THE APLICATION OF COMIC STRIPS IN INCREASING THE STUDENTS' READING COMPREHENSION OF RECOUNT TEXT AT TENTH GRADE IN SMK NEGERI 1 SIABU
(The Aplication of Comic Strips in Increasing the Students' Reading Comprehension of Recount Text at Tenth Grade In SMK Negeri 1 Siabu)

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Abstract
This research was conducted to determine whether the Application of Comic Strips is good to be applied in improving students' Reading Comprehension of Recount Text. The number of samples in this study were 60 students who were randomly selected. To get the required data, the writer used method under quantitative methodology by *Class Action reasearch (CAR) Design. In this case the data and sample from students of SMK Negeri 1 Siabu for the academic year 2024 - 2025. And as an instrument for collecting data, the writer uses a written test. After collected the data the writer analyzed and get the conclussion as athe result of this reserach. The result of the research showed that the students Reading Comprehension of Recount Text after using Application of Comic Strips. The finding can be show as in hypothesis testing were the increasing of the students' Reading Comprehension of Recount Text scores are categorized into the bad category. This can be seen from the average value of the pre-test writing, which is 53.67. While, after applied Application of Comic Strips categorized into the enough and good category. This can be seen from the average scores of students' post-tests in 68.08 for cycle 1 and 81.92 for cycle 2. Based on the findings the hypothesis was accepted. So, there is a significant improvement of studnets' Reading Comprehension of Recount Text through Application of Comic Strips. This research finding can be use by the teacher in order to improving the students' skill in Reading Comprehension of Recount Text.*

Keywords*: Reading comprehension, Recount Text, Application of Comic Strips*

Abstrak
Penelitian ini dilakukan untuk mengetahui apakah aplikasi Komik strip baik untuk diterapkan dalam meningkatkan keterampilan pemahaman membaca teks recount siswa. Jumlah sampel dalam penelitian ini adalah 60 siswa yang dipilih secara acak. Untuk mendapatkan data yang dibutuhkan, penulis menggunakan metode metodologi kuantitatif dengan Desain Penelitian Tindakan Kelas (PTK). Dalam hal ini data dan sampel dari siswa SMK Negeri 1 Siabu untuk tahun akademik 2024 - 2025. Dan sebagai instrumen pengumpulan data, penulis menggunakan tes tertulis. Setelah mengumpulkan data, penulis menganalisis dan mendapatkan kesimpulan sebagai hasil penelitian ini. Hasil penelitian menunjukkan bahwa keterampilan pemahaman membaca teks recount meningkat setelah menggunakan Aplikasi Komik Strip. Temuan tersebut dapat ditunjukkan seperti pada pengujian

hipotesis yaitu peningkatan skor keterampilan menulis deskriptif siswa dikategorikan ke dalam kategori buruk. Hal ini dapat dilihat dari nilai rata-rata pra-tes membaca, yaitu 53,67. Sementara itu, setelah diterapkan aplikasi Komik Strip dikategorikan ke dalam kategori cukup dan baik. Hal ini dapat dilihat dari nilai rata-rata post-test siswa pada siklus 1 68,08 dan siklus 2 81,92. Berdasarkan hasil penelitian, hipotesis diterima. Jadi, ada peningkatan yang signifikan pada keterampilan pemahaman membaca teks recount siswa melalui Aplikasi Komik Strip. Temuan penelitian ini dapat digunakan oleh guru untuk meningkatkan keterampilan siswa dalam membaca teks recount.

Kata kunci: Pemahaman Membaca, Teks Recount, Aplikasi Komik Strip.

INTRODUCTION

For general, reading comprehension is the process of making meaning from text. The objective, therefore, is to increase an overall understanding of what is explained in the passage than to obtain meaning from isolated words or sentences. It becomes a reason why the process of reading cannot be separated from comprehension because reading without comprehension is purposeless.(Wolly:2011).Meanwhile, according to the writers' observation, the students' motivation in reading was below expectation. When the teacher asked them to read the passage that has already given before, they still did not understand what is the passage about, although the teacher has given them more time and asked them about the content of the passage. None of them can answer the question. It can be seen that the students did not comprehend the passage well. Another case is, the reading scores that they achieved was under the average of scores (KKM – Kriteria Ketuntasan Minimal) especially in reading comprehension tests. The KKM of English subject in this school was 75 and their score was below 70 which were far from KKM. Another difficulty is the students do not get used to in reading. When the teacher gave them a long text, they seemed pessimist and lazy before they try to read the text. It might because they found no interest in the selection of reading material and did not have the motivation to read, the lack of vocabularies also become one of many factor the student's face.

Based on the statements above, it is important to take a consideration in order to solve the problem and to help students' gain the achievement in reading comprehension. The teacher and how her/his teaching methods' factor is one of the essential elements in achieving the aims of the learning process. Some teaching methods, strategy or media have been used to make students interested in learning English. In the writers' opinion, one of the interesting media that can be used to gain students comprehension in reading is comic strips. According to Csabay (2006), comic strips are authentic, and using authentic material is very important in language teaching and

learning. The comic is a medium ofexpression that communicates ideas via images, often combined with text or otherforms of visual information.By using comic strips as media, the students

cancomprehend better the reading passage because of the media that easy tounderstand. The visual of comics accompanied with the word or expression in thetext content will help the students to memorize and bring to their mind smoothly.

THE THEORITICAL FRAMEWORKS

A comic strip is some series of drawing that tells a story and often printedin newspapers. It is a sequence of drawings arranged in interrelated panels todisplay brief humor or form a narrative, often serialized, with text in balloons andcaptions. It can be united in a book which has picture consist of one or more titlesas themes. To make it simple, comic is a unification of serial comic, work of artamong fine literary works in which there

Reading is a basic skill to understand a written material. It is alsoconsidered as one of the most important skills in todays' educationaldevelopment. According to Mikulecky and Jeffries (2004) reading has the power to helpthe readers improve their general language skills in English. It helps the readerslearn to think in English and enlarge their English vocabulary. Besides that,reading can also help the readers to improve their writing and speaking ability. Byreading, the reader is ready to discover new ideas, facts and experiences.Readingalso essential to all learning, it included both learning in

Furthermore, DeBoer and Dallmann(1964) argue that reading is a

are usual forms of the verbal explanationin fixed sequence and has cartoon story as theme. According to McCloud (1993), "comicis juxtaposed pictorial and other images in deliberate sequence, intended toconvey information and to produce an aesthetic response from the viewer".According to Lan Dong (2012), "comics can be used to help students acquirereading comprehension and critical thinking skills, become engaged readers, andunderstand social, political and cultural issues"

general and acquisition oflanguages. Braten and Stromso in Elin (2016) claim that nowadays society highlydepends on knowledge and information. Those can be found in many forms withnumerous sources, whether in a traditional printed form such as books,newspapers or magazines or in a modern form such as e-books, e-journals, andothers digital sources. Its indeed requires several skills as the ability to manage thetext of those numerous sources. The reader is necessary to acquire the ability toread, integrate, combine information and comprehend that written text.

much morecomplex process. The higher mental process is involving to make

reading becomemore effective. It also involves recall, reasoning, evaluation, imagining,organizing, applying, and problem solving. In order to reach a good reading, thereader should have good thinking.Mark and Kathy Anderson (1998) states that "a recount is a piece of text that retellspast events, usually in the order in which they occurred". It means the text isbased on a person's story in the past and

The achievement of reading comprehension depends on how the teachercould overcome the problem. As a teacher uses several kinds of interesting mediain order to make the implementation of their lesson plan work well is needed. Oneof the media that can be used is comic strips. Comic strip is some series ofdrawing that tells a story. Rather than giving the students a page full of

written in sequence of the storyhappened.This text has its own purposes which are informing and also entertaining.Informing means by writing the story, the writer can give the information to thereader, while entertaining is the writer can amuse the readers by writing the storyhappened. It is like what Wardiman and friends (2006) define that "recount text is a textthat telling a reader about one story and the purpose is to entertain or inform thereaders."
writtentext, comic strips is way better because there are visual interpretation related tothe story. In this case, the writer proposes Comic Strips media in teachingrecount text. By using Comic Strips in teaching reading comprehension ofrecount text, the students are expected to enjoy, active, comprehend well and beeasier to learn.

THE METHODOLOGY OF RESEARCH

According to Hasan (2002), "Instrument was the tool which was used to measure phenomena of nature and also society that was observed". In this research, the writer collects the data by giving the test. The Kinds of test is multiple choice. The test is used to know the students' reading comprehension of recount text before conducting the research and after conducting the result. There are two kinds of test in this research, namely pre-test and post-test. Test items that the writer used were 20 multiple choices for pre-testand post-test. The score of multiple

choices was 5 for each correct item and 0 forincorrect item.This study was guided by a quantitative approach with Classroom Action Research (CAR) in particular. It was done by researcher to gather information about, and improve the ways teachers' teaching and students learning.This study is aimed to improve the practice of education by studying issues or problem the teacher's face in the class and then reflect about these problems, collect and analyze the data and implement changes based on their findings.(Creswell : 2012)

The population and sample are important to be explained by the writer for it can give the descriptions about the subject of the research and the researched targed. Arikunto (1989)says, "Population is the whole number of the researched subject".From the above statement it is known that population is the whole number of the eighth grade students of SMK Negeri 1Siabu in 2024 – 2025academic

The analysisthe quantitative data which is test, the writer took the average of students' reading comprehension of recount text score in one cycle. It is used to measure how well students' ability on

$$M_X = \frac{\Sigma X}{N}$$

In which :
M_X : Mean
ΣX : Sum of Individual Score
N : Number of Students

For the next, the writer got the class percentage which passed the KKM (minimal completeness criteria) considering English subject gain score 75 by using this formula:

$$P = \frac{F}{N} \text{ x } 100 \%$$

In which :
P   : The Class Percentage
F   : Total Percentage Score
N   : Number of Students

To measure the increaseof the students' reading comprehension of recount textfrom pre-test 1 up to the post-test 1 in the first cycle, the writer used formula as follow:

$$P = \frac{y - y1}{y} \text{ x } 100 \%$$

In which :
P : The Percentage of Students' Improvement
y   : Pre-test result y1 : Post-test result of 1st cycle

year. The number of the eighth grade students of SMK Negeri 1 Siabuin 2024 – 2025 academic year are 264 students. The writer applies the sample research due to the considerations that the condition of population is homogenous. In this research the writer applies random sampling. As Gay (1988) state :"Random sampling is the best way to obtain a representative sample."Based on the above explanations the writer decides to take only 60 students. reading comprehension of recount text.To measure the students average score in every test, the writer used this formula :

While, to measure the increaseof the students' reading comprehension of recount textfrom pre-test up to the post-test 2 in the second cycle, the writer used formula as follow:

$$P = \frac{y - y2}{y} \text{ x } 100 \text{ \%}$$

In which :
P : The Percentage of Students' Improvement
y : Pre-test result
y^2 : Post-test result of 2nd cycle

Classroom action research (CAR) is able to be called successful if it can fulfill the criteria which have been determined, and fail if it cannot fulfill the criteria which have been determined. In this research, the research will succeed when there is 75% of students achieve the Minimal Mastery Criterion (KKM), gaining score 75 (seventy five) or above of reading comprehension of recount text test started from pre-test up to the last cycle. If the criteria of the action success reached, it means that the next action of the Classroom Action Research would be stopped, but if the criteria has not been achieved yet, the alternative action would be done in the next cycle.

THE RESULT AND DISCUSSION
Pre-Test

The test consisted of 20 questions of multiplechoices in a form recount text.The highest score got by the students is 75 and, the lowest score is 30. To make it clear, the description of the data can be seen in the following table :

TABLE I
THE STUDENTS' READING COMPREHENSION
OF RECOUNT TEXT IN PRE - TEST

STUDENTS' NUMBER	PRE-TEST
1.	60
2.	40
3.	65

STUDENTS' NUMBER	PRE-TEST
4.	40
5.	55
6.	40
7.	40
8.	65
9.	65
10.	60
11.	40
12.	70
13.	55
14.	40
15.	45
16.	40
17.	55
18.	50
19.	45
20.	50
21.	40
22.	50
23.	70
24.	60
25.	40
26.	50

STUDENTS' NUMBER	PRE-TEST
27.	70
28.	50
29.	75
30.	70
31.	60
32.	50
33.	70
34.	55
35.	50
36.	30
37.	60
38.	70
39.	70
40.	55
41.	35
42.	55
43.	50
44.	55
45.	55
46.	75
47.	55
48.	35
49.	30

STUDENTS' NUMBER	PRE-TEST
50.	60
51.	40
52.	50
53.	60
54.	50
55.	55
56.	65
57.	65
58.	55
59.	50
60.	60
TOTAL	3220

By using the above table the writer can calculate the mean score (M) of the students as follows :

$$M = \frac{\sum X}{N}$$
$$= \frac{3220}{60}$$
$$= \mathbf{53.67}$$

Based on the above computation, it is known that the mean score of pre-test is **53.67**.It can be stated that the students' reading comprehension of recount text can be categorized into 'uncapable category'.

On the other side, to know class percentage who have passed the minimal completeness criteria (KKM), the writer uses the formula as :

$$P = \frac{F}{N} \times 100\,\%$$

$$P = \frac{2}{60} \text{ x } 100 \text{ \%}$$

= **3.33%**

From the calculation, there are 2of 60students who have passed the minimal completeness criteria (KKM), so after dividing with the number of students in class and altering that into percentage, it can be stated that only 3.33%students who have passed the minimal completeness criteria (KKM).From that analyzing, it could be seen that almost the tenth grade students' score in gaining reading comprehension of recount text was still very low.

Post-Test

After the application of the comic stripsin increasing the students' reading comprehension of recount text, it has been got that the highest score of post – test cycle one and cycle two are90 and the lowest score in cycle one is 45 and in cycle two is 65. The description of the data can be seen from the table as following :

TABLE II
THE STUDENTS' READING COMPREHENSION
OF RECOUNT TEXT IN POST - TEST

STUDENTS' NUMBER	CYCLE 1	CYCLE 2
1.	65	70
2.	50	75
3.	70	75
4.	55	75
5.	75	80
6.	55	75
7.	45	75
8.	75	80
9.	75	80
10.	65	75
11.	45	90

STUDENTS' NUMBER	CYCLE 1	CYCLE 2
12.	80	85
13.	60	85
14.	55	85
15.	65	70
16.	45	85
17.	60	85
18.	65	85
19.	75	70
20.	65	85
21.	70	65
22.	65	85
23.	80	85
24.	75	90
25.	70	90
26.	65	85
27.	85	90
28.	65	85
29.	85	90
30.	85	85
31.	75	85
32.	75	65
33.	85	90
34.	75	85
35.	75	85

STUDENTS' NUMBER	CYCLE 1	CYCLE 2
36.	45	85
37.	80	70
38.	90	90
39.	90	90
40.	75	85
41.	55	85
42.	75	85
43.	70	85
44.	75	85
45.	70	85
46.	80	90
47.	65	85
48.	45	85
49.	50	75
50.	75	90
51.	60	90
52.	65	75
53.	70	75
54.	60	70
55.	65	90
56.	75	90
57.	70	75
58.	65	75
59.	60	70

STUDENTS' NUMBER	CYCLE 1	CYCLE 2
60.	80	90
TOTAL	4085	4915

After scoring the result of post-test the writer calculates the result of the cycle 1. It is done in order to know how far the increase from the pre-test to cycle 1is . However, to measure that increase, it is needed to know the mean score of the class by using the formula as

$$M= \frac{\sum y^1}{N}$$
$$= \frac{4085}{60}$$
$$= 68.08$$

It is known that the mean score of the class in the cycle 1 is 68.08. It can be stated that the students' reading comprehension of recount text can be categorized into uncapable category. In order to know the improvement percentage, the writer as following calculation:

$$P = \frac{y1-y}{y} \text{ x } 100 \%$$

$$P = \frac{68.08-53.07}{53.07} \text{ x } 100 \%$$

$$P = 26.86 \%$$

In the first cycle of post-test, there are 25 of 60 students who have passed the minimal completeness criteria (KKM). If it is calculated into class percentage, it is 26.86%. The percentage hasn't achieved the learning target, that is 41.67%. The writer use the formula :

$$P = \frac{F}{N} \text{ x } 100 \%$$

$$P = \frac{25}{60} \text{ x } 100 \%$$

$$P = 41.67 \%$$

In the cycle two, the mean of students' score is 81.92. It can be stated that the students' reading comprehension of recount text can be categorized into capable category. It is derived from :

$$M= \frac{\sum y^2}{N}$$

$$= \frac{4915}{60}$$

$$= 81.92$$

To know the improvement from the pre-test to cycle 2 into percentage, after getting the mean score 81.92, the writer calculates the percentage calculation as following :

$$P = \frac{y2-y}{y} \text{ x } 100\text{ \%}$$

$$P = \frac{81.92-53.67}{53.67} \text{ x } 100\text{ \%}$$

$$P = 52.64\%$$

Based on the above computation, it can be seen that the result of cycle 2 shows the improvement that is 52.64% from the pre-test. Meanwhile, to know the percentage of this class that have passed the minimal completeness criteria (KKM), it can be calculation as following :

$$P = \frac{F}{N} \text{ x } 100\text{ \%}$$

$$P = \frac{52}{60} \text{x } 100\text{ \%}$$

$$P = \mathbf{86.67\ \%}$$

In the end of cycle two, the result of the post-test shows that there are 52 students or 86.67 % who have passed the minimal completeness criteria (KKM). It has achieved the learning target. It proves that the target of CAR success in which minimum 75 % students passed the minimal completeness criteria (KKM) can be achieved and the cycle isstopped.Based on the data and interpretation, it can be concluded that by using comic strips in teaching reading comprehension of recount text to the tenth grade students of SMK Negeri 1 Siabu has positive effect. The writer concludes that using comic strips is one way of improving students' reading comprehension of recount text since reading comprehension of recount text is one of the most important components in a language.

In this research, the writer uses classroom action research (CAR). The writer carried out some steps that needed in conducting the research which are planning, acting, observing, and reflecting. As the result, the writer found that using comic strips is a good way to be applied to the tenth grade students of SMK Negeri 1 Siabu in 2024 – 2025 academic year. When the writer got the result of pre-test score, there were only 2 students who passing the KKM (75) or 3.33% out of 100%, it was very low percentage. Then, the minimum score was 30 whereas the maximum score was 75. It can be seen from the scores that the writer had to do a lot of effort to make some improvement for the students. After cycle 1 which had been implemented in 3 meeting, the post-test 1 was conducted. There was an improvement from the students who passing the KKM, the percentage was 41.67% or 25 students, which increased 38.33% after implemented comic strips in the class.

In cycle 1, the improvement was quite good. It can be seen from the score was getting better although it was still far from the criterion of success. The minimum score also getting higher, it was 45 while the maximum score was 90. However, the writer had to conduct the next cycle to make 75% students passing the KKM, so the next three meeting were conducting for cycle 2. Finally, the result of post- test 2 was satisfied, the minimum score was 65 and the maximum score was 90. There were 52 students out of60 students passing the KKM or which increased 27 students from cycle 1. It can be concluded that more than 75% students passing the KKM and the research was accomplished since it was fulfilled the criterion of the success.

CONCLUSSION

After finishing analyzing the collected data the writer can formulate the conclusions of this research is the comic strips is good to be applied in increasing the students' reading comprehension of recount textto the tenth grade students of SMK Negeri 1Siabu. There is a significant improvement of the students' reading comprehension of recount text taught by using comic strips. It can be seen from the percentage improvement of the end cycle that is 52.64 %. Before the students' reading comprehension of recount text can be categorized into "uncapable" category, the mean score of pre-test, that is 53.67. After the application of comic strips in teaching learning process, the students' reading comprehension of recount text can be categorized into "capable" category, the mean score of post test, they are 68.08 for cycle 1 and 81.92 for cycle 2. The application of comic stripscan increase the students' reading comprehension of recount text. The percentage of the students who have succeeded in achieving the minimal completeness criteria (KKM) in the end cycle is86.67 %

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