



**THE INFLUENCE OF USING COMICS STRIPS IN TELLING STORIES AND STUDENTS' LEARNING MOTIVATION TOWARD THE READING ABILITY OF THE EIGHTH GRADE STUDENTS AT SMPI MARYAM MURAIT MARTAPURA**

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**ABSTRACT**

The objective of this study is to find out whether or not there is any significant effect on the eight grade students' learning motivation toward the reading ability after being taught by using comics strips. The population of this study was the eight grade students at SMPI Maryam MuraitMartapura in academic 2021/2022. The total number of the population was 142 students, The sample was consisted of 36 students of R1 and 36 students of R2. The method of the study was the experimental method and the data were collected through written test in multiple choice form. The test was administrated twice as the pre-test and post-test. The result were analyzed by using t-test. The students' Mean score of pretest and post-test in control class of R1 were 46.11 and 6,67. While the students' Mean score of Pretest and post test in experimental class of R2 were 46,67 and 5,56. The null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

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***Keywords: Reading, Motivation, Comics Strip , Story Telling***

## 1. INTRODUCTION

English is derived from *Anglisc*, the [speech](#) of the Angles—one of the three Germanic tribes that invaded England during the fifth century. The English language is the primary [language](#) of several countries, including Australia, Canada, New Zealand, the United Kingdom and many of its former colonies, and the United States, and the second language in a number of multilingual countries, including India, Singapore, and the Philippines.

Learning activity is an activity that is very important in an educational process. In learning activities, teachers and students are involved in an interaction with the learning material as the media. In this interaction it is students who are more active than teacher. Student activity certainly includes all physical and mental activities, individually or in groups. Therefore it is said to be maximal if it occurs among teachers and all students, students and teachers, students and students, students with learning materials and media, even students with themselves, but still in order to attain the goals that have been set together, namely learning outcomes optimal.

According to (Simaibang,2016:63) showed that reading was one of the four language skills. It belongs to the receptive capacity group, which is described as "the ability to comprehend the meanings of written or printed materials." Students can broaden their horizons by reading, as it will give useful information to enthusiastic learners. Discussing about the case above, to build their confidence, students need more practice so that teachers are suggested to create and use interesting methods. One of such methods is story retelling. Generally, story retelling is liked by the students because they like stories. It is also an appropriate method for the students at their age. The researcher assumes that the teaching English on reading skill by using comic strips is one of teaching aid that makes a chance to learn English more fun. Comic strips are combining pictures and sentence, so it will help the students to understand content and context that teacher has taught easily. By using comic strips, it is hoped that it can motivate students to read and pay attention to the material and it will create a fun learning in English.

Reading is one of four language skills, according to (Simaibang,2017) claims that there are forms of receptive abilities concerned with the ability to interpret written or printed text meanings. One important consideration is that prior knowledge of the subjects is unquestionably required for pupils to grasp and retain information better than when they read about subjects for which they have little or no

prior experience. They comprehend and remember information better when reading about subjects about which they have little or no prior knowledge.

## Literature Review

### 1. The Concept of Comics and Telling Stories

Telling story is how humans traditionally pass knowledge from generation to generation. Engaging children in oral storytelling (without the use of a printed book) is also an effective teaching practice for oral language development. Storytelling is a special way of sharing ideas, language, and stories with children. See the focus [Stories and Narratives](#) for a full list of different kinds of stories.

When choosing your story, think about:

- a. The age and language skills of your audience
- b. What language (sounds, vocabulary, grammar) you would like to embed within the story
- c. How the characters and events within the story will appeal to your audience
- d. The length of the story.

Storytelling is one of the oldest forms of human communication, and has been said in the literature about its effectiveness as a pedagogical tool in the development of language skills in first (L1) language, and also in a foreign or second language (L2), regardless of learners' age or background (e.g. Isbell, Sobol, Lindauer& Lowrance,2004; Cameron,2001). Furthermore, storytelling is even claimed to be more effective in language teaching than traditional teaching materials, such as textbooks. Indeed, studies generally believe that effectiveness of storytelling relies on the fact that it is fun, engaging and highly memorable, raising learners' interest in listening to stories, as well as in speaking, writing and reading about them (e.g. Atta-Alla,2012; Kim,2010; Wajnryb,2003). However, the studies in the literature generally lack specifics such as how exactly the effects of storytelling were measured or what specific skills are benefited from the use of storytelling, for example. Furthermore, the vast majority of the studies do not investigate any potential negative impact of the use of storytelling on language learning, giving us the impression that it is a pedagogical instrument that only brings a positive contribution to L2 learning. This literature review aims to provide an overview about what empirical studies say about the effects of storytelling on the development of language skills in L2, how storytelling compares to other teaching methods in its effectiveness, and 3) identify gaps in the current

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literature that should be addressed by future research. Addressing these questions will provide researchers and teachers with a clearer understanding about the role of storytelling in the language classroom, and, consequently, help them improve their teaching skills.

**2. The Concept of Learning Motivation**

Learning motivation is an internal encouragement of a person to learn to reach optimal learning achievement. Students with high learning motivation will put aside undesired feelings to get satisfaction in the learning process. Further, (Celen et al,2010) reported that students will learn a topic more easily if they want to understand the topic.

Learning motivation also affects the students' learning achievement as supported by (Hamdani, 2011) who explains two factors affecting learning achievement, namely, internal and external factors. The internal factor covers intelligence, physical, attitude, interest, talent, and motivation, while the external factor includes social and non-social environments. Further, he explained that in the social environment, teachers' roles externally affect students' learning achievement. Learning achievement apart from being supported by the teaching style used by the teacher (Nir& Hameiri,2014), also supported by students' motivation for learning (Sharma & Sharma, 2018) in which for late childhood school students, motivation for academic achievement is important. Thus, students are stimulated to complete a task, achieve a goal or qualification level.

Based on the explanation above, the writer concludes that motivation is the desire and effort which drive people to do anything act in achieve the goal. Motivation is an essential factor in learning because it has an influence toward students' success or failure as language learners, so the teacher must develop an understanding of the motivation in learning.

The "needs" concept of motivation in some ways belongs to all three schools of thought. The fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context. For example, children who are motivated to learn to read because they perceive the value (reward) of reading, they meet the needs of exploration, stimulation, knowledge, self-esteem, and autonomy, and they do so in widely varying ways and schedules and in the context of a society that values literacy. On the other hand, children my unmotivated to learn because they fail to see the

reward, only connect to the learning to superficial needs such as fulfilling a requirement

Motivation divided into two main types that are intrinsic motivation and extrinsic motivation. According to (Sardiman,2014:89) quotes that intrinsic motivation is a motive that becomes active and functioning does not need to best simulated from the outside, because in each individual manage something. Intrinsic motivations are inherent in the learning situations and meet students' need and purposes. People do certain activities because it gives them pleasure and develops a particular skill based on their internal desire. Intrinsically motivated students are bound to do much better in classroom activities, because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go deeper into the subject to fully understanding it.

**3. The Concept of Reading Ability**

In line with the development of science and technology is growing rapidly, especially in printing technology, then more and more information stored in books. At all levels of education, reading skills are a priority scale that students must be mastered. In other words, reading is a process that comprises physical activity and mentally.

It is critical to the reader to master both bottom-up skills and top-down skills. Both skills can total each other when the reader is reading a content. In some cases it is detailed elements that help a reader to understand the text as whole but sometimes, it is the general overview that helps the reader to process the details. Combining these two skills can help the reader to understand what they read to be better. Hence, it can be seen that reading is not as it was looking at the word within the word into graphic symbols but too getting meaning from word to word or line to line to get it what we read. It implies that reading is a process to understand the content to get information.

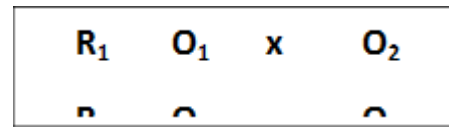
1. There was any significant difference in reading ability between high learning motivation and low learning motivation who were taught no treatment at SMPI Maryam MuraitMartapura
2. There was any significant Interaction effect of the use of comics strips and motivation on students' reading ability at the eighth grade students of at SMPI Maryam Murait

In Research According to (Prof. Dr. Sugiyono,2009)mentions that it has been stated that,

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when viewed from the natural level, there are three research methods (settings) where there are three research methods, namely experimental survey, survey and naturalistic (qualitative). Experimental research is carried out in a laboratory, while naturalistic research is carried out under natural conditions. In experimental research treatment (treatment), while in naturalistic research no treatment. Thus, the experimental research method can be interpreted as a research method used to seek certain treatments for others under controlled conditions. In the following chapter, we will specifically discuss the experimental method, because this method as part of the quantitative method has its own characteristics, especially with the presence of a control group. Compare this experimental research paradigm with the various paradigms that have been proposed in this chapter. In the field of physics, research can use an experimental design, because the variables can be selected from Other variables that can affect the experimental process can be tightly controlled. Pre-Experimental Designs (non designs) are said to be true experimental designs, because this design is not yet a real experiment. Because there are still external variables that also influence the formation of the dependent variable. So the experimental results which are the dependent variable are not solely influenced by the independent variable. This can happen, because there is no control variable, and the sample is not chosen at random. True Experimental Design because in this design, it can control all external variables that affect the course of the experiment. Thus the internal validity (quality of the implementation of the research design) can be high. The main characteristic of true experimental is that the samples used for the experiment as well as the control group are taken randomly from a certain population. So the characteristic is that there is a control group and the sample is chosen. The result of t independent test was the mean of experiment group higher than mean of control group (Jaya, 2021).

The writer had three steps that be done in this research. The first step was done by giving pre-test to the students. The second was the writer taught retelling stories by using comics, and the third was the writer gave post-test to the students to know the effectiveness of method that use. The design of this research was diagram below



Where:

- $R_1$  : Experimental Group
- $R_2$  : Control group
- $O_1$  : Pre-test for experimental group
- $O_2$  : Post-test for experimental group
- $O_3$  : Pre-test for Control group
- $O_4$  : Post-test for Control Group
- X : Treatment by using stay to stray for experimental class and conventional method for control class.

**Step 1 cluster random sampling**

The writer used cluster random sampling to select the sample. From four classes, VIII B and VIII D were selected as the sample of the research.

**Step 2 Simple random sampling**

The writer distributed the questionnaire on students' learning motivation to all population. It was done to know the students' learning motivation as a sample in this research.

**Step 3**

After the questionnaire was given, the writer took 72 students by classifying them based on their score. The writer categorized the students into two groups. They were:

- a. The students' high learning motivation consisted of 18 students.
- b. The students' low learning motivation consisted of 18 students.

**Technique of Analyzing Data**

The writer used test in collecting the data. According to (Sudjana & Ibrahim, 2009:100) claims that test is an instrument which is given to individual for getting responses expected even in oral or written. Test was done for knowing and measuring the students' ability in story retelling. Since, the writer give the test to the students in form of reading test. In this study, the writer collected the data by giving pre-test, treatment and post-test but the writer gave try out before the test. The procedures as follows:

1. For the first, the writer givetry out to non-sample students to know the test is reliable or not. Try out was given to VIII A with the total is 36 students.
2. After giving the try out, the pre-test give to measure the students' achievement before treatment. It meant that pre-test give before

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teaching story retelling by using comics. Exactly, the writer gave the pre-test to VIII B.

3. The treatment was given to students. By teaching 'story retelling by using comics. Treatment was given to the students of VIII B for three times.

**Results and Discussion****Results**

This section describes the data obtained from the experimental group's pre-test, experimental group's post-test scores, control group's pre-test, control group's post-test scores, experimental group's pre-test, control group's post-test scores.

**The result of pre-test score in experimental group**

After administering the pre-test scores of high and low learning motivation students in the experimental group, it was found that one student received the lowest score of 20(2,8%), eight student received a score of 30 (22,2%), nine students received the score 40 (25,0%), eight students received the score 50 (22,2%), Four students received the score 60 (11,1%), and Six students the score 70 (16,7%).

The man's pretest score in the experiment group's reading Comics before treatment was 46,67, the standard deviation was 14,541, and the standard error of mean was 2,423. During the posttest, the man received an 75.56, a standard deviation of 9.085, and a standard error of mean of 1.514.

The mean score from the experiment's pr $\hat{e}$ t test was 46.11, the standard deviation score was 13.369, and the standard error mean score was 2.228. While in the posttest score in the control group, the mean score was 66.67, the standard deviation score was 9.562, and the standard error mean score was 1.594.

The mean's reading score of those who have high reading interest level both in the experimental and control group was 70.28, the standard deviation was 10.820 and the standard error of mean was 1.803. While the mean's reading score of those who have low reading interest level both in the experimental and control group was an 71,94, a standard deviation of 9,804, and a standard error of mean of 1,634.

Two-way ANOVA is used SPSS 20, it is used in analyzing an interaction effects between Comics strip and students' learning motivation towards reading by using Comics strip. To determine whether there were interaction effects or independent variable (Control Group), moderator variable (learning motivation), and dependent variable (reading Comics).

**Discussion**

After given clue about Bilingual Story Book or text, the students improved their average scores. Based on the written test, the students' average score of the post test in control group was 61.14. And their average score of the post test in experimental group was 71.13.

From the students' scores in control and experimental group, the result of this research was 4.779, it is higher than 1.667 as its critical value. It means that teaching reading comprehension by using Bilingual Story Book enable students to get better score. It means that teaching reading comprehension by using Bilingual Story Book was effective to the second semester PGSD Study Program FKIP University PGRI of Palembang.

**Conclusion**

Based on the discussion in the previous chapter on the results and discussion. The conclusions are presented as follows:

3. There was any significant difference in reading ability between high learning motivation taught by using comics strips and those who were taught no treatment at SMPI Maryam Murat Martapura.
4. There was any significant difference in reading ability between high learning motivation and low learning motivation were taught using comics strips at SMPI Maryam MuraitMartapura.
5. There was any significant difference in reading ability between high learning motivation and low learning motivation who were taught no treatment at SMPI Maryam MuraitMartapura
6. There was any significant Interection effect of the use of comics strips and motivation on students' reading ability at the eighth grade students of at SMPI Maryam Murait

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