

IMPROVING STUDENTS' READING COMPREHENSION USING ENGLISH COMIC MEDIA IN CLASS VII OF SMPN 2 LIMBOTO BARATRico Brianto¹, Jhmes Richard Hasan², Andiani Rezkita Nabu³^{1,2,3}IAIN Sultan Amai Gorontaloricobriantoth29@gmail.com¹, jrh@iaingorontalo.ac.id²,
arezkita.nabu@iaingorontalo.ac.id³**ABSTRAK**

Saat ini pemanfaatan media dalam proses pembelajaran masih menjadi isu yang terus menerus, khususnya dalam pembelajaran bahasa Inggris. Salah satu sekolah yang belum merasakan manfaatnya adalah SMPN 2 Limboto Barat. Penggunaan media pembelajaran di lembaga ini praktis masih sedikit. Oleh karena itu, para akademisi berupaya menyediakan materi pendidikan yang mungkin membuat pembelajaran lebih menarik, khususnya bagi pembelajar bahasa Inggris yang ingin meningkatkan pemahaman bacaan mereka. Tujuan dari penelitian ini adalah menggunakan buku komik untuk meningkatkan kemampuan pemahaman membaca. Penelitian ini dilaksanakan dalam dua siklus dengan menggunakan desain Penelitian Tindakan Kelas (PTK). menggunakan enam belas anak kelas VIIB SMPN 2 Limboto Barat sebagai subjek penelitian atau sampel. Peneliti menggunakan instrumen penelitian ini yaitu observasi, tes, dan dokumentasi. Dalam tes ini peneliti memberikan 20 soal pilihan ganda. Dengan memfokuskan topik pada buku pelajaran kelas VII yaitu Bahasa Inggris untuk Nusantara bab 1 (tentang saya). Hasilnya ditemukan bahwa terdapat peningkatan yang signifikan pada kemampuan pemahaman membaca siswa. Dengan hasil tes pada siklus II yaitu 100% siswa tuntas dengan nilai diatas KKTP dibandingkan hasil siklus sebelumnya yaitu 81,25% siswa tuntas. Dari hasil tersebut dapat disimpulkan bahwa peningkatan pemahaman membaca dengan menggunakan media komik sangat efisien. Peningkatan yang sangat besar pada tes pertama dan kedua membuat peneliti yakin bahwa komik dapat meningkatkan pemahaman membaca.

Kata Kunci: Media, Penelitian, Peningkatan, Membaca.**ABSTRACT**

Currently, The utilization of media in the learning process is a constant issue, particularly while learning English. One of the many schools that hasn't benefited from this is SMPN 2 Limboto Barat. There is practically little use of learning media in this institution. As a result, academics are looking to provide educational materials that might make studying more engaging, particularly for English language learners who want to improve their reading comprehension. The goal of this study is to employ comic books to enhance reading comprehension abilities. This study was conducted in two cycles using a Classroom Action Research (CAR) design. utilizing sixteen kids from SMPN 2 Limboto Barat's class VIIB as research subjects or samples. Researchers used this research

instrument, namely observation, tests, and documentation. In this test, researchers gave 20 multiple choice questions. By focusing on the topic in the class VII textbook, namely English for Nusantara chapter 1 (about me). The results found that there was a significant increase in students' reading comprehension abilities. With the test results in cycle II, namely 100% of students completed with a score above the KKTP compared to the results of the previous cycle, namely 81.25% of students who completed. From these results it can be concluded that increasing reading comprehension using comic media is very efficient. The very large increase in the first and second tests made researchers believe that comics could improve reading comprehension.

Keywords: media, Research, Improvement, Reading.

A. INTRODUCTION

One of the most important parts of learning English is reading, which needs to be improved. Students should become proficient readers as reading has a significant impact on communication activities. Reading is one of the most important language skills in addition to three other language skills. This is the way to read about the world and expand your knowledge. Reading should be mastered well by the students because reading is an essential factor that influences one's activity in communication (Hasrina, 2018). Reading takes an important role in the learning process because one of ways to get information is using reading and also it can facilitate the students to enrich their knowledge (Hapsa Mulinda, 2021). (Kamil & Komariah, 2017) explains Understanding word meaning and being able to analyze verbal concepts are the two main components of reading comprehension, which is a sophisticated cognitive process. Another meaning of reading comprehension (reading for undersanding) according to Tarigan in (Karmiani & Kuantan, n.d.), is a type of reading to understand literary standards or norms, resensivity, written drama, and patterns of fiction. In an attempt to understand the material, readers use certain techniques. Since reading comprehension is the process of understanding what you have read, solutions are needed to at least reduce the challenges students face when reading different types of English textbooks. From the above definitions, it is clear that reading is the process of deriving meaning from written symbols.

Students can increase their knowledge and significantly improve their speaking, listening and writing skills by reading. Based on the findings from the preliminary investigation and the reading interest and habit survey, students' reading comprehension at SMPN 2 Limboto Barat was carried out. The main problem that needs attention is

students' low interest in reading English texts, as well as the fact that their overall English learning outcomes are still below the Criteria for Achieving Learning Objectives (KKTP) of SMPN 2 Limboto Barat. According to the KKTP in the English language subject at SMPN 2 Limboto Barat, reading comprehension ability is an important variable that determines the achievement of learning outcomes in the English language learning process.

If we look at the current challenges, we will find that strengthening students' reading comprehension skills - especially when it comes to learning English - is the key to overcoming them. Using learning media is one way to help students who struggle with reading comprehension in English. Media is a component of communication, namely as a messenger or communicator towards communication (Astuti, 2018). The use of comic books is expected to improve children's reading skills because comic books are known to make readers happy. The need to use comic media for learning is made clear by children's interest in stories through pictures. This research is expected to help children's language development as well as their ability to understand and remember the stories within. The success of using comics in the world of education has been proven by Japan with the emergence of knowledge comics *aka jitsumu* manga or lesson comics as a medium for conveying certain lessons (Meidyawati, 2018).

Findings of a study conducted by Puspitorini et al (2014) The study "The Use of Comic Media in Science Learning to Increase Motivation and Cognitive and Affective Learning Outcomes" demonstrates how using comic books in science classes can improve learning outcomes in the cognitive domain (gain score: 0.42, medium), the affective domain (gain score of 0.34, moderate), and students' learning motivation (0.55). There were variations in learning motivation, learning outcomes in the cognitive domain, and learning outcomes in the affective domain, according to the results of the difference test conducted before and after treatment. Research conducted by (Kamil & Komariah, 2017) on "The Effect of Using Comic Media on Increasing Learning Outcomes of History" demonstrated that the application of comedic media had a substantial affect, with a significance level of 0.61.

Given the pertinent research findings, one attempt to enhance students' reading comprehension abilities is the employment of learning comedy media in this study. Comic books are popular books for both adults and children, which is why they are employed as

teaching tools. (Astuti, 2018) gives the opinion that comics can have the meaning of images and other symbols that are close or next to each other in a certain order, to convey information and/or achieve aesthetic responses from readers. Comic books can be used to educate and impart science and morals to pupils in addition to being a source of amusement. A popular and understandable way to communicate information is through comics, a type of visual communication media. This is made feasible by the way comics mix the best aspects of language and visuals to create a visual narrative that facilitates the absorption of information. Text improves comprehension, and flow facilitates following and memorization. According to (Hapsa Mulinda, 2021) comics have five advantages that are used in education. These benefits include: motivation, as comics can boost students' enthusiasm and motivation throughout the learning process; visual quality, as comics are organized according to visuals, which are essentially visual aids. Comic book stories combine reading with visuals, which is a great way to keep pupils engaged while they acquire reading comprehension. Additionally, kids with low and moderate intellect levels benefit much from comics; Indefinitely, given that the educational use of comics differs greatly from that of movies or animated series. In the interim, comic media makes it simpler for students to discipline reading, especially for students who are not satisfied in reading or who experience failure. Comics can be utilized frequently if students are still experiencing difficulty and want to recollect prior teachings. Furthermore, comics can overcome the problems of students who are reluctant to read and become fond of reading; popular, comics are part of popular culture. In the opinion of McCloud (2001), comics can have the meaning of images and other symbols that are adjacent or next to each other in a certain order, to convey information and/or achieve aesthetic responses from readers.

Comics are not just entertainment media but comics can be a medium for educating and teaching science and morals to students, so researchers are interested in improving reading skills, especially reading comprehension by using English comic media for class VII A students of SMPN 2 Limboto Barat in 2024. The focus of the problem in this classroom action research is to improve the reading comprehension skills of class VII A students of SMPN 2 Limboto Barat through English comic media. Educational personnel are expected to benefit most from this classroom action research: (1) students, as comic books used for independent and cooperative English learning are expected to improve reading comprehension skills, especially when learning the language; (2) teachers, as

alternative learning media for teaching, especially when learning the language; and (3) schools, as a source of inspiration and guidance when enhancing the quality of learning, especially in English subjects.

To become trained and joyful readers, especially of English literature, students should be used to reading and seeking out instances of concrete texts in addition to new experiences. It has been demonstrated that adopting learning methods and media can increase students' reading comprehension skills, especially while studying English, therefore the teacher, acting as a facilitator, can help students become more autonomous learners. In order to improve student learning results at SMPN 2 Limboto Barat, schools should mandate that teachers use instructional media in every class.

Based on previous research which discusses whether comic media has an influence and can be applied in learning to improve students' reading comprehension skills. The researcher concentrates on research entitled, which distinguishes this study from earlier studies. "Improving Students' Reading Comprehension Using English Comic Media in Class VII SMPN 2 Limboto Barat". Other differences also exist in the objects, methods and instruments which are different from previous studies.

This research also aims not only to evaluate the effectiveness of media in conveying learning material, but also to understand how this media can increase student learning motivation, facilitate understanding of concepts, and create a more interactive and interesting learning environment for students.

B. RESEARCH METHODS

In this study researchers use a type (Classroom Action Research) which is carried out by following the Kurt Lewin model research procedure which includes planning, Acting, observing, reflecting. The purpose of this study is to enhance students' reading comprehension skills through the usage of comic books. The features of this study, on the other hand, concentrated on the reading comprehension of the 16 pupils in class VII B.

Research instruments are tools that collect data or measure a subject of a research variable. Obstacle data obtained is very large influenced by the quality of measuring instruments used to collect research data. The research equipment of this research includes observation sheets, tests, and documentation. In this study the researchers first analyzed the data before making observations in the field. After being analyzed, the data

collected from the sample uses research instruments that have been selected. Then the data is used by researchers to answer questions and used for the purposes of testing the hypothesis proposed through the presentation of data. Classroom action research (PTK) is research conducted by a teacher or in a class during the learning process, with a focus on improving or perfecting existing learning procedures and methods.

As for the data in this classroom action research, what is needed is research data. about Student Participation/observation. To obtain data about student activity in participating in the learning process, an observation sheet is needed. During the learning process, this observation sheet is utilized from cycle 1 to cycle2.

Data analysis was performed before entering the field, during the field, and after the field in this study. After using the selected instrument to collect data from the sample, the data is evaluated and used to address research objectives. The data collected does not have to be presented in its entirety in the research report; the presentation of this data is to show the reader the reality that actually occurs in accordance with the research's focus and theme; thus, the data presented in the research is, of course, data related to that theme.

The percentage of learning outcomes that these students achieved is then compared to the established Minimum Completeness Criteria. Evaluation result analysis techniques are used to analyze learning outcomes in order to determine learning completeness. This is done by comparing test result data with learning completeness criteria. The requirement required in this research is a minimum score of 75 on a scale of 0 to 100. In this research, the percentage of completeness in learning to understand reading texts using comic media. strategy was compared in cycles I and II to measure the improve in reading comprehension. The number of students who have finished their education relative to the total number of students (the maximum number of students) is used to calculate the percentage of learning completion, which is then multiplied by 100.

C. RESULTS AND DISCUSSION

Table of students' completeness

Criteria	Frequency	Percentation (%)
Complete	13	81,25 %
Incompleted	3	18,75%

Total	16	100%
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Figure 1. Students' completeness cycle I

It is evident from the above table of student test results that using comic media increased reading comprehension. However, of the 16 participants, only 13 participants were declared to have passed with scores above the standard, while 3 students still got scores below the specified standards. Therefore, researchers will try to continue their research to get better results from this cycle.

Table of students' completeness

Criteria	Frequency	Percentation (%)
Complete	16	100%
Incompleted	0	0%
Total	16	100%

Figure 2. Students' completeness cycle II

As can be observed from the above table, cycle II saw significant progress following cycle I's improvements. According to the findings, every single student achieved a score higher than the required 75. Based on these findings, researchers can say that using comic media significantly improves the reading comprehension of SMPN 2 Limboto Barat pupils in class VIIB. It is evident that student work results show a significant improvement in grades. Every student saw a rise in their score from the last exam. Because of this, the research was discontinued in cycle II and did not proceed to the following cycle.

Based on the results of observations made in cycle I and cycle II, researchers found differences such as that there were indicators that had not been met in cycle I, whereas in cycle II all indicators were met. This is due to improvements and providing direction from researchers regarding the shortcomings of students and teachers in the learning process. So that when carrying out the second cycle all indicators are achieved. Naturally, this leads to a significant increase in cycle I and cycle II student exam outcomes.

Discussion

The completeness of student learning outcomes and the classical completeness gained are the research success criteria in this research. According to Trianto, the classical

completeness of a class is defined as complete the learning if $\geq 85\%$ of the students in the class have completed learning from the preset KKTP. From this opinion, the researcher took the graduation presentation as a reference for this research.

Based on the data presented, the average Test I score for the 16 students was 44.06. This means that none of the 16 students got a score higher than the KKTP (75). The lowest potential student score is 20. So, it can be concluded that all class VIIB students have very low reading comprehension abilities.

Next, researchers used comic media starting in cycle I, to improve students' reading comprehension. This research is also in accordance with the research of Prasetyono, et al (2015) regarding "The Effect of Using Comic Media on Improving History Learning Outcomes". Furthermore, according to Ravelo (2013) "when we read comics, the words and the images are interrelated and complement each other in such a way that we can even read texts through images" (when we read comics, the words and images which are interconnected and complement each other in their own way where we can even read through the pictures).

After carrying out the action, the researcher conducted a cycle I post-test to see whether there was an increase in students' reading comprehension. The results of the first cycle post test obtained an average student score of 80.31 or 81.25%, 13 students achieved the KKTP standard score and 3 other students failed to reach the standard KKTP value. Even though the results of cycle I have reached the required target, namely above 85%, the research is still continuing because seen from the results of observations, there are still indicators that have not been met, and there are still some that have not reached the KKTP standard value. Therefore, researchers continued cycle II with the hope that in cycle II students' scores could exceed the specified KKTP standards.

In cycle II, comic media is still used to improve students' reading comprehension. The average student score from cycle I to cycle II increased significantly from cycle I to cycle II, namely 94.06, all 16 students had achieved the KKTP standard score, even exceeding the standard score. Students' classical completion increased to 100% in cycle II. As a result, because the classical completeness criteria had met 80%, the research was not continued to the next cycle.

The notable improvement in students' reading comprehension indicates that using comic books to teach English can help students become better readers. The findings above

are consistent with the conversation regarding learning through comic books and have been covered by other writers., such as by (Puspitorini, et al (2014) named "Use of Comic Media in Science Learning to Increase Motivation and Cognitive and Affective Learning Outcomes" According to the study's findings, using comic books to teach science to children can enhance learning outcomes and raise their motivation to learn, with a gain score of 0.55 (medium) and 0.42 (medium) for cognitive learning. emotional domain with a 0.34 (medium) score gain. Test results comparing the pre- and post-treatment periods indicate variations in learning motivation, cognitive and affective domain learning outcomes, and learning outcomes. Students' understanding of reading can be improved via comics. This is due to the fact that comics combine the literary and visual arts to create an image plot that facilitates the absorption of information (Waluyanto, 2005).

Additional pertinent research by Achril (2013) indicates that students' vocabulary will expand and that learning English through comic strips (illustrated reading) will be more effective than learning English through standard text media reading.

D. CONCLUSION

This study aims to investigate the use of comic media in improving reading comprehension in English students at secondary education level. The problems faced include challenges in maintaining students' interest in English language learning as well as the need for more engaging and relevant approaches to their learning experience. By using comics as a learning tool, this researcher wants to see to what extent comics can improve students' reading comprehension in English, as well as facilitate contextual understanding in English, and encourage language use in practical situations. Thus, the aim of this research is to provide a deeper understanding of the potential use of comics in English education, as well as to overcome the challenges faced in teaching English in diverse educational environments.

Based on the results of the research and discussions that have been carried out, it can be concluded that learning English using comic media can improve the reading comprehension skills of class VII B students at SMPN 2 Limboto Barat. This can be seen in the score obtained in cycle I. In cycle I the results of test II given increased to 80.31 from the results of the first test, namely 44.06. These results are included in the good criteria because they experienced a test pass of 87.5%, this is in accordance with the

achievement criteria. In cycle II, students' reading comprehension ability experienced an increase in the average score and percentage of 94.06 (100%) with very good criteria. Therefore, there is a comparison before and after the use of comic media. This significant comparison shows that comic media can be one of the media that can improve students' reading comprehension abilities.

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