

USING ENGLISH COMIC AS TEACHING MEDIA TO IMPROVE STUDENT'S READING SKILL AT SMP NEGERI 3 KOMBI

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Abstract: The purpose of this study was to determine how English comics could improve students' reading skill at SMP Negeri 3 Kombi during the school year 2022–2023. The reading test results from the students were utilized to collect the data for this pre-experimental study, which used a one-group pretest-posttest design using a quantitative method. 27 students of SMP Negeri 3 Kombi made up as the study's sample. The results of this study showed a substantial difference between the pre-test and post-test using digital comics, with the post-test mean score increasing by 25.56% to 72.40 from 57.66. The pre-test results showed that 16 (59%) students scored poorly, 9 (33%) performed fairly, and 2 (8%) students scored favorably. While the results obtained in post test classified as fair was 14 (52%) students, good was 9 (29%) students, very good was 4 (15%) students, excellent was 1 (4%) student. Based on these findings, it can be concluded that using comic is effective for improving the reading skill of ninth grade students at SMP Negeri 3 Kombi.

Keywords: *Reading Skill, Comic, Improving*

INTRODUCTION

English is considered a foreign language, many individuals today are learning it as a tool of communication (Liando & Tatipang, 2022). Beside as a tool, language for humans is to expressing yourself. Through language, humans can think and develop their knowledge (Hampp, 2019). Because of that learning "English" is something foreign that can be categorizes as the important point in this era.

Understanding the English language is a prerequisite for mastering English (Liando, Tatipang & Lengkoan, 2022). Reading has crucial qualities as a language skill because children should be taught to apply what they already know and to understand a lot of information when they read. Based on the provisions of the 2013 curriculum, it is stated that there are four English skills that must be mastered by Indonesian students, namely speaking, writing, listening, and reading (Lengkoan & Olii, 2020); (Lengkoan & Rombepajung, 2022). As we know reading is the third from the four important skills that must be learned by students in order to understand English well. According to Hampp et al., (2021); Grellet (2004:7) reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.

Student still have trouble understanding what they read and are easily bored when coming to the end of the content they read from a book, according to the writers' experience when participating in teaching sharing programs in schools that are PPL2. Because we now live in the modern era and technology can be categorized as a time where everyone (regardless of age) knows English basic whether in reading, audio, records, or whatever is seen, children in today's era learn and know "English" as something difficult and foreign to them. They would rather use electronics than hold a book while struggling to absorb what is being read. We can observe that student only used textbooks as their primary source of media when learning to read. There are numerous media outlets available right now that teachers can utilize to teach reading (Lengkoan & Hampp, 2022). The teacher has a crucial role in the learning process to prevent bored and make studying English in the classroom enjoyable.

One method of enhancing reading skill is through the usage of media, such as comic books since, as we all know, they fall under the picture category. The goal of employing comics in the classroom is to improve students' reading skill and prevent reading boredom when they reas by including visual media.

One of the public schools in Tulap is SMP Negeri 3 Kombi, which has 63 pupils with a B certification. The structure is in a generally comfortable and good shape. There are 3 classrooms, a library, a teacher's room, a school canteen, and 1 student restroom at this institution. Before conducting this study, the authors observed the entire class IX English teaching series and identified the students' weaknesses in learning English, specifically in reading skill. The authors also sought information from the English teachers at the school about the students' level of reading skill, and they discovered that it is still lacking.

So it is clear that the authors chose this title to be applied in class IX SMP Negeri 3 Kombi because there are several supporting factors, such as, students are proficient in operating gadgets, schools already support a good internet network access, and it is said to be possible to apply learning that involves comic to improve students' listening skill. Based on that issue, the author selected the topic "Using of English Comic as Teaching Media to Improve Students Reading Skill at SMP Negeri 3 Kombi" because comics are effective reading tools as teaching media for reading, and students can use comics to determine how well they understand a reading by how well they read.

RESEARCH METHOD

Research Design

A pre-experimental design was applied in this study's quantitative methodology. A pre-experimental study is a research strategy that involves keeping an eye on individuals or groups after a treatment has been administered to see if the therapy has the potential to affect change (Frey,2018).

The "One Group Pretest-Posttest Design" was used for this investigation. When behavioral researchers want to find out how a therapy or intervention affects a particular sample, they most frequently use a one-group pretest-posttest approach (Mike Allen, 2017). The pre-test was used in this study's design to represent student inaction, while the post-test was used to represent change in students who took action.

The aim of this study was to assess the effectiveness of comic webtoon in improving students' reading skill.

Formula *One Groups Pretest and Posttest Design*:

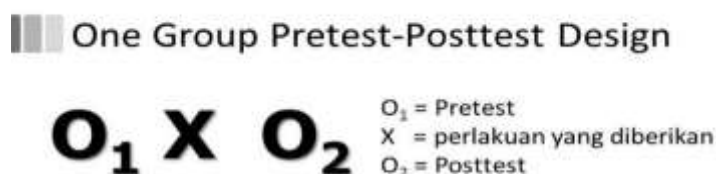


Figure 3.1. Pre-experiment Design of One Groups Pretest and Posttest

Subject of the Study

In this study, 27 ninth-grade Student's were chosen as subjects, with an average age of 13 to 14 years old. There were (8) male participants and (19) female participants. From the SMP Negeri 3 Kombi, the participants were chosen. The educational background and history of participants are the same. Of these 27 students were still being watched in class at all times.

Technique of Collecting Data

The most crucial factor in comprehending research findings is data collection methods.

1. Before test(pre-test)

Students took a pre-test based on the subject being taught, with no treatment, from researchers. Multiple-choice questions were presented, and respondents completed the blanks.

2. After test(post-test)

Students who had finished their treatment received this post-test. To determine whether utilizing comics as a medium to help students improve their

reading skills was a successful strategy, this post-test was carried out by adding the results of the pre-test and post-test. Its purpose was to look at how a multiple-choice test fills in the blanks.

Data Analysis

To quantify and show student learning outcomes based on performance markers, data processing was performed in this study.

1. Using the formula, evaluating students' accurate responses :

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total numbers of the questions}} \times 100$$

Value	Criteria
90-100	Excellent
80-89	Very good
70-79	Good
60-69	Bad
59-0	Very bad

2. Using English comic books as teaching media to calculate the percentage progress of student learning outcomes.

$$P = \frac{X_1 - X_2}{X_1} \times 100\%$$

P = Percentage

X₁ = Pre-test mean score

X₂ = Post-test mean score

(Siti Nurjanah, 2019)

3. Student testing data is evaluated with IBM SPSS (Statistical Package for Social Sciences) to spot variations in students' use of comics as a tool for boosting reading skill. Rating and standard deviation from the mean, median, mode, min, and max.

FINDINGS AND DISCUSSION

The findings of this study's application of comic books as a learning tool to enhance reading comprehension with a total of 27 students—8 males and 19 girls—show that comic books can be used to teach reading skills. To learn more about data analysis, see the section below.

1. Students' Reading Skill

Table 4.1.1 Pre-test frequency for students' reading skill

No.	Category	Score	Pre-Test	
			F	P%
1.	Excellent	90-100	0	0%
2.	Very good	80-89	0	0%
3.	Good	70-79	2	8%
4.	Fair	60-69	9	33%
5.	Bad	59-0	16	59%
Total			27	100

According to Table 4.1.1, 16 (59%) Students' had pre-test results that were classified as terrible, 9 (33%) as fair, and 2 (8%) as good.

Table 4.1.2 Reading Pre-Test with Frequency Table using SPSS

PRE-TEST					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26	1	3.7	3.7	3.7
	46	1	3.7	3.7	7.4
	50	4	14.8	14.8	22.2
	53	3	11.1	11.1	33.3
	57	7	25.9	25.9	59.3
	61	2	7.4	7.4	66.7
	65	7	25.9	25.9	92.6
	73	1	3.7	3.7	96.3
	77	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Table 4.1.3 Reading Post-Test with Frequency Table using SPSS

No.	category	Score	Post-Test	
			F	P%
1.	Excellent	90-100	1	4%
2.	Very good	80-89	4	15%

3.	Good	70-79	8	29%
4.	Fair	60-69	14	52%
5.	Bad	59-0	0	0%
Total			27	100

According to Table 4.1.3, 14 (52%) students had post-test scores that were classed as fair, 9 (29%) as good, 4 (15%) as very good, and 1 (4%) as excellent.

Table 4.1.4 Frequency Table of Reading Skill Post-Test SPSS Test

POST TEST					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61	2	7.4	7.4	7.4
	65	5	18.5	18.5	25.9
	69	7	25.9	25.9	51.9
	73	4	14.8	14.8	66.7
	76	1	3.7	3.7	70.4
	77	3	11.1	11.1	81.5
	81	2	7.4	7.4	88.9
	84	1	3.7	3.7	92.6
	88	1	3.7	3.7	96.3
	92	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Table 4.1.5 Students' Reading Skills Percentage Mean Score

Category	Students' Score		Improvement(%)
	Pre-test	Post-test	
Reading Skills	57.66	72.40	25.56%

According to Table 4.1.5, there has been an improvement in the mean reading score, as evidenced by the fact that there was an improvement from the pre- to the post-test. When comparing the mean scores of the pre- and post-tests, the post-test received a mean score of 72.40, while the pre-test only received a score of 57.66, it can be seen that a reading skill improvement of 25.56% was achieved in this instance by using a comic.

Table 4.1.6 The Score of Mean, Median, Mode, Minimum, Maximum, and Standard Deviation

Statistics			
		PRE TEST	POST TEST
N	Valid	27	27
	Missing	0	0
Mean		57.67	72.41
Median		57.00	69.00
Mode		57 ^a	69
Std. Deviation		9.707	7.851
Minimum		26	61
Maximum		77	92

In Table 4.1.6, the data from the mean, median, mode, minimum, maximum, and standard deviation are presented. In this case, the mean showed a score of 57.67 from the pre-test while receiving a score of 72.41 in the post-test. The median also received a score of 57.00 from the pre-test while receiving a score of 57.00 in the post-test. Pre-test score was 57 while post-test score was 69.00, mean deviation receives a score of 9,707 in the pre-test while receiving a score of 7,851 in the post-test. Its minimum pre-test score is 26, while its maximum pre-test score is 77, while its post-test score is 92.

Discussion

The authors deduced that using comics helped students improve their reading ability and that pretest scores were lower than posttest scores based on the findings of the pretest and posttest. The percentage advancement of student learning outcomes utilizing English comic as a teaching medium was estimated after the writer collected data using pre-experimental study with a research design of "one group pretest posttest". According to the formula, the number of students who scored poorly on the pre-test was 16 (or 59%); fair scores were 9 (or 33%); and good scores were 2 (or 8%). While the post-test results showed that 14 (52%) students scored fair, 9 (29%) students scored good, 4 (15%) students scored very good, and 1 (4%) student scored excellent. It can be seen in the percentage increase of 25.56% that the post-test showed, with a mean score of 72.40 compared to the pre-test's 57.66. Therefore, it can be said that there is an increase in the use of comic books as teaching medium, specifically to enhance students' reading abilities. In other words, the use of English comics as teaching medium at SMP Negeri 3 Kombi is successful in enhancing student's reading skills.

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