functions to build students' learning motivation and providing stimulus to learn. Furthermore, the use of media are increasing effectiveness and effeciency on sending information, and the students will be easy to absorb and understand the message or information. This confirmed by Arsyad (2002: 15) that the use of medium of learning on teaching learning process are able to raise up interest and students' motivation. One of the pictorial media as well as the material is comics which is described in detail below.

2.4 The Definition of Comics

McCloud as quoted in Dylan (2001) says that comics are a sequence of pictures. The pictures are tied by dialogue in word balloons or other text in captions

to tell story. It means that comics are a series of pictures containing texts and they tell about sequential events.

Hayman and Pratt as quoted in Meskin (2007) characterize comics as essentially pictorial and sequential. Comics necessarily involve a sequence of pictures or images. Comics is a sequence of pictures displays on several panel or frames with the text in balloons in the form of narrative. In addition, Rohani (1997: 78) says that comics is a cartoon that plays character in the chronological story that entertain the readers. In summary, comics is pictorial and sequential story of narrative told in the chronological way.

In line with that, Snyder (1997) explains that a comic provides not only dialogue, but also serve drawing illustration of the setting, the characters, the gesture of the characters, and expresses emotions.

2.4.1 Comics as a Media of Teaching

In conducting teaching learning activity, to increase the students motivation in reading and to have an effective learning, the teacher needs to use media or material that support them to teach effectively. The material itself can be like visual media such as pictures. There are many kind of pictures. They are single picture, composite picture, picture in series, diagram, poster, caricature, and also comics. Comics is a story which contain several panels of picture series with the text within the bubble inside the panel.

According to Wright (1989: 2), it is important to have a wide range of resources (in this case comics) as possible in the classroom so that the students can have a rich base and stimulus for their development in language. Further it is said that pictures are not just an aspect of method but through their presentation of places, objects and people, they play as essential parts of the overall experiences.

It is suggested by McVicker (2007: 85), who says that teacher can use comics to build strategies to deepen their student's understanding of content using visual

literacy skills. Comics as visual material can be useful for the students to help them understand the content of the text clearly. Pictures in comics convey the messages and information without always using verbal language, but they are able to make good effect to the students to memorize the story, interpret the meaning and understand the information better than conventional textbook. Comics itself consists of several pictures in sequences with story inside which related each other. Comics is like picture series because they are presented in chronological order. The text inside the bubble which tells the story chronologically is the difference between comics and picture series.

Moreover, comics may take some considerations. By using comics, the teacher can teach the students the structure of narrative, introduce new vocabulary and unfamiliar words, introduce slang or idiom which sometimes appears in the conversation in text.

2.4.2 The Strengths and the Weaknesses of Using Comics in Teaching Reading

Every medium has benefits and weaknesses. Comics as the media also have many benefits as the strengths. According to Yang (2003), the strengths of comics are presented as follows:

a. Motivating

Yang (2003) says that the most frequently mentioned asset of comics as an educational tool is its ability to motivate the students. It shows that comics provide interesting image which can amuse the students. By using comics, the teacher are able to motivate and attract the students' attention and give variation in teaching and learning process.

Interest is an important factor in order to increase the students' comprehension achievement in reading. Comics can be a good media to get the students' interest in comprehending a reading text. The students' interest can build their motivation to

read, because it is impossible for the students to understand the text if they have no interest and motivation in reading.

b. Visual

Sones as quoted in Yang (2003) finds that visual quality of comics is to increase learning. It means that picture in comics can communicate more deeply than a word. When picture is combined with the words, like comics, picture will give memorable effect better than words. The visual clues of comics will help the student understand content of the story.

The setting, the character and the plot story are visualised with appropriate illustration in comics also help the reader or the slow reader to get the details and understand the story, so that the students are easier in getting information from the comics.

c. Permanent

William as quoted in Yang (2003) says that comics is a visual component and permanent. It becomes one of many reasons for using comics in his English language class. Comics is permanent. Permanent means using comics as a learning media is quite different from using film animation or movie. Although film animation belongs to visual media like comics, but the students just can see and watch it once and they cannot repeat it as far as they want. In comics, if the students cannot comprehend the meaning of the story, they can repeat it many times as they want.

d. Intermediary

According to Yang (2003), comics can serve as an intermediate step to difficult disciplines and concepts. Hutchinson as quoted in Yang (2003) finds that many teachers discovered comics to be particularly useful in special classes or for slow learning pupils in regular classes. It means that comics can be useful as mediator to convey the messages of the story to the students who have slower responses in the classes. Pictures in comics will make it easier to them to understand.

e. Popular

Comics is influential media and popular. It consists of pictures and they can get the students' attention longer than conventional text or print text only. It is very popular because comics usually has a good story and interesting pictures. Yang (2003) suggests that teachers can introduce popular culture into their classrooms easily and effectively through comics. They can learn myths, legend, or folktales through comics.

Furthermore, the benefits of comics are the teacher is easier to introduce the new vocabulary to the students; the teacher is able to teach structure through comics; the teacher also can teach the students many skills besides reading such as writing, speaking, vocabulary, grammar and pronunciation through comics. However, in this research the use of comics as media as well as the teaching material of reading will help the students' comprehend reading text without difficulty.

On the other hand, the weaknesses of using comics as the teaching media are 1) the language used in comics are usually informal. Chow (2010) says that comics contain the language that is commonly used in daily conversation such as idiom, slang, onomatopoeia and abbreviation. Tnellen (no year) states that onomatopoeia is a word that imitates the sound it represents. The examples are the sound such as *miaw* is the sound of a cat or *moo* the sound of a cow; 2) the scene is usually shown explicitly in comics. Sometimes, some scene such as romantic or violation is shown explicit and vulgar. That is why most parents often prevent their children to read this type of comics.

To solve these problems, the English teacher should ask the students and introduce the difficult languages before they read the comics. Besides, the English teacher should choose the appropriate comics materials for the students. Cary (2004:45) says that teacher put off by certain comics and not wanting to use the material as grist for the thinking mill can share their concerns with the students and suggest and provide alternative titles. Csabay (2006:25) states the difficulty of the

language presented to the class should be matched with the level of the students in order to make the use of comics not frustrate them.

2.5 The Procedures of Teaching Reading

Based on Rivas idea (1999), there are three stage techniques as the way of teaching reading.

1. Pre-reading (before reading)

Rivas states that there are two main goals of pre-reading activities 1) to seek the students' involvement, interest and motivation; 2) To provide the language needed by the students to read the text.

In this research, pre-reading was conducted by asking the student some leading question to stimulate the students' prior knowledge, then showing some comics pictures and the text type that was learned. Besides, stating the learning objective in reading subject.

2. Whilst reading (during reading)

Further, Rivas (1999) says that the main purpose of whilst reading are strategy and skill practice, linguistic development and helping the students to comprehend the writer's text and purpose. So, after students have read the text, they are questioned.

In this research, whilst reading was conducted by explaining the text type that was used in learning activity related to comics, distributing comics to the students, discussing the content of the comics together. Besides, finding the difficult words, doing the multiple choice and identify true-false, then discuss them with the class.

3. Post reading (after reading)

Rivas (1999) says that goal of this stage is to help learners to conclude what they have read and at the same time to relate the text to learners' experience, knowledge and opinion. To achieve this goal, Barnett as quoted in Rivas (1999) proposes different activities which may combine reading with the other language

skills such as listing facts, summarizing, describing or providing information, discussion and writing compositions, new versions or endings.

In line with Parrish (2004:141), post reading activities are to give learners further practice using the content of the text and check comprehension of the text. In other words, it is intended as follow up activity.

In this research, post reading was conducted by guiding the student to draw conclusion of the comics given so students need to reflect upon what has been read.

This research was applied these three stages techniques of teaching reading both to the experimental and the control group.

2.6 The Use of Comics on Teaching Reading

Based on Davis (1997), there are several steps on using Comics in teaching reading. The detail of implementation of using comics is presented as follows:

1. Assign the students to work in smalls group (2-3 students)
2. Distribute the comics to the students
3. Ask the students to take turns discussing the action in comics (takes notes to facial expression, gestures, setting etc.)
4. Ask the students to down list of five things they see in each frame, focus on the new vocabulary
5. Assign the students to write down what they have read in comics in three sentences (conclusion)
6. Ask the students to exchange papers in their groups, read each other's ideas and vote on the best conclusion

2.7 The Effect of Using Comics on the Teaching Reading Comprehension Achievement

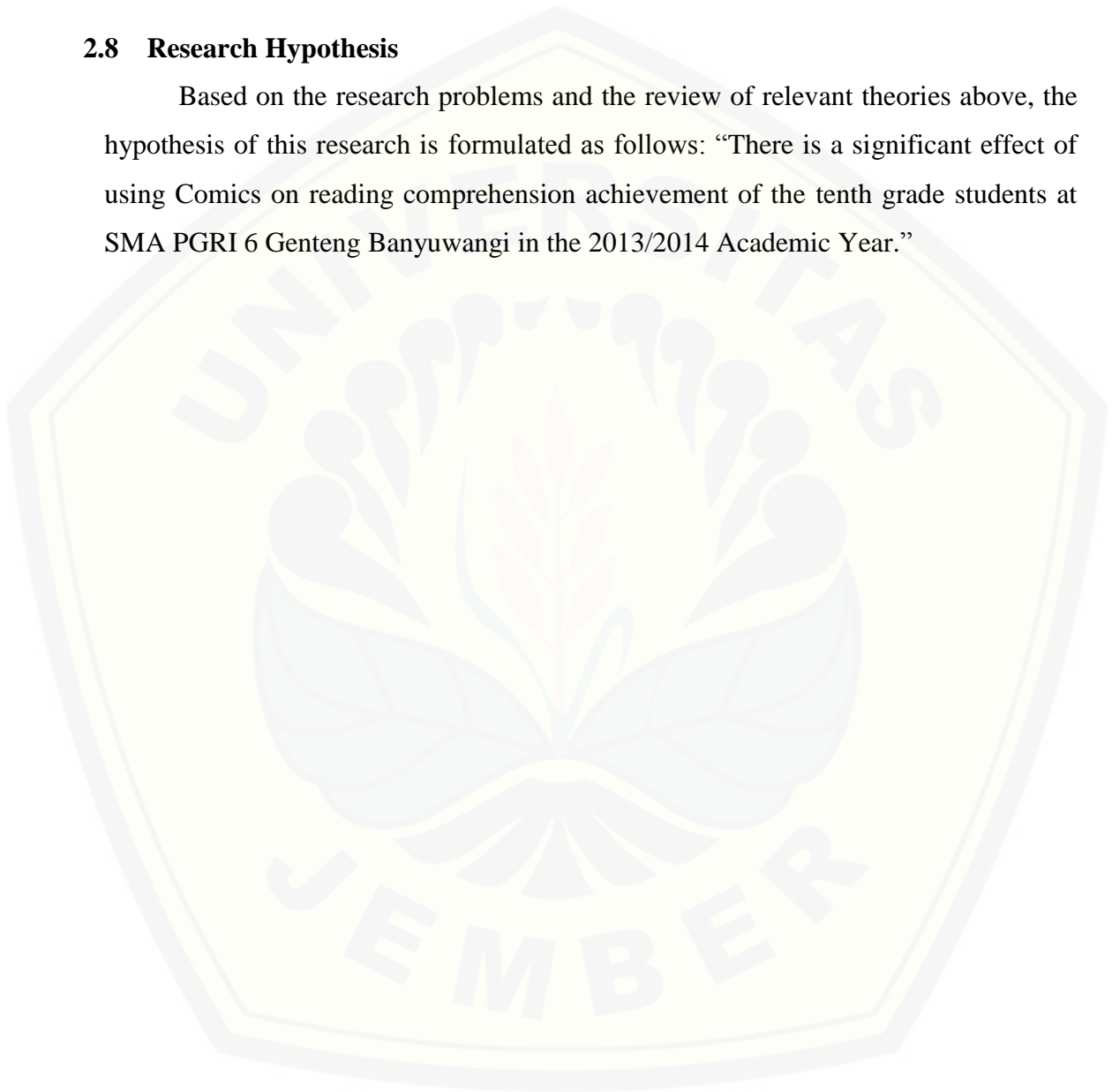
Reading has important roles in English teaching. Morisson *et al.* (2008) argue that because of their capacity to increase interest and motivation, comics are also an effective way of increasing reading comprehension and teaching comprehension strategies.

Based on the statement, the use of comics is useful to support the students to expand their reading comprehension and conclude what the content of the story is.

Hopefully, through reading comics the students are more effective in reading practice.

2.8 Research Hypothesis

Based on the research problems and the review of relevant theories above, the hypothesis of this research is formulated as follows: “There is a significant effect of using Comics on reading comprehension achievement of the tenth grade students at SMA PGRI 6 Genteng Banyuwangi in the 2013/2014 Academic Year.”



O1 : Post-test of experimental group

O2 : Post test of the control group

(Bieger and Gerlach, 1996:54)

The Procedures of the research design were as follows:

1. Administering homogeneity test to know the homogeneity of the population.
2. Analyzing the scores of homogeneity test by using ANOVA formula, and if the result is significant, it means that the population is not considered homogenous (heterogeneous). Meanwhile, if the result is not significant, it means that the population is considered homogenous.
3. Choose two classes by cluster random sampling from homogenous population. But if they are not homogenous, the researcher will choose two classes which have the closest mean difference or score.
4. Determining the experimental group and the control group by lottery.
5. Administering the research treatment to the experimental group that is teaching reading comprehension by using comics, and teaching reading comprehension without using comics for the control group.
6. Administering the post-test to both of the experimental and the control group after the teaching learning process is completed.
7. Analyzing the result of the post test by using t-test formula with the significant level of 5% on the reading comprehension achievement to know the mean score of the two groups, whether the mean difference was significant or not.
8. Drawing conclusion based on the result of data analysis to answer the result problem.

3.2 Operational Definition of the Key Terms

An operational definition provided a guideline to understand the concepts and the indicators used in this study. The writer focused the terms of the reading comprehension achievement, and Comics.

3.2.1 Reading Comprehension Achievement

Reading comprehension means the students' reading skill to understand and comprehend what the text tells about. The students' comprehension achievement is shown by the test scores of a reading comprehension test covering the materials of word, sentence and text comprehension.

3.2.2 Comics

Comics is a kind of pictorial material which can be used as a medium in teaching learning activity. Comics include into narrative genre which tells a series of event. Generally, comics combines verbal and picture and is a pictorial story which contains several panels of picture series with the text within the bubble inside the panel.

3.2.3 Narrative Text

Narrative text in this research refers to the type of text which defines as a story about a series of events which happen in sequence and often with one event related to another. Narrative text is a kind of text which consists of a chronological story to entertain the reader. This kind of text is appropriate with the 2006 Institutional Level Curriculum for the tenth grade of senior high school.

3.3 Research Area Determination Method

According to Frankel and Wallen (2000:112), purposive method is a method employed in choosing the research area because of a certain purpose.

The area of this quasi experimental study was SMA PGRI 6 Genteng Banyuwangi which was determined purposively under the consideration that 1) the use of comics has never been applied, either as a reading material or teaching media, in the English teaching learning process at that school before, 2) the school Principal and the English teacher had been given permission to the researcher to conduct the research in that school.

3.4 Research Respondent Determination Method

Research respondent was the subjects that used in this research. The respondents of this research were the tenth grade of SMA PGRI 6 Genteng Banyuwangi in the 2013/2014 Academic Year. In this research, cluster random sampling was employed the sample.

In this research, the respondents were taken after the researcher analyzed the students' English scores obtained from the homogeneity test by using ANOVA. The population was homogenous, so both of the experimental group and the control group were chosen by using lottery.

3.5 Data Collections Method

There were two kinds of data that have been collected in this research; they were primary data and supporting data. The primary data has been taken from the reading test score and the supporting data was obtained from interview and documentation. Each method was explained in the following section.

3.5.1 Reading Comprehension Test

According to McMillan (1992:114), the test is an instrument to measure skill or knowledge that presents to each subject a standard set of questions that requires the completion of cognitive task. Similarly Arikunto (2006:150) states that a test is a set of questions or exercises or other instruments which is used to measure the skill,

knowledge, intelligence or capability of an individual or group. In brief, test is a way to measure individual's or groups skill or knowledge on cognitive task.

Dealing with the test, reading comprehension test is the main instrument which is used in this research to get the primary data about the tenth grade students' reading comprehension achievement. Hughes (2003:11) has classified test into four types based on the purpose of administering the test, they are: proficiency test, achievement test, diagnostic test and placement test. Achievement test was used in this research in order to assess the student's reading comprehension achievement after they were taught reading by using comics. In line with achievement, Hughes (2003:12-13) states that the purpose of achievement test is to establish how successful individual student, or the course themselves in achieving objectives.

In terms of scoring, the teacher should used a suitable way to score the students' achievement in reading. The test has been conducted in the form of multiple choices. This kind of test was chosen with the consideration that the tests were easy to score. As Hughes (2003: 76) argues that the scoring of multiple choices and true-false can be perfectly reliable, rapid and economical.

In this research, the number of test items of multiple choice was 20 items with four options, each correct answer is score five (5). Therefore, the total score of the correct answer was 100. The allotted time to conduct the test was 75 minutes. The distribution of the test item was 4 items of word comprehension, 5 items of sentence comprehension and 11 items of text comprehension. The test material has been taken from internet from two different sources of Comics 'Thumbelina' (www.kelvi.net) which appropriate with the 2006 Institutional Level Curriculum for the tenth grade of Senior High School.

A good test should have validity and reliability. Hughes (2003:26) classified validity into four, they are: content validity, criterion-related validity, construct validity and face validity. This research uses content validity of the test. To meet the content validity of the test, the reading comprehension test is constructed based on the

2006 curriculum which is being used in the school. It is important to know although the Indonesian government has launched the 2013 curriculum but the school still uses 2006 curriculum.

To know the reliability of the test, a try-out was done before using the test in post-test. The try-out was intended to know the difficulty index of the test items, to know whether or not the instruction were well understood, and the time allocation to do the test was sufficient. The try-out used split half odd-even technique to measure the difficulty level of the test item that has been done following the procedure below:

1. Conducting the try out and giving the score to each item.
2. Splitting the scores into two parts; odd and even numbers.
3. Giving the sign X to the odd numbers and Y to the even numbers.
4. Analyzing data X and Y by using Product Moment Correlation

formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Notes:

r_{xy} : The correlation coefficient of product moment

N : The total number of participants

$\sum XY$: The total number of odd items and even items

$(\sum X)$: The total number of odd items

$(\sum Y)$: The total number of even items

(Sudijono,1996:219)

5. Finding the reliability coefficient of the whole test by using Spearman-Brown Formula:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes:

r_{11} : The reliability coefficient for the whole test items

r_{xy} : The correlation coefficient of product moment

It was important to know whether the items were easy, difficult or average. Therefore, the result of the try out was analyzed using the degree of test item difficulties with the following formula:

$$FV = \frac{R}{N}$$

Notes:

FV : Facility of value (the difficulty index)

R : The number of the correct answer

N : The number of students taking test

(Heaton, 1991:178)

The criteria of difficulty index

0.00-0.19 = difficult

0.20-0.80 = average

0.81-1.00 = easy

(adapted from Djiwandono, 1996:141)

3.5.2 Interview

Arikunto (2006:155) defines an interview is a dialogue or a face to face conversation between an interviewer and an interviewee, intended to get information

from the interviewee. In this research, the interview has been done with the English teacher to get the information about the teaching learning process of English particularly reading comprehension. In this research, interview was used to gain the supporting data about the teaching techniques, the media used and the teaching material applied by the English teacher.

In conducting the interview, the researcher had been prepared a set of questions (see Appendix 2) to focus the interview to the research topic. McMillan (1992: 133-134) has classified interview into three types, namely structured interview, unstructured interview and semi-structured interview. In this research, semi-structured interview was chosen and a set of questions were asked and developed to the English teacher.

3.5.3 Documentation

Arikunto (2006:158) points out that documentation is the written data such as books, magazines, documents, rules, notes, reports and etc. In this research, documentation is needed as the supporting data consisting the total number of the population (the tenth grade of students at SMA PGRI 6 Genteng, Banyuwangi in the academic year 2013/2014) and the names of the research respondents.

3.6 Data Analysis Method

The data analysis method in this research was independent samples t-test formula to analyze the primary data of the students' scores obtained from reading comprehension test.

This statistical analysis was used to know whether or not there was a difference of the mean scores between the experimental and the control group. The t-test formula was as follows: