The Effect of Using Digital Comic Book on Students' Reading Comprehenion Achievement in Narratie Text

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan Buku Komik Digital terhadap hasil belajar pemahaman membaca siswa dalam teks naratif. Buku Komik Digital adalah salah satu teknik pembelajaran yang baik untuk mencapai pemahaman membaca siswa terutama dalam teks naratif. Penulis menghitung untuk menggali data di sekolah. Penelitian ini menggunakan penelitian kuantitatif eksperimental. Dalam penelitian ini, peneliti mengambil dua kelas dari delapan kelas. Masing-masing terdiri dari 32 siswa. Peneliti menggunakan tes membaca sebagai instrumen penelitian. Bentuk tes berisi 25 nomor pilihan ganda yang itemnya memiliki empat pilihan A B C D. Kelompok kontrol adalah 8 E dengan menggunakan metode klasik dan 8 H dengan menggunakan metode Digital Comic Book. dalam mengajar pencapaian pemahaman membaca dalam teks naratif. Hasil penelitian ini menunjukkan bahwa rata-rata skor kelompok kontrol adalah 67,5 dan rata-rata skor kelompok eksperimen adalah 82,5. Untuk nilai standar deviasi kelompok kontrol adalah 1,248 dan nilai standar deviasi kelompok eksperimen adalah 1,691. Kemudian untuk varian kombinasi perhitungan skor dua kelompok antara kelompok kontrol dan eksperimen adalah 3,82. Kemudian untuk nilai uji-t antara kelompok kontrol dan kelompok eksperimen adalah 8,688. Berdasarkan hasil penelitian, dapat disimpulkan bahwa metode Digital Comic Book berpengaruh positif terhadap pencapaian pemahaman membaca siswa dalam teks naratif. Disarankan bagi guru bahasa Inggris untuk lebih banyak melatih siswa dalam membaca teks naratif dengan menggunakan Buku Komik Digital untuk mencapai pencapaian pemahaman bacaan.

Kata Kunci: Teknik Buku Komik Digital, Pengajaran Membaca untuk Siswa SMP Kelas VIII

Abstract

The objective of this research is to find out the effect of using Digital Comic Book on Students' reading comprehension achievement in narrative text. Digital Comic Book is one of the learning technique that is good for achieving students' reading comprehension especially in narrative text. The writer calculate to probe the data at the school. This research used experimental quantitative. In this study, the researcher took two classes of eight grade. Each consists of 32 students. The researcher used a reading test as a research instrument.The form of the test contains 25 numbers multiple choice which are the items have four options A B C D. The control group is 8 E by using classical method and 8 H by using Digital Comic Book method in teaching reading comprehension achievement in narrative text. The result of this research shows that the score mean of control group is 67,5 and the score mean of experimental group is 82,5. For the score standard deviation of control group is 1.248 and the score standard deviation of experimental group is 1.691. Later on for the score computating combination varian of two groups between control and experimental group are 3,82. And then for the score t-test between control group and experimental group is 8,688. Based on the result of the study, it can be concuded that Digital Comic Book method gives positive effect on students' reading comprehension achievement in narrative text. It is suggested for English teacher to give the students more practice in reading narrative text by using Digital Comic Book to achieve reading comprehension achievement.

Key words: Digital Comic Book technique, Teaching of Reading for Eight Grade Students of junior high school.

1. INTRODUCTION

In teaching learning activity process of the English Subjects, there are certain skills that need to be implemented. In English subject, four skills should be mastered by the students. They are listening, writing, speaking and reading. Those skills are very important. One important skill that should be achieved in Junior High School is reading. Reading subject especially in reading comprehension always appears in the questions in examination, whether in mid term examamination, final semester examamination or national examination. The form of questions are varied, such as determining the main idea of the text, finding the closest meaning of a word and finding some informations from the text. Without good understanding, it is very difficult for the students to answer those questions. And then there are some texts which have to be mastered by junior high school students. One of the texts is the narrative text. Narrative text is a piece of text which tells a story and entertains or informs the reader or listener. The text consists of orientation, complication and resolution. The students are expected to understand the narrative text but many students still find some difficulty in reaching the goal.

The students face several problems, especially when they want to determine the meaning or translation of the word in the text. Therefore, sometimes the students feel difficult to understand the context of the text in reading comprehension of narrative text. Cause it is a low mastery of the students vocabulary. They face new vocabulary and grammar that is definitely different from their mother language. It is hard for them to guess and predict the correct meaning behind the texts because of their imperfect knowledge of the language and then some students are totally "missunderstanding" in English. Another difficulty is the students can understand each word separately, but the students have difficulty when connecting word to word meanings into the main idea.

There are several reasons why the students are low on reading. First, the students are less efficient in reading because they feel bored and less active in the learning activity. Second, the use of learning strategies that the teacher used. Some teachers who teach reading comprehension still use an old method and strategy. Their classroom environment is dull and uninteresting. It makes the students do not interest in learning the materials. As the consequense, their abilities in reading comprehension are still far from the expected goal.

Teaching reading comprehension subject refers to the students reading comprehension of the text. The teacher should select appropriate method to make the students easier to understand the material and it does not make the students feel bored in teaching learning activity.

Basically, a fun teaching learning activity condition will make the students creative. One of criteria professional teacher is a teacher should be able to solve and implement good teaching technique. In order to make it works well, the teacher needs to use several kinds of media to teach English such as picture, game, song, poster, realia, and etc. Young learners usually respond well to being asked to use their imagination, they may well be involved in puzzle like activities, in making things, in drawing, in games, in physical movement or in songs. It means that English teacher should not remain passive or give up all efforts to make achievment.

The researcher offers that Digital Comic Book has combining pictures and sentence, so it will help the students to understand content and context that teacher has taught easily. According to Ranker (2017) the teacher used Digital Comic Book as a read during the implementation of reading classroom activity and it provides interesting material as well as visual support for literacy learning. By using Digital Comic Book, it is hoped that it can motivate the students to read and pay attention to the material then it will create a fun teaching learning activity in English.

2. LITERATURE REVIEW

Digital Story Telling

According to Banaszewski (2010) Digital storytelling is the practice of combining personal narrative with multimedia to produce a short autobiographical movie, continues to expand its creative uses in classrooms around the world. However, teaching the actual story process within digital storytelling presents several challenges for teachers as it demands a combination of creative writing, basic film conventions, visual and media literacy, as well as the technical facility with the technology. Digital storytelling presents a unique opportunity for students to acquire much more than new technology skills. It enables them to represent their voices in a manner rarely addressed by state and district curriculum while practicing the digital literacy skills that will be important. Storytelling and multimedia production have rarely been taught, if at all, while the development of students narrative skills has rested on the shoulders of English teachers. This pedagogical disconnect between story literacy. What we ought to be developing in our schools is not simply a narrow array of literacy skills limited to a restrictive range of meaning systems but a spectrum of literacies. We need a conception of multiple literacies to serve as a vision of what our schools should seek to achieve. An effective implementation of digital storytelling in schools is a model of the metaliteracys.

It is the instructional way tools to use in class with the students from different grades. It is effective because it engages the students in meaningful learning experiences where they get to practice key skills such as writing, reading, speaking and listening. It is an open ended dramatic narrative about a recurring set of characters told in a series of drawings, often including dialogue in balloons and a narrative text, published serially in newspapers.

There are many function of Digital Story Telling. It thought comic simply as sequential art in pictorial and other images in deliberate sequence, intended to convey information and or to produce the viewer."

In a Digital Story Telling. Verbal and nonverbal messages play the same important roles. The clues from illustrations help deliver implicit messages. The old saying "a picture is worth a thousand words" fits the creation of Digital Story Telling well. Since the readers of Digital Story Telling figure out the genuine meaning by looking at both the narrative and nonnarrative information, translators are supposed to render both verbal and nonverbal messages accurately and appropriately to enable the target audience to grasp the message more thoroughly and more effectively. Moreover, Digital Story Telling can be described as the short version of comics.

To make it simple, Digital Story Telling is a unification of serial story any genre, work of art among fine literary works in which there are usual forms of the verbal explanation in fixed sequence and has cartoon story as theme. Usually it is published in newspaper.

Reading Comprehension

According to Gatta (2014). Generally, reading comprehension is in its most obvious sense, the ability to understand information in a text and interpret it appropriately. Reading comprehension refers to reading with understanding. The understanding the written text means extracting the information from it as efficient as possible. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, world knowledge, and fluency. 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 be read.

Basically, interest on reading is one of the internal factors that has influence in reading comprehension. By the interesting material, interest in reading could be increased. It can be assumed that the role of text including their elements in reading comprehension is very important. One of interesting material is by using Digital Comic Book that the students have

already known. Many reading comprehension studies consider the extent to which visuals, that is any graphic display that portrays all or some accompanying text's content, help reader to comprehend information from the text. Reading Digital Comic Book is more than the material in hand, it involves a certain immersion into the visuals to facilitate students. Because, visuals have good effect on the readers.

It has the outlined four majors functions of visuals in reading

a. Representation: Visuals repeat the texts content or subtantially overlap with the text
b. Organization: Visuals enhance the texts coherenceInterpretation: visuals provide the reader with more concrete information
c. Transformation: Visuals target critical information in the text and recodeit in a more memorable form.
d. Decoration: Visuals are used for their aesthetic properties or to spark readers' interest in the text

From some definitions above can be simply that reading comprehension relates to understanding and thinking process to get the message from the reading material. In other words, the reader is understanding all or most of the thoughts the author intended to communicate. Thus, reading comprehension involves other skills such recalling word meaning, finding answer to questions answered explicitly or in paraphrase, drawing inference from the context and grabbing idea in the content.

According to Leber and Cook (2013), Digital Comic Book in English has four types of reading comprehension often distinguished based on the readers purpose and types of reading used.

These are the level of reading comprehension, as follows:

1) Literal Comprehension Reading is order to understand, remember or recall the information explicitly contained passage.
2) Inferential comprehension Reading is in order to find information which is not explicitly stated in passage using the readers experience and intuition and by referring.
3) Critical comprehension Reading is in order to compare information in a passage with the readers own knowledge and values.
4) Appreciative comprehension Reading is in order to gain emotional or the kind of valued response from passage.

From the statement above to achieve comprehension in reading, in literal comprehension the readers have to know the information explicitly. In interpretative comprehension the reader has to retain the information implicitly. The last, in the critical comprehension, the reader has to be able to evaluate the information by giving a question and critique the information.

Digital Comic Book

A digital comic strip is defined as a series of drawing that tell a story and often printed in news papers. In other term, it is a drawing sequel set in interconnected panels to show brief humor or form a narrative, often serialized, with text printed in balloons and captions. To simplify, comic is a unification of serial comic, work of art among fine literary works in which there are common forms of the verbal explanation in fixed sequence with cartoon story as theme. It is usually published in news paper. In this study, narrative text will be much easier to use with digital comic strips. Furthermore, the use of digital comics as a language learning tool seems obviously mostly effective to teach reading to students with less proficiency in the English language

Narrative Text

According to Issa S (2018), Picturing Narrative Text is a text that tells a story in the past and it entertains the audience. Narrative text can be imaginary or factual (fairy tales, mysteries,

fables, romances and adventure stories, myths and legends). He describes many different types of narrative; namely humour, romance, crime, real life fiction, historical fiction, mystery, fantasy and science fiction. Narrative is telling a story then to be interesting, a good story must have interesting content. It should tell about an event our audience would find engaging.

We might even think of our narrative a movie in which the readers see people in action and hear them speak. Therefore, it should be detailed and clear with in order to in which they happened or in some other effective way. Narrative text social function is to entertain or amuse the readers. The generic structure of narrative text is orientation, complication and resolution. Orientation introduces main characters, setting and time. Complication tells the problem happens among the characters. And resolution contains the problem resolved. In a satisfying narrative, a resolution of complication is brought about. The complication may be resolved for better or for worse but it is rarely left completely unresolved (although this of course possible in certain types of narrative, which leave us wondering how the end is)

There are several common forms of narrative text which are studied at junior high school. First is legend. Legend is narrative of human actions that are perceived both by teller and listeners to take placewithin human history. Some define legend asfolktale. The example legend are: Sangkuriang,Malin kundang, The legend of Tangkuban Perahu etc. Second is fable. Fable means a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. The example of fable are: mousedeer and crocodile, the ants and grasshoper, goblins, elves, trolls, dwarves, giants or gnomes and usually magic or enchantment. The example of fairy tale are: Cinderella, Snow White, Beauty And The Beast etc

3. METHOD

In this research, the researcher used quantitative research. According to Tsai (2013) quantitative research is a combined computational experiment study both density functional theory and experiments are used to probe the data. The researcher used quantitative research because the researcher wants to know about the effect of using Digital Comic Book on students' reading comprehension achievement in narrative text for the eight grade students of junior high school. To know it, the researcher must calculate by numeric.

According to Sudjana (2015), experimental is a method of research which examines the relationship between two variables or more. This research used experimental research. The subjects of this research were divided into two groups: experimental group which were taught by using Digital Comic Book and control group by using classical method.

4. RESULT AND DISCUSSION

This study was conducted in five activities. Four activities were teaching learning activities and the last activity was the post test. The researcher used the true experimental design post test only. The sample of this research was taken from the eight grade of SMP Takhasus Bulakwaru. The researcher took the sample randomly from the population. The sample was Class E as the experimental group and Class H as the control group which consists of 64 students.

The researcher conducted the experimental treatment. The researcher taught twice a week for experiment group by using Digital Comic Book as an alternative way of teaching reading comprehension in narrative text. On the other hand, the control group was taught using reading comprehension in narrative text without using Digital Comic Book. The procedure of the treatment are an experiment group and control group.

The first meeting, the researcher made a condition the class to be more conducive for a new situations. Then, the researcher introduced himself in front of the class. After that, the researcher started to explain step by step about what Digital Comic Book is, their relation to narrative text materials and the adventage if the students learn in reading comprehension by using Digital Comic Book.

The second meeting, the researcher used narrative text Digital Comic Book which entitled "Tangkuban Perahu Mountain" to the experimental group. And then same entitle narrative text "Tangkuban Prahu Mountain" to the control group without using Digital Comic Book. The researher asked the students to read it for 10 minutes. After that, the researcher asked to the students where is the most difficult words found in the Digital Comic Book. And then the researcher gave to the students about the meaning of that difficult word. Next, the researcher explain how to know the keyword of the text.

The third meeting, the researcher asked the students to read Digital Comic Book given in the previous meeting in 5 minutes. Then, the researcher asked the students to come forward and retell the story in front of the class. After that, the reseracher and other students gave comment to the students' performance in front of the class.

The fourth meeting, the researcher ask to the students tried to find out the intrinsic elements of the story in their book such as plot, theme, setting, point of view, characters and charaterization .

The fifth meeting, the resercher did the post test activity. The post test used the instrument multiple choice. The researcher used the test of reading material that adjust with the syllabus of eight grade. The form of the test, it conatins 25 numbers multiple choice test each items has four options (A B C D). For the time allocation within 60 minute

Discussion

Table 1. Post test result of control group class from class 8 E

No	Initial name of the students	Score
1.	ABP	60
2.	AIK	60
3.	AWK	70
4.	BNR	70
5.	DS	70
6.	DM	60
7.	FNF	70
8.	FN	70
9.	FNA	60
10.	FSG	70
11.	GN	60
12.	GN	60
13.	HS	70
14.	HRF	70
15.	LW	70
16.	MSN	70
17.	MFA	60
18.	MSH	60
19.	MRW	60
20.	NK	70
21.	NAP	70
22.	NER	70
23.	NA	70

No	Initial name of the students	Score
24.	NPN	70
25.	NS	70
26.	PWR	60
27.	PRS	70
28.	RNM	70
29.	RFS	70
30.	SPM	70
31.	SLN	70
32.	ZRL	70

The result of the post test of the control group who are not taught by using Digital Comic Book. From the data post test above, then it counted for mean formula:

a. Mean (X)

X = The score of the students x4
   The number of the students

$= \dfrac{540 \times 4}{32}$

$= \dfrac{2.160}{32}$

$= 67.5$

From the analysis above, the average achievement of the students' post test was 67,5. Based on the students' achievement table, the score considered 'fair' level and did not yet pass the passing grade. Because KKM English Subject at that school is 70. The researcher concluded that the students still had difficulties to understand reading comprehension of narrative text by using classical method.

b. Deviation Standard

From the data above, It can be counted with the formula below:

$SD = (X-X)2N$

$= 540.6732$

$SD = 1.248$

Table 2. Post test result of experimental group from class 8 H

No	Initial name of the students	Score
1.	AMA	80
2.	ASP	80
3.	ADN	90
4.	AL	80
5.	ANR	80
6.	ASK	90
7.	ASK	70
8.	CEH	90
9.	DZN	70
10.	EAR	70
11.	FDB	80
12.	FMG	80

No	Initial name of the students	Score
13.	FAP	80
14.	ILS	80
15.	IRA	80
16.	ADS	80
17.	MAL	80
18.	MSD	80
19.	NBH	80
20.	NA	90
21.	OJD	70
22.	RRS	80
23.	RDR	70
24.	RT	90
25.	SS	70
26.	SEA	80
27.	ST	90
28.	SFA	80
29.	SA	70
30.	SRT	70
31.	VD	80
32.	WIF	80

The result of the post test of the experimental group who taught by using Digital Comic Book. From the data post test above, then it counted for mean formula:

a. Mean (X)

$X = \dfrac{\text{The score of the students x 4}}{\text{The number of the students}}$

$= \dfrac{660 \times 4}{32}$

$= \dfrac{2640}{32}$

$= 82.5$

From the analysis above, the average achievement of the students' post test was 82,5. Based on the students' achievement table, the score considered 'good' level and passed the passing grade. Because KKM English Subject at that school is 70. It can be concluded that the students' achievement in reading comprehension of narrative text achievment by using Digital Comic Book had a significant difference.

b. Deviation Standard

From the data above, It can be counted with the formula below:

$SD = \sqrt{\dfrac{(X-\bar{X})^2}{N}}$

$= \sqrt{\dfrac{660.82}{32}}$

$SD = 1.691$

1) Computing the Combination of Variant

Computating of combination variants of two groups can be seen as follow:

$$s^2 = \dfrac{n_1-1 \, s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}$$

$= \dfrac{32-1 \, 1.248 + 32-1 \, 1.691}{32+32-2}$

$$= 14.6$$

From the computation above, the result of combination of variant of both group is 14.6

The combination of standard (S)

$$S = 14.6$$

$$= 3.82$$

The combination of standard deviation of two groups are calculated with root of the combination of variant then the result of computating combination of standard deviation is 3.82

2. Data Analysis

To find whether is significant difference between the experimental group and the control group, the result is tested by t-test. The following is the computating of the t- test:

$$t = \frac{xe - xc}{s\sqrt{\frac{1}{Ne} + \frac{1}{Nc}}}$$
$$= \frac{82,5 - 67,5}{3,82\sqrt{\frac{1}{32} + \frac{1}{32}}}$$
$$= \frac{5.33}{820,032}$$
$$= 5.33.82 \times 0.16$$
$$= 5.30.61$$
$$= 8.688$$

From the computation above, the result of computating t-test value is 8.688

The average score of the control group is 67,5 and for the experimental group is 82,5. Furthermore, the result of the experimental group is higher than the result of the control group.

The result difference both of them indicate that after getting treatment the experimental group is easily to be understood by the students than control group. It can be seen that there was a significant difference in the achievement of students' reading comprehension skills by using Digital Comic Book and without using Digital Comic Book. It proves if that digital comic book is an effective way in teaching reading comprehension.

And then for the score of the standard deviation between control group class and experimental group class it has also significant different. For the control group class is 1.248 and for the experimental group class is 1.691. Therefore, the result of the experimental group class is better than the result of the control group class.

Later on for the result from computating combination varian of two groups between control group class and experimental group class are 3.82. It could be seen from quantitative data which the students' score got better in post test. And also it could be shows by the qualitative data which prove the researcher could control the class better and the students were active and interested in learning English and easy to in comprehending the narrative text.

To find out that there is any significant difference between the control group and the experimental group are analyszed using t-test. From the computation result t-test control group class and experimental group class is 8.688. Digital Comics Book gave the students real and exact data of the things they were telling about, such as the picture

5. CONCLUSION

The effect of using Digital Comic Book created more enjoyable study in reading comprehension class. The researcher concluded that the materials from Digital Comic Books are very helpful for the eighth grade students of SMP Takhasus Bulakwaru in the achievement of reading comprehension. There are many narrative text which are displayed in pictures such as Tangkuban Perahu Mountain, Sura and Baya then Cinderella which can not make the students feel bored during classroom learning activity

Digital Comic Book is an effective media of teaching reading comprehension. The teachers do not need too much write in white board and they can use LCD to explain the

material for the students. Additionally, the students can bring their gadget to access the materials which that material is shared by the researcher.

The result of this study shows if the students in the experimental group got better development in the average scores than the control group on reading comprehension narrative text test. The difference of the development of the average scores are statistically significant at the level of significance. It was found that there was significant difference for those who were taught using digital comic and those without digital comics. The difference is shown by the development of the average scores. The use of digital comic could motivate and interest the students in reading comprehension class. The researcher concluded if the materials from Digital Comic Books are very helpful at the eighth students of SMP Takhasus Bulakwaru in their reading comprehension achievement.

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