**THE IMPACT OF COMIC BOOKS AS MEDIA TO IMPROVE**

**READING COMPREHENSION AT THE TENTH GRADE**

**STUDENTS OF SMKS IBNU CHOLIL BANGKALAN**

**Samsul Arifin1), Moh. Arief Wahyudi2)**

1,2English Department, STKIP PGRI Bangkalan

E-mail: [arifiterate07@gmail.com1](mailto:arifiterate07@gmail.com1)), [arwah74@stkippgri-bkl.ac.id](mailto:arwah74@stkippgri-bkl.ac.id) 2)

**Abstrak:**

Penelitian kuantitatif ini menyelidiki dampak dari buku komik sebagai media untuk meningkatkan pemahaman membaca pada siswa kelas sepuluh di SMKS Ibnu Cholil Bangkalan. Penelitian ini menggunakan desain pra-eksperimental dengan pendekatan pre-test/post-test satu kelompok. Partisipan diberikan paparan buku komik sebagai bahan bacaan tambahan selama periode tertentu. Metode pengumpulan data meliputi pre-test, post-test, dan kuesioner untuk menilai tingkat pemahaman membaca dan persepsi siswa. Analisis statistik menunjukkan adanya peningkatan yang signifikan dalam skor pemahaman membaca di antara siswa setelah terpapar buku komik. Temuan ini menunjukkan bahwa buku komik dapat secara efektif meningkatkan kemampuan membaca pemahaman di kalangan siswa sekolah menengah atas.

**Kata Kunci**: Buku komik, pemahaman membaca, siswa sekolah menengah, studi kuantitatif, desain pra-eksperimental.

***Abstract:***

*This quantitative study investigated the impact of comic books as a medium to improve reading comprehension in tenth grade students at SMKS Ibnu Cholil Bangkalan. The study utilized a pre-experimental design with a one-group pre-test/post-test approach. Participants were given exposure to comic books as additional reading material for a certain period. Data collection methods included pre-test, post-test, and questionnaires to assess students' reading comprehension levels and perceptions. Statistical analysis showed a significant increase in reading comprehension scores among students after exposure to comic books. The findings suggest that comic books can effectively improve reading comprehension skills among senior high school students.*

***Keywords:*** *Comic books, reading comprehension, high school students, quantitative study, pre-experimental design.*

**INTRODUCTION**

Reading, while apparently easy, can be challenging and is not always a consistent habit. Many people find reading a tiring and unproductive activity, and consider it a time-intensive effort. Especially in today's digital age, where information can be easily conveyed through visuals, interest in reading among young people is declining (Damanik & Harianja, 2022). In addition, reading is also the interaction between the writer and the reader through the written text, which enables them to develop knowledge, and reading is understood as an interactive meaning-making process. Reading is also an activity where the construction of meaning involves observation and thinking.

According to (Setyawan, 2018) that said reading as one of the language skills plays a very important role. Students reading must be understood for a specific purpose, so a practical and appropriate method is needed. This is supported by the fact that reading has become part of everyday life. part of everyday life. Reading cannot be separated from daily activities.

The author focuses on literacy because many students at SMK Ibnu Cholil Bangkalan have difficulty understanding this subject and it is true. They are always confused with the mastery of reading texts. All the problems they make think that learning English is difficult, let alone reading. Students know from their test scores that they always fail in reading texts. This would be beyond the learning objectives. The solution is this The problem is that teachers need to know more about learning strategies or media. English as a medium supports the teacher's way of managing learning more effectively.

Comics are stories that contain pictures, writing and stories compiled into a book. There are five advantages of comic books that are used in education. These benefits include motivation, comic books can increase student motivation during the learning process and increase student participation. In addition, cartoons can be used multiple times if students are still struggling and want to recall. Picture stories can win over students who are still lazy to read, come to read with pleasure. Comics generally contain fictional stories, just like other literary works (Damanik & Harianja, 2022). Comics are also part of popular culture. Based on the above problems, comic books are a solution for the author, because comic books can arouse enthusiasm in students, help students better understand abstract material, and in addition, comic books are interesting.

The choice of media used by the teacher greatly influences the improvement of students' reading skills. Using interesting media is essential to stimulate students, as monotony is often a major obstacle to effective learning. To avoid confusion, teachers need to use interesting media such as using comics, reading with pictures. Teaching reading through comics has proven to be an interesting and fun method. Comics often contain humor, creating a lively environment in the classroom just like using games in English teaching.

Based on the facts stated above, if this problem is not addressed immediately, the researcher considers this a challenge. Researchers are interested in trying to take this title “*The Impact of Comic Books as Media to Improve Reading Comprehension at The Tenth Grade Students at Smks Ibnu Cholil Bangkalan*”.

**RESEARCH METHOD**

Research design plays an essential role in a study because the quality of the study is largely dependent on the design. According to Damanik & Harianja (2022) said that quantitative research is considered a scientific method because of its compliance with scientific principles, such as objectivity, measurability, rationality, and a systematic approach. This approach is referred to as quantitative because it involves data presented in the form of numbers, which are then analyzed using statistical methods. According to Çalışkan & Ulaş (2022) said that experimental research methods are attempts to test the effect of differences made by researchers on a dependent variable. There are three types of experimental methods, namely true experimental, quasi-experimental, and pre-experimental designs. In this study, researchers chose a pre-experimental research design using one group. This research was conducted on Tenth Grade Students of SMK Ibnu Cholil Bangkalan. The research design can be seen in the picture below:

Table 1.Research Design

|  |  |  |
| --- | --- | --- |
| Pre-test | Treatment | Post-test |
| O1 | X | O2 |

Explanation :

O1 : Pre-test (before being given treatment)

X : Treatment (using comic book)

O2 : Post-test (final score after treatment)

In this study, researchers gave tests to students of SMK Ibnu Cholil Bangkalan. The first meeting researchers gave a pre-test, the following meeting researchers gave treatment, and the last meeting researchers gave a post-test. The post-test score shows the students' ability in reading comprehension.

Pre-test is a test given to students before receiving treatment. Students are given a piece of paper containing 20 multiple choice questions about narrative text. Then students work on the test and the time in doing the test is 30 minutes.

Post-test was conducted at the end of the meeting. The purpose of the post-test is to find out the significant difference before and after the use of English comic books in learning reading comprehension.

After collecting the data, the researcher analyzed the data collected from the pre-test and post-test. In this study, IBM SPSS Statistics 25.0 (statistical package for social sciences) was used to find out the significant difference in learning reading comprehension before and after students were taught by using English comic books.

**RESULT AND DISCUSSION**

Based on the explanation in the previous chapter, it has been explained that researchers use pre-experimental research, namely one group pre-test and post-test design. This means that researchers use one class to be the object of research. Researchers took class Ten of SMKS Ibnu Cholil Bangkalan with a sample of 25 students. In this study, data is needed to answer the formulation of the problem and to provide hypotheses accepted or rejected. Researchers used English comic books as media in teaching reading comprehension. Before conducting the test, researchers conducted validation and the test instrument was validated by M. Arief Wahyudi, M. Pd as the supervisor. There are three aspects of assessment in the validation questionnaire, namely content feasibility, language feasibility, and presentation feasibility.

1. **The Result of Pre-test**

Based on this study, researchers divided it into three stages, namely pre-test, treatment, and post-test. In the first stage, researchers gave a pre-test to students. The pre-test began on May 13, 2024 in the Tenth Grade of SMKS Ibnu Cholil Bangkalan with 25 multiple choice questions and completed within 40 minutes. The pre-test was given to measure students' reading comprehension before being taught by using English comic books. See Appendix III.

1. **The Result of Treatment**

In the next step, the researcher gave treatment to the experimental sample. The researcher gave 2 stages of treatment, namely by using narrative text and using English comic books. The researcher provided narrative text so that students could find out more about the reading and the researcher invited students to discuss the narrative text.

1. 1st Treatment

The treatment was conducted in the first hour on May 13, 2024. The researcher explained about reading, the learning process of reading, and the aspects of reading. After that, the researcher explained what English comics were and the steps of using English comics in reading. Then the researcher asked students to read and understand the contents of the comic book text that had been given by the researcher. It was showed in the dialogue below :

Teacher: Do you know today's lesson?

Student : No sir

Teacher : Well, today we will learn about the definition of reading, the learning process of reading, and the aspects of reading. So, reading is the activity of looking at the text and understanding the content of the text.

Teacher : Do you understand?

Student : Yes sir

Teacher : Okey, we will continue sir to explain the media we are using. This media will make us less bored and more fun. Did you know?

Student : No sir

Teacher : The name of the medium is English comic book. So the comic book consists of pictures and English text. The picture here is a visual media that is very easy to explain the meaning of words.

Based on the dialogue above, the researcher explained a little about the material being taught, namellyreading skills. After that, researcher also showed the media that would be used in learning to read English, namelly comic books. The next step, after teh material was explained, the researcher asked the students to come forward to read the comic book in turn. The aim is train student’ reading comprehension and ask a little about the meaning of the text that student have read.

1. 2nd Treatment

The researcher conducted the second treatment on May 13, 2024. In this part, the researcher gave a narrative text similar to the previous treatment. It was showed in the dialogue below :

Teacher: Now sir will give you a question about the narrative text "Ugly Duckling" with 5 multiple choice questions and after we finish, we will discuss it together. Maybe you have questions or don't understand?

Student : No sir

Teacher: Okay, now do what you can.

Student : Yes sir

In this second treatment, the researcher avaluated by providing narrative text (ugly duckling) and the researcher asked the students to work on it after the researcher finished correcting it together. In this way, students can more easily work on questions.

1. **The Result of Post-test**

In the last step, the researcher gave a post-test to the students. The researcher got a good score for the post-test. Researchers gave back the same questions as the previous pre-test. This post-test is an objective test whose value is determined by calculating the test results. The researcher gave a multiplechoice test consisting of 20 questions, and each question was multiplied by 5 and the highest score was 100. See Appendix III.

1. Students Pretest and Posttest Scores

The pretest and posttest scores of the two tests aim to compare before and after receiving comic book and narrative text treatment. The pretest and posttest scores are shown in appendix IV. Based on the results above, there is a difference between the pretest and posttest scores, with the posttest score being higher. The total posttest score was 2,080, while the total pretest score was 1,195.

1. Reliability Test

The test criteria if rAlpha> rtable = 0.05 then the measuring instrument is declared reliable and vice versa if rAlpha < rtable then the measuring instrument is declared unreliable.

|  |  |
| --- | --- |
| Reliability Statistics | |
| Cronbach's Alpha | N of Items |
| .218 | 20 |

Table 2. Reliability Test

Based on the results of the reliability test in the table above which has been carried out on the pretest and posttest, it is known that the Cronbach's Alpha value is 218> 0.05. Therefore, it can be concluded that the test used can be declared reliable.

1. Normality Test

In this study, the normality test was carried out on the data of the pretest and posttest results of class X SMKS Ibnu Cholil Bangkalan students. The results of the normality test are as follows :

|  |  |  |
| --- | --- | --- |
| One-Sample Kolmogorov-Smirnov Test | | |
|  | | Unstandardized Residual |
| N | | 50 |
| Normal Parametersa,b | Mean | .0000000 |
| Std. Deviation | 9.03281998 |
| Most Extreme Differences | Absolute | .113 |
| Positive | .113 |
| Negative | -.102 |
| Test Statistic | | .113 |
| Asymp. Sig. (2-tailed) | | .151c |
| a. Test distribution is Normal. | | |
| b. Calculated from data. | | |
| c. Lilliefors Significance Correction. | | |

Table 3. Normality Test

Based on the table above, analyzing the normality test using the One-Sample Kolmogorov-Smirnov test obtained a Sig value. (2-tailed) of 0.151> 0.05, with this it can be concluded that the data on student learning outcomes can be declared normally distributed.

1. One Sample T-test

Based on the discussion in the previous chapter, this test is used to find the average value derived from the sample and population under study. If the Sig value. (2-tailed) <0.05, it can be concluded that H1 is accepted and H0 is rejected. The research hypothesis is formulated as follows:

1. H0: is a hypothesis stating that there is no impact of comic books as media to improve reading comprehension at the Tenth Grade Students at SMKS Ibnu Cholil Bangkalan.

2. H1: is a hypothesis stating that there is an influence in the impact of comic books as media to improve reading comprehension at the Tenth Grade Students at SMK Ibnu Cholil Bangkalan.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| One-Sample Test | | | | | | |
|  | Test Value = 70 | | | | | |
| t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| Lower | Upper |
| learning\_results | 11.130 | 24 | .000 | 13.200 | 10.75 | 15.65 |

Table 4. One Sample Statistic

Based on the table above, the result shows that the mean posttest is 74.33. From these results it can be concluded that there is a difference between before and after treatment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| One-Sample Statistics | | | | |
|  | N | Mean | Std. Deviation | Std. Error Mean |
| learning results | 25 | 83.20 | 5.930 | 1.186 |

Based on the table above, the one sample t-test results show the Sig. (2-tailed) of 0.000. These results indicate that the Sig. (2-tailed) <0.05. So it can be concluded that H1 (Alternative Hypothesis) can be accepted, namely there is an effect of using comic books on the reading comprehension of class X students of SMKS Ibnu Cholil Bangkalan.

Discussion

Based on data analysis conducted using pre-experimental quantitative methods with a one-group pretest posttest design. The results of the study using comic books to improve reading comprehension in class X SMKS Ibnu Cholil Bangkalan students. That impact can be seen from the comparison between pretest and posttest scores, namely the highest score on the pretest was 75 and the highest score on the posttest was 90, the pretest mean was 47.8, while the posttest mean was 83.2. This is supported by the results of calculations using one samples t-test, it can be seen that the results of Sig. (2-tailed) <0.05. So it can be concluded that H1 (Alternative Hypothesis) can be accepted, namely: there is an effect of the use of comics as media to improve reading comprehension in class X students of SMK Ibnu Cholil Bangkalan.

In addition to the results of this study, the findings of this research have also been carried out by Esti Wiyanda Y (2019) with the title “The Implementation of Comic Books as Media to Increase Students Reading Ebility at Narative Text at The Eighth Grade of SMP Negeri 1 Sei Bingai”. It can be shown that the results of the analysis show that the application of comic books can make a significant difference to students' abilities. This study used a quantitative pre experimental design method. By using pretest and posttest instruments, after the data was collected, the researcher used statistical tests. From the use of comic books, it shows that there is a significant difference, namely better student learning outcomes compared to before using comic books.

Based on the findings of the research conducted by the researcher and previous researchers, it shows that there is an influence and improvement from the application of comic books that is very significant in the application of comic books in teaching reading.

**CONCLUSION**

Based on the results of statistical calculations, researchers can conclude that the use of comic books affects the reading comprehension of class X SMKS Ibnu Cholil Bangkalan students. This can be seen from the results of the pretest and posttest scores with the highest pretest score of 75, while the highest posttest score is 90. So, using comic books has a difference between before and after treatment.

Hypothesis testing uses a one sample t-test with a calculation number if the Sig value. (2-tailed) <0.05, it can be concluded that H1 is accepted and H0 is rejected. After testing the hypothesis, it shows that the use of comic books affects the reading comprehension of class X students of SMKS Ibnu Cholil Bangkalan, where the hypothesis test value obtained Sig. (2-tailed) of 0.000 (2-tailed) of 0.000 <0.05, it can be concluded that H1 (Alternative Hypothesis) can be accepted, namely that there is an effect of using comic books on the reading comprehension of class X students of SMKS Ibnu Cholil Bangkalan. So it can be concluded that there is an influence and improvement from the application of comic books.

**ACKNOWLEDGE**

All praise is due to Allah SWT, the Most Compassionate, the Most Merciful, who has given His grace and guidance so that the author can complete the thesis entitled “The Impact of Comic Books as Media to Improve Reading Comprehension at the Tenth Grade Students of Smks Ibnu Cholil Bangkalan”. This thesis is written as one of the requirements to obtain a Bachelor's degree (S1) in the English Education Study Program at STKIP PGRI Bangkalan. In completing this thesis, the author received a lot of help, support, love, and a lot of very valuable from various parties. Therefore, the researcher would like to express her deepest gratitude to :

1. Fajar Hidayatullah, M.Pd as the chairman of STKIP PGRI Bangkalan.
2. Tera Athena, M.Pd as the head of English Education Study Program.
3. Moh. Arief Wahyudi, M.Pd as the supervisor who has guided, supported, directed, provided advice, and recommendations in writing this thesis. directing, giving advice, and recommendations in writing this thesis from beginning to end.
4. All lecturers in the English Education Department. This effort would not have been possible without them.
5. My parents, Naram and Marhani thank you for your support, prayers and motivation.
6. Thank you to my friends who I cannot mention one by one who always provide encouragement and entertainment when researchers work on this thesis. See you in the future guys!
7. Finally, for myself, Samsul Arifin would like to express his gratitude for all the struggles and achievements that I have gone through.

**REFERENCE**

Çalışkan, E. F., & Ulaş, A. H. (2022). The Effect of Parent-Involved Reading Activities On Primary School Students’ Reading Comprehension Skills, Reading Motivation, and Attitudes Towards Reading. International Electronic Journal of Elementary Education, 14(4), 509–524. https://doi.org/10.26822/iejee.2022.260

Damanik, I. J., & Harianja, G. S. (2022). The Effect Of Comic Books To Improve Reading Comprehension Ability At Grade VIII At SMP N 12 Pematangsiantar. Bilingual : Jurnal Pendidikan Bahasa Inggris, 4(1), 1–7. https://doi.org/10.36985/jbl.v4i1.380

Esti Wiyanda Y. (2019). the Implementation of Comic Book As Media To Increase Students’ Reading Ability At Narrative Text At the Eighth Grade of Smp Negeri 1 Sei Bingai.

Setyawan, F. H. (2018). the Efectivenes of Using Comic in Teaching. Journal of English Teaching Adi Buana, 03(01), 67–75.