

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the data presentation, hypothesis testing and discussion.

A. Research Finding

To investigate students' reading comprehension of narrative text before and after taught by using comic books the researcher conducted pretest and posttest. A pretest and posttest is writing test which as the instrument in collecting data. In pretest and posttest the researcher selected the instruction of test is same but different in the topic. In pretest, the researcher give 25 question without using comic books while in posttest was using comic books. The scores from and posttest based on the correct of 25 questions. And the results of students' reading comprehension of narrative text before and after taught were analyzed by using score.

To know the students' achievement good or not, the researcher gave criteria on reading comprehension. The scores' criteria students in the table can be seen bellow :

Table 4.1 Table of criteria students' score

| No | Grade | Qualification | Range Score |
|----|-------|---------------|-------------|
| 1 | A | Excellent | 100-91 |
| 2 | B | Very Good | 90-81 |
| 3 | C | Good | 80-71 |
| 4 | D | Average | 70-61 |
| 5 | E | Poor | 60-51 |
| 6 | F | Very Poor | 50-40 |

From the table above the researcher can found the scores' criteria of pretest and posttest students. The score of pretest and posttest can be seen in appendix.

The researcher organized the result statistical frequency and the percentage of score in pretest by using SPSS Statistics 16. By the table followed 4.2 the result statistics, and table 4.3 Frequency of score in pretest.

Table 4.2 Descriptive Statistic of Pretest Score

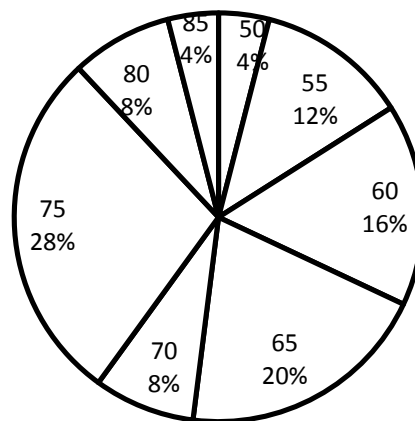
| Statistics | | |
|------------|---------|-------|
| pre_test | | |
| N | Valid | 25 |
| | Missing | 0 |
| Mean | | 67.60 |
| Median | | 65.00 |
| Mode | | 75 |

Table 4.3 Frequency of Pretest

| pre_test | | | | | |
|----------|----|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 50 | 1 | 4.0 | 4.0 | 4.0 |
| | 55 | 3 | 12.0 | 12.0 | 16.0 |
| | 60 | 4 | 16.0 | 16.0 | 32.0 |
| | 65 | 5 | 20.0 | 20.0 | 52.0 |
| | 70 | 2 | 8.0 | 8.0 | 60.0 |
| | 75 | 7 | 28.0 | 28.0 | 88.0 |
| | 80 | 2 | 8.0 | 8.0 | 96.0 |
| | 85 | 1 | 4.0 | 4.0 | 100.0 |
| Total | | 25 | 100.0 | 100.0 | |

It can be seen from the table 4.3 that, 8 (32%) students got poor score, 14 (56%) students got average score, 3 (12%) students got good score and no one of the students (0%) got excellent score.

Diagram 4.1 Students' Pretest Scores



The researcher organized the result statistical frequency and the percentage of score in posttest by using SPSS Statistics 16. By the table followed 4.4 the result statistics, and 4.5 Frequency of score in posttest.

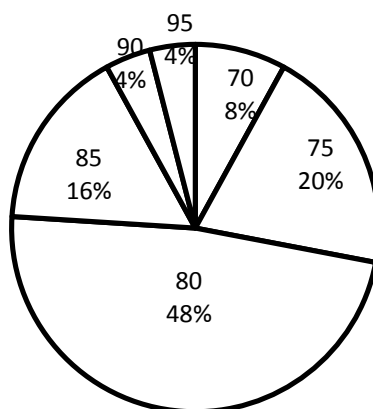
Table 4.4 Descriptive Statistic of Posttest Score

| Statistics | | |
|------------|---------|-------|
| post_test | | |
| N | Valid | 25 |
| | Missing | 0 |
| Mean | | 80.00 |
| Median | | 80.00 |
| Mode | | 80 |

Table 4.5 Frequency of Posttest

| | | post_test | | | |
|-------|----|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 70 | 2 | 8.0 | 8.0 | 8.0 |
| | 75 | 5 | 20.0 | 20.0 | 28.0 |
| | 80 | 12 | 48.0 | 48.0 | 76.0 |
| | 85 | 4 | 16.0 | 16.0 | 92.0 |
| | 90 | 1 | 4.0 | 4.0 | 96.0 |
| | 95 | 1 | 4.0 | 4.0 | 100.0 |
| Total | | 25 | 100.0 | 100.0 | |

It can be seen from the table 4.5 that, 7 (28%) students got good score, 16 (64%) students got very good score, 2 (8%) students got excellent score.

Diagram 4.2 Students' Posttest Scores

This finding indicates that after using comic books, the students' reading comprehension is significantly increased proven by the progress of score pretest to posttest.

B. Hypothesis Testing

Stating the null and alternative hypotheses

1. Null Hypothesis (H_0) that there is no any significant difference on student's reading comprehension before and after using comic books.
2. Alternative Hypothesis (H_a) that there is any significant difference on reading comprehension before and after using comic books.

Deciding the significant level is 0,05, if the probability < 0.050 , so the null hypothesis (H_0) rejected. The numeral significant was 0.000 smaller from 0.050 ($0.000 < 0.050$). On the basis of the obtained data, the null hypothesis of this study was tested. The result is presented in the table 4.8 and 4.9.

Table 4.8 Paired Sample Test

| Paired Samples Test | | | | | | | | | |
|---------------------|----------------------|--------------------|----------------|-----------------|---|---------|---------|----|-----------------|
| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | pre_test - post_test | -12.400 | 5.795 | 1.159 | -14.792 | -10.008 | -10.699 | 24 | .000 |

Table 4.9 Paired Sample Correlations

| Paired Samples Correlations | | | |
|-----------------------------|----|-------------|------|
| | N | Correlation | Sig. |
| Pair 1 pre_test & post_test | 25 | .805 | .000 |

Relying on table 4.8, output paired samples test shows the result of compare analysis with using T-test. The difference mean score of pre-test and post-test was -12.400. Standard deviation was 5.795, mean standard error was 1.159, the lower different was -14.792, while upper different was -10.008.

The significance value was 0.000 and the significance level was 0.05. It means that the significance value was smaller than significance level ($0.000 < 0.05$). So, the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted. It means that there is significant difference of students' achievement in reading comprehension before and after being taught by using comic books of eleventh grade at MAN 3 Tulungagung.

C. DISCUSSION

To investigate the effective of comic books on students' reading comprehension of narrative text in MAN 3 TULUNGAGUNG the researcher get the data by the reading test that are pretest and posttest. Then, the researcher analyzed the data by using Paired Sample Test in Statistics 16. The analysis of data get the result that scores of posttest is bigger than pretest. The table showed, Sig. (2-tailed) was less than 0.05 ($0.00 < 0.05$). It can indicate that the null hypothesis could be rejected, and it can be concluded that using comic books was effective on students' reading comprehension of narrative text.

Although, some of students' score of posttest were not perfect but it showed posttest were significant than pretest. There are increasing in students' reading comprehension. According to in a thesis by Romli Muhammad (2014) that using of comic books is effective on students' reading comprehension. Using comic books in learning was likely to be more interesting, showed by the result of pretest and posttest that comic books had a high level of acceptance either from teachers or students side.

Regarding on the result of data analysis above, it's also strongly with previous study as stating that comic books is considered as an effective for the students' reading comprehension in reading text. The journal written by Muklas conducted a research entitled The Effectiveness Of Using Comic Strips To Teach Reading Comprehension At The tenth Grade Students Of SMA Negeri 02 Madang. In this research experimental method and true experimental design was used. The result of the research showed that comic books was an effective model to teach reading comprehension to the tenth grade students of SMA Negeri 02 Madang. It meant that application of comic books was effective way to teach reading comprehension and have influenced in teaching reading and this made easier to understand the reading material.

These findings are in line with previous studies using comic books to teach reading by Fransisca Dita Puspita (2014). The research revealed

that the use of comic books can improve skills, and also be effective for improving reading achievement by conducting pre-experimental designs on eighth grade students at SMP Negeri 2 Kalasan in improving understanding of reading comprehension. This can be seen from the average score of pre-test (61,4) and post-test (75,7).

In this situation, the result of post-test showed that this strategy was effective toward in teaching and learning reading comprehension, especially the raising of student's progress of reading comprehension. According to Carry (2004: 58) if students have difficulties understanding what they read, pictures in the comic strips offer assistance as they travel through the text. As stated in comic books, readability measures are determined not only on words alone, but also on pictures. Here, pictures support the words to make the written text becomes more comprehensible.

The result of the research was stating that applying using comic books in teaching learning was effective. It was proved by the significant difference score of students' reading comprehension ability between before and after taught by using comic books. The result of this research was verified the theory by According to Smith (2006:6) "comics can play a powerful, influential role in the English classroom, and can have a positive impact on the learning habits of many students. Comics can provide a powerful median between literature and visual entertainment to improve the students reading skills.

The comics are so rampant in the community and so much the children's preference for comics. This makes comics a learning medium. One of the advantages of comics such as the research conducted by Thorndike, it is known that children who read comics more for example in a month at least one comic book, then the same as reading textbooks in each year, this has an impact on students' reading skills and remote vocabulary mastery more than students who don't like comics.

Another advantage of comics is that the presentation contains strong visual and story elements. Visualized expressions make the reader emotionally involved so that the reader continues to read it to completion. This is what also inspires comics that contain subject matter. Existing trends, students do not really like text books especially those that are not accompanied by interesting drawings and illustrations. Whereas empirically, students tend to prefer pictorial books, which are colorful and visualized in both realistic and cartoon forms. Learning comics are expected to be able to increase students' interest in reading so that they can ultimately improve student learning outcomes.

The educational value of comics in the teaching and learning process is undoubted. According to Sudjana and Rivai, the comic media in the teaching and learning process creates the interest of students, making the teaching and learning process effective, can increase interest in learning and arouse interest in its appreciation. Comic media in learning should not use dirty words but use words that contain pictures of

knowledge messages. Violent actors are replaced by examples of moral nuances. The love scene is replaced by a scene that directs a sense of love and affection between fellow creatures and creators.