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THE EFFECT OF APPLYING ENGLISH COMIC MEDIA ON THE STUDENTS' READING SKILLS AT THE SEVENTH GRADE OF SMPN 2 LEMBAH MELINTANG

Asriza Rahma

Universitas IslamNegeri Sumatera Utara Medan

Email: asrizarahma05@gmail.com

Corresponding Author's * Asriza Rahma

Abstract

This research aimed to find out wheter there was a significant effect of applied English comic media on the students' reading skills which was observed and analyzed from students in the seventh grade of SMPN 2 Lembah Melintang. The research methodology was quantitative research by using experimental research design. The population of this research was the seventh grade students of SMPN 2 Lembah Melintang. The sample of this research was two classes, there were Experimental class (VII2) as many as 30 students and control class (VII3) as many as 30 students. The researcher applied English comic media in the experimental class and taught by whiteboard media in the control class. The researcher used reading test after the treatment, namely post-test to collecting the data. After analyzed the data used statistic calculation and microsoft office excel calculation, the result of this research showed that the value of tobserved(2,564**)** was higher than ttable (2,002) at the level significant 0,05 and deegre of freedom was 58. So, it can be concluded that applied English comic media has significant effect in the students' reading ability and the alternative hypothesis (Ha) was accepted.

Keywords: English Comic Media, Reading Skills

INTRODUCTION

Reading skills are useful for humans to get information from a text. A human must have good skill in reading text to know about the meaning of the text.It means that reading skill must be owned by someone, especially students. But, in school, many students don't understand what they have to master when reading to find the meaning of the text being read. To get information, the students must read and comprehend the

texts. Having good skill will help the students to know the meaning when reading English text.

The objective of teaching reading skill for junior high school students is to be expected to be able to read the texts in English. In syllabus SMP/MTs of curricullum 2013, English is important to learn to be able to function for students' daily lives I various forms of texts.

In reality, based on the researchers' observation at seventh grade students of SMPN 2 Lembah Melintang, the researcher found out some problems in the students' reading skill. First, many studentswere not interested in learning reading English text. They read the text without understanding about the information from the text. Even though we know that a text must have a hidden meaning contained in the text. Second, the students got difficult to read the text because many students seldom practice. On several occasions, the teacher only asked the students to read the text, but the teacher do not correct students errors in reading English text. This makes the students did not have good skill in reading EnglishThere are many factors that can influence the student's reading skills, namely internally and externally factors. Internally are students' motivation, and students' interest. Externally are curriculum, materials, teachers' strategy and media. Teachers' media can increase students' reading skills. There are many kinds of teaching media like posters, pictures, video, including comics.

Comics is a media that can make students interested in reading. Comics is not only about text, but also picture. One comic tells about one story using pictures to make the reader easily to get the point of the story. With the picture, the reader can get the emotions. If the teacher used English comics media in reading English text, so the students can be active in reading text.

METHOD

In this research, the researcher used Experimental research method. As the design of experimental method in this research, the researcher used *Post-Test Only Control Design*. According to Hadi, Experimental research is research conducted to determine the consequences of a treatment provided deliberately by the researcher. While according to Sugiyono, Experimental method is research method which is used to find the effect of certain treatments on others under controlled conditions. The researcher chose

anexperimental research method because the researcher want to know about the effect of using English comics' media in teaching reading.

Table 1 Research Media in Experimantal Class and Control Class

No	Class	Group	Media
1	VII2	Experimental Class	English Comic Media
2	VII3	Control Class	Whiteboard media

The researcher used inquiry learning strategy by using English comic media in experimental class, and used exspository learning strategy by using a whiteboard in control class. So, in experimental design, the researcher used *post test only design*.

RESULT AND DISCUSSION

After researcher given the post-test to experimental class by used English comic media and control class by used the whiteboard, there were 30 students are response of this research. Based on the students' scores, the highest score of students' post-test in control class was 90 and the lowest score was 30. While the highest score of students' post-test in experimental research was 90 and the lowest score was 40. So obtained measurement data to English reading as follows:

Table 22 Research Result Data

Statistic Source	Class of Learning Model	
	Control Class	Experimental Class
	Post-test	Post-test
N	30	30
***X* (Mean)**	55,67	68,33
S	17,36	15,11
S2	301,26	228,16
Mode	60 and 70	60
Median	60	70

Table 3 Frequency Distribution of Post-test in Control Class

No	Xi	Fi	FiXi	Xi2	FiXi2
1	30	5	150	900	4500

2	40	4	160	1600	6400
3	50	5	250	2500	12500
4	60	6	360	3600	21600
5	70	6	420	4900	29400
6	80	3	240	6400	19200
7	90	1	90	8100	8100
Total		**30**	**1670**	**28000**	**101700**

From the data above, the researcher found the result of FiXi was 1670 and FiXi2 was 101700.

Table 4 Frequency Distribution of Post-test in Experimental Class

No	Xi	Fi	FiXi	Xi2	FiXi2
1	40	2	80	1600	3200
2	50	4	200	2500	10000
3	60	7	420	3600	25200
4	70	6	420	4900	29400
5	80	6	480	6400	38400
6	90	5	450	8100	40500
Total		**30**	**2050**	**27100**	**146,700**

From the data above, the researcher found the result of FiXi was 2050 and FiXi2 was 146700.

Table 5 Normality test by Liliefors test in Control class

No	Xi	Zi	f(zi)	S(zi)	f(zi) – S(zi)	f(zi) – S(zi)
1	30	-1,48	0,0694	0,1667	-0,0973	0,0973
2	30	-1,48	0,0694	0,1667	-0,0973	0,0973

3	30	-1,48	0,0694	0,1667	-0,0973	0,0973
4	30	-1,48	0,0694	0,1667	-0,0973	0,0973
5	30	-1,48	0,0694	0,1667	-0,0973	0,0973
6	40	-0,90	0,1841	0,3	-0,1159	**0,1159**
7	40	-0,90	0,1841	0,3	-0,1159	0,1159
8	40	-0,90	0,1841	0,3	-0,1159	0,1159
9	40	-0,90	0,1841	0,3	-0,1159	0,1159
10	50	-0,33	0,3707	0,4667	-0,096	0,096
11	50	-0,33	0,3707	0,4667	-0,096	0,096
12	50	-0,33	0,3707	0,4667	-0,096	0,096
13	50	-0,33	0,3707	0,4667	-0,096	0,096
14	50	-0,33	0,3707	0,4667	-0,096	0,096
15	60	0,25	0,5987	0,6667	-0,068	0,068
16	60	0,25	0,5987	0,6667	-0,068	0,068
17	60	0,25	0,5987	0,6667	-0,068	0,068
18	60	0,25	0,5987	0,6667	-0,068	0,068
19	60	0,25	0,5987	0,6667	-0,068	0,068
20	60	0,25	0,5987	0,6667	-0,068	0,068
21	70	0,83	0,7967	0,8667	-0,07	0,07
22	70	0,83	0,7967	0,8667	-0,07	0,07
23	70	0,83	0,7967	0,8667	-0,07	0,07
24	70	0,83	0,7967	0,8667	-0,07	0,07
25	70	0,83	0,7967	0,8667	-0,07	0,07
26	70	0,83	0,7967	0,8667	-0,07	0,07

27	80	1,40	0,9192	0,9667	-0,0475	0,0475
28	80	1,40	0,9192	0,9667	-0,0475	0,0475
29	80	1,40	0,9192	0,9667	-0,0475	0,0475
30	90	1,98	0,9761	1	-0,02	0,02

So, the researcher concluded that the data pos-test in control class was **Normal**, because coefficient data distribution L0 (0,1159**) <**Lt (0,1610).

Table 6 Normality test by Liliefors test in Experimental class

No	**Xi**	**Zi**	**f(zi)**	**S(zi)**	**f(zi) – S(zi)**	**f(zi) – S(zi)**
1	40	-1,88	0,0301	0,0667	-0,0366	0,0366
2	40	-1,88	0,0301	0,0667	-0,0366	0,0366
3	50	-1,21	0,1131	0,2	-0,0869	0,0869
4	50	-1,21	0,1131	0,2	-0,0869	0,0869
5	50	-1,21	0,1131	0,2	-0,0869	0,0869
6	50	-1,21	0,1131	0,2	-0,0869	0,0869
7	60	-0,55	0,2912	0,4333	-0,1421	0,1421
8	60	-0,55	0,2912	0,4333	-0,1421	0,1421
9	60	-0,55	0,2912	0,4333	-0,1421	0,1421
10	60	-0,55	0,2912	0,4333	-0,1421	0,1421
11	60	-0,55	0,2912	0,4333	-0,1421	0,1421
12	60	-0,55	0,2912	0,4333	-0,1421	0,1421
13	60	-0,55	0,2912	0,4333	-0,1421	0,1421
14	70	0,11	0,5438	0,6333	-0,0895	0,0895
15	70	0,11	0,5438	0,6333	-0,0895	0,0895
16	70	0,11	0,5438	0,6333	-0,0895	0,0895

17	70	0,11	0,5438	0,6333	-0,0895	0,0895
18	70	0,11	0,5438	0,6333	-0,0895	0,0895
19	70	0,11	0,5438	0,6333	-0,0895	0,0895
20	80	0,77	0,7794	0,8333	-0,0539	0,0539
21	80	0,77	0,7794	0,8333	-0,0539	0,0539
22	80	0,77	0,7794	0,8333	-0,0539	0,0539
23	80	0,77	0,7794	0,3333	-0,0539	0,0539
24	80	0,77	0,7794	0,8333	-0,0539	0,0539
25	80	0,77	0,7794	0,8333	-0,0539	0,0539
26	90	1,44	0,9251	1	-0,0749	0,0749
27	90	1,44	0,9251	1	-0,0749	0,0749
28	90	1,44	0,9251	1	-0,0749	0,0749
29	90	1,44	0,9251	1	-0,0749	0,0749
30	90	1,44	0,9251	1	-0,0749	0,0749

So, the researcher concluded that the data pos-test in control class was **Normal**, because coefficient data distribution L0 (0,1421**) <**Lt (0,1610).

Based on the data above, the researcher concluded that all the data distribution in experimental class and control class was **normal**, because *L*0 <*L*��, and the data are considered to be representative of the population.

HYPOTHESIS TESTING

After test the data used normality test and homogeneity test, the next step the researcher tested t-test to know the hypothesis of this research was accepted or rejected and to know the significant differencess of control class and experimental class from the data of post-test. Before that, we can finding S (combined varience of variant 1 and variant 2)

$$S2 = \frac{(n_1 - 1)\, S_1^2 + (n_2 - 1)\, S_2^2}{n_1 + n_2 - 2}$$

$$S2 = \frac{(30 - 1)\, 301{,}26 + (30 - 1)\, 228{,}16}{30 + 30 - 2}$$

$$S2 = \frac{(29)\, 301{,}26 + (29)\, 228{,}16}{58}$$

$$S2 = \frac{8736{,}54 + 6616{,}64}{58}$$

$$S2 = \frac{2119{,}9}{58}$$

$$S2 = 36{,}55$$

$$S = \sqrt{36{,}55}$$

$$S = 6{,}05$$

The next step was finding t-test value:$t\text{-test} = \bar{X}1 - \bar{X}2$

$$S\sqrt{1 + \frac{1}{n1\ n2}}$$

$$t\text{-test} = \frac{68{,}33 - 55{,}67}{6{,}05\sqrt{1 + \frac{1}{30\ 30}}}$$

$$t\text{-test} = \frac{12{,}66}{6{,}05\ (0{,}816)}$$

$$t\text{-test} = \frac{12{,}66}{4{,}9368}$$

$$t\text{-test} = 2{,}564$$

From the calculation above, it can be seen that tobserved= **2,564**. In this research, df= 30 +30 – 2 = 58 and the level significant was 0,05. ttable will be found by table distribution t, ttable = **2,002**. It can be seen that this tobserved(2,564)> ttable (2,002). So, the researcher concluded that the hypothesis was accepted and the hypothesis was formulated as "there is significant effect of applying English comic media on the students' reading skills"

DISCUSSION

From the data analysis, the objective of the research was to know if there was an effect of applied English comic media on the students' reading skills at the seventh grade of SMPN 2 Lembah Melintang.

The study of English comic media was conducted by Ratnasari (2013/2014). The differencess between this research and previous research are in this research used post-test only design, but in the research of Ratnasari used pre-test and post-test design. Ratnasari researching about teaching writing of narrative text, but in this research was different because researching about students' reading skills.

Based on the research method, the researcher conducted the step. The first step was given the treatment to the students, the treatment here was applied English comic media in experimental class. After that, the researcher given the post-test to the students in control class and experimental class to know the skills of the students after the treatment.

Based on the result, there was different significant between post-test in control class and experimental class. It can be concluded that the students' has good achievement in students' reading skill after being taught by English comic media. So, English comic media was effective to increase the students' reading skill at seventh grade of SMPN 2 Lembah Melintang.

CONCLUSION

Based on research findings above, the researcher concluded that there was any significant effect of applying English Comic media on the students' reading skills at seventh grade of SMPN 2 Lembah Melintang. The students' reading skills taught by using English comic media was better than taught by used whiteboard media.

The implementation of applied English comic media at seventh grade of SMPN 2 Lembah Melintang can increase students' reading skills. The implementation of applied English comic media was effective for teaching reading. This media make the students more interested and funny. By applied English comic media make the students active and confidence to follow teaching reading.

Based on the data after doing the treatment, the result of post-test was conducted between experimental class and control class. Based on the data, there was any significant difference of experimental class and control class. The researcher used

Tobserved and Ttable to know the effective or not effective of applied English comic media on the students' reading skills.

As the conclussion of this chapter, the researcher concluded that students' reading skills was better taught by applied English comic media than whiteboard media, especially at seventh grade of SMPN 2 Lembah Melintang.

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