



BRIGHT VISION

Journal of Language and Education

Email: brightvisionjournal@uinsu.ac.id

<http://jurnaltarbiyah.uinsu.ac.id/index.php/brightvision>

IMPROVING READING COMPREHENSION OF NARRATIVE TEXT THROUGH COMIC BOOK AT TENTH GRADE OF MAS RAUDHATUL AKMAL 2020/2021 ACADEMIC YEAR

Fitria Ainur Rahmah

Universitas Islam Negeri Sumatera Utara Medan

Email: fitriaainur@gmail.com

ABSTRAK

This study was aimed to find out the improvement of students' ability in reading comprehension of Narrative text through Comic book in grade X MAS Raudhatul Akmal. The subject of this study was grade X MAS Raudhatul Akmal. It was consisted of 20 students. This research applied by Class Room Action Research. The technique of analysing data of this research was applied by using descriptive technique. The qualitative data was taken from diary notes, interview and observation sheet. The quantitative data was taken from the test. The result of the analysis showed that mean of the pre-test was 68,5, the mean of cycle I was 76 and the mean of cycle II was 82,5. The percentage of the students who got point up 75 also grew up, in the pre-test, the student who got point up 75 were only 2 of 20 students (8%). In the post-test I of cycle I, the students who got up 75 there were 11 of 20 students (55%). In the post test II, students who got up 75 there were 17 of 20 students (85%). The improvement of the Pre-Test to the Post-Test of cycle I was 77% and the improvement of Pre-test of cycle I to the post-test of cycle II was about 30%. From the data it indicate that the implementation of comic book was effective and from the data above it could be concluded that the students ability reading comprehension have been developed by using comic book. It's related to the result of observation showed that the students were more interested and motivated in joining the class and they were enthusiastic during teaching learning process. They asked what they didn't know, they gave response. The students were active, and they seemed enjoy discussion during teaching process.

Keywords: *Reading Comprehension, action research, Narrative Text, Comic Book*

INTRODUCTION

Language is considered to be a system of communicating with other people using sounds, symbols and words in expressing a meaning, idea or thought.¹ English is expected to

¹ D Hamidah Sholihatul, (2019), *Language and Society*, Medan: LPPI, p.9

increase the awareness, abilities, attitudes, and values found in it as one of the subjects taught in school reading comprehension.

Comprehension of reading is a very complex topic that requires consistency, precision and a deeper understanding of the work since the lesson of reading comprehension should not only interpret but must also comprehend the text's message.

Reading is one of the language skills that helps you to clearly understand the details. Some people, however, are not interested in reading because they do not have good reading subjects. One of the fundamental English skills is literacy. When you plan reading sessions with your learners, make sure that there is time to talk about the text (passage, story and to write). Thus, the readers can explain what they have read from the story or passage and they also can write some messages and explore their ideas in reading.² Reading is a fundamental goal that children must master in order to be successful in school and in life.

The teaching learning process is another aspect affecting students' reading ability. An old approach and technique is still used by some teachers who teach reading. Their teaching style is strongly focused on teachers and rote learning is the subject of many of the practices in their classrooms. As a catalyst, teachers should help the students in finding their strength and talent.³ Teachers guide the students to develop their personalities, characters, emotions and their intellectual aspect. They should grow up the student amorousness of learning process then help them to find their own learning styles. Therefore, students know that a good learning process is a continuous process that not only stuck in a school.⁴

Due to the facts and explanation above, we need to improve the teaching and learning process by increasing the teachers skill in teaching reading by using an effective technique and medium. An effective technique will make students be more creative. Besides using the effective technique, teacher can use a medium to deliver the material. "A range of object, pictures, cards and other things can be used for presenting and manipulating language, and for involving students in activities of all kinds."⁵

Research Method

This study is categorized into action research. Classroom action research is the action research which implemented in the classroom when learning process happened. The aim of this study is to show the process of improvement of the students' reading comprehension.⁶ In this study, the researcher will collaborate with all of other research team members. Burns asserts that action research is a part of broad movement that has been going on in education generally for some time⁷. According to Singh action research is a process for studying problem by parts-owners scientifically to take decision for improving their current practice⁸. The steps will be done by the researcher and collaborators are identifying the problem occurs in the English teaching and learning, planning and carrying out the actions, observing and reflecting on the actions implemented in the study. Based on

² Kenyon, (2008), Reading Encouraging Intermediate Phase Learners to Read More, South Africa : PSP , p. 5

³ Stone, R, (2009), Best Practices for Teaching Reading, United States of America: Library of Congress Cataloging-in-Publication Data, p. 39

⁴ Adi W. Gunawan, (2012), Genius Learning Strategy Petunjuk Praktis untuk Menerapkan Accelerated Learning, p.165

⁵ Jeremy Harmer, The Practice of English Language Teaching, New York: Cambridge University Press 4th edition p.177

⁶ Masganti, (2011), Metodologi Penelitian Pendidikan Islam, Medan: IAIN Press, hal. 229

⁷ Anne Burns, (2010), Doing Action Research in English Language Teaching: a guide for practitioners, London & New York: Routledge, p.2

⁸ Yogesg K, Singh, (2006), Fundamental of Research Methodology and Statistics, New Delhi: APH, P. 263

the Kemmis and Mc Taggart cycle diagram action Research design above, researcher would like to describe further concerning the implementation of Classroom Action Research (CAR) in the cycle on and cycle two. Classroom action research typically involves the use of qualitative interpretive modes and data collection with a view how to improve their own practices. It is generally thought to involve self-reflective cycles of the following: a) Planning b) Acting and observing the process and consequences of the change c) Reflecting on these processes and consequences d) Re-planning e) Acting and observing again f) Reflecting again.⁹

There are four phases in each cycle on the basis of the study design above: preparing, behaving, analysing, and reflection. After that, cycle 1 is finished by the researcher, the instructor, and the pupils, and then a new problem may be discovered

RESULT AND DISCUSSION

The results of the study found that students were improving their ability to read comprehension by comic books. The data, which showed the students' average progression, proved this.

The mean score of the students in the second cycle (82,5) was higher than the mean score of the students in the first cycle (76) and the mean pre-test score in the first cycle (68,5). The proportion of students with a score of up to 75 increased. In the pre-test, just 2 out of 20 students were students who got up to 75. (8 %). The students who got up to 75 were 11 of 20 students in the post-test I of Cycle I. (55 %). Students who got up to 75 were 17 out of 20 students in post-test II (85 %). The improvement of the Pre-Test to the Post-Test of cycle I was 77% and the improvement of Pre-test of cycle I to the post-test of cycle II was about 30%

The Table Data Analysis of student's score in Pre-test, Post-test Cycle I, and Post-Test Cycle II.

NO	Initial Name	Pre-Test	Post-Test I	Post-Test II
1	AM	70	70	80
2	CS	70	60	80
3	DA	70	80	80
4	FAH	70	80	80
5	GS	70	70	80
6	HAA	70	70	70
7	IH	70	90	90
8	MF	70	70	100

⁹ Stephen Kemmis and Robin McTaggart, (2007), Participatory Action Research, Thousand Oaks: Sage Publication Ltd, p. 27

9	MA	80	80	80
10	N	80	80	70
11	NH	60	80	80
12	NDY	70	90	80
13	RDN	70	70	90
14	RS	60	60	80
15	RSS	60	80	100
16	S	60	70	90
17	SN	60	80	70
18	UPS	70	80	90
19	YL	70	80	80
20	ZM	70	80	80
TOTAL		$\Sigma X = 1370$ $\bar{X} = 68,5$	$\Sigma X = 1520$ $\bar{X} = 76$	$\Sigma X = 1650$ $\bar{X} = 82,5$

The Percentage of Student's grammar skill of Simple present tense by Using the "Who am I" Game in Pre-test, Post-test I and Post-test II

Cycle		The Competent Students	Percentage
Cycle I	Pre-Test	2	10%
	Post Test I	11	55%
Cycle II	Post Test II	17	85%

From the table above, the result showed the increasing of the students' scores from the Pre-Test to the Post-Test of cycle I, Post-Test of cycle I to Post-Test cycle II. In the first test (Pre-Test) the students who got the score 75 up were 2 students of 20 students (10%). In the second test (Post-Test cycle I) the students who got the score 75 up were 11 students of 20 students (55%). In the third test (Post-Test cycle II) the students who got the score 75 up were 17 students of 20 students (85%).

The qualitative data were taken from interview, observation sheet, diary notes, and documentation. The data of the observation were taken from two focuses, as follow the researcher (as the teacher) and the student. The researchers interview the English teacher and the students. The first interview was done before conducting the research, this interview about the students' skills in reading comprehension narrative text. It was found that the class was effectively. Qualitative data also be an improvement of the teacher's and student's activities during teaching learning process.

DISCUSSION

The purpose of this research is to understand whether reading comprehension of narrative text by comic books in the tenth grade can be enhanced. In Pre-Cycle, Cycle I, and Cycle II, researchers have completed three stages.

It was possible to see the results of this study from quantitative and qualitative evidence. The study showed that there were substantial changes in the ability of students to compose narrative text based on quantitative evidence, which is derived from the evaluation given to the students in each period after giving them the care in the classroom. It can be shown that there was an increase from the pre-cycle to cycle I performance of 68.5 to 76 and an improvement from 76 to 82,5 in cycle I to cycle II . Then, depending on the results of contextual information derived from the observation, interview and recording. Students feel relaxed, interested, and love learning to write in English after using comic books. It could look at their enhancement in expressing their thoughts and trust when reading narrative text.

CONCLUSION

Based on the data finding, it can be stated that the students' reading skill in reading comprehension of narrative text through comic book is better than the conventional method. The students' improvement of reading narrative text can be seen in the improvement of their achievements in pre-test, post-test I and post-test II.

The students' reading ability before through was still very low. It can be shown from the result of the Pre-Test which the mean score of the students were 68,5 and there was 2 student passed the test. The students' responded during the teaching and learning process was very good. Most of the students was really interested to using comic book and the students gave a great feedback, it can be shown from the observation sheet that the students asked and answered the question and instruction that given by the researcher. The students' ability in reading comprehension of narrative text got improvement after using comic book. It can be shown from the result of Post-Test I which the means score of students were 76 and there were 11 students who passed the test. Meanwhile, in Post-Test II the mean score was 82,5 and there were 17 students who passed the test. Based on the chapter 4, it concluded that the students' skill in reading comprehension narrative text could improve by comic book.

Finally, based on the result of showed, it could be concluded that the class by comic book was active and improved at the tenth-grade students at MAS Raudhatul Akmal.

REFERENCES

- Arikunto, Suharsimi, *Dasar-Dasar Evaluasi Pendidikan*, Jakarta: BumiAksara, 2007.
- Burns, Anne, *Doing Action Research in English Language Teaching: a Guide for Practitioners*, London & New York: Routledge, 2010.
- D Hamidah Sholihatul. (2019). *Language and Society*. Medan: LPPI.

- Donough, Jo Mc and Christopher Shaw, *Material and Methods in ELT: A Teacher Guide*, UK: Blackwell Publishing, 2003, 2nd edition.
- E, Rahmawati, Improving Students' Writing Skill through Textless Comics CAR of the Eight Grade Students of SMP Qaryah Thayyibah Salatiga s in the Academic Year of 2013/2014. STAIN Salatiga, 2014.
- Elizabeth, M.E.S and DigumartiBhaskara Rao, *Methods of Teaching English*, New Delhi: Discovery Publishing House, 2004.
- F, Arroyani, *The Effectiveness of Teaching Using Comic Strips to Facilitate Students' Reading Comprehension Skill on Narrative Text*, Semarang: Walisongo State, 2011.
- Grabe, William and Fredricka L. Stoller, *Teaching and Researching Reading*, England: Pearson Education, 2002.
- Gunawan, Adi W., *Genius Learning Strategy PetunjukPraktisuntukMenerapkan Accelerated Learning*. Jakarta: PT. GramediaPustakaUtama, 2012
- Harmer, Jeremy, *The Practice of English Language Teaching*, New York: Cambridge University Press, 4th edition.
- Kemmis, Stephen and Robin McTaggart, *Participatory Action Research*, Thousand Oaks: Sage Publication Ltd, 2007.
- Kenyon, *Reading Encouraging Intermediate Phase Learners to Read More*. South Africa: PSP, 2008.
- Klingner, Janette K. Sharon Vaughn and Alison Boardman, *Teaching Reading Comprehension to students with Learning Difficulties*, London: The Guilford Press, 2010.
- Masganti, *Metodologi Penelitian Pendidikan Islam*, Medan, IAIN Press, 2011. Moreillon, Judi, *Collaborative Strategies for Teaching Reading Comprehension*, Chicago: American Library Association, 2007
- Prastikawati, EntikaFani and SitiMusarokah, *Writing3: Handouts and Assignments*, Semarang: IKIP PGRI Semarang, 2010.
- R, Stone, *Best Practices for Teaching Reading*, United States of America: Library of Congress Cataloging-in-Publication Data, 2009.
- Raimes, Ann, *Technique in Teaching Writing*, Oxford: Oxford University Press, 2010.