

THE USE OF COMIC BOOK IN TEACHING READING COMPREHENSION OF NARRATIVE TEXT

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ABSTRACT

This study investigates the impact of incorporating comic books into teaching narrative texts on the academic performance of first-grade students at SMA 9 Banda Aceh. Employing a pre-test and post-test design along with a detailed questionnaire, the research highlights consistent improvements in students' comprehension and motivation. A significant result includes a score increase from 60 to 85 for one student, with an average N-Gain score of 58.43% and a maximum N-Gain score of 75.00%. These findings demonstrate the effectiveness of comic books in enhancing students' understanding of narrative texts. The questionnaire results further support these outcomes, revealing high levels of student satisfaction, ease of comprehension, and increased enthusiasm for learning English. Students reported that the use of comic books made lessons more engaging and accessible. Despite facing minor challenges in implementation, the overall positive responses underscore the benefits of this teaching approach, including heightened motivation and improved comprehension. The study concludes that integrating comic books into English lessons is an effective pedagogical strategy for improving students' understanding of narrative texts. It emphasizes the potential of comic books to make learning more interactive and enjoyable, offering innovative methods for strengthening students' English language foundations. This research contributes to the growing body of evidence supporting creative and student-centered teaching techniques in education.

Keyword: *Use of Comic Book, Teaching Reading Comprehension, Narrative text*

INTRODUCTION

Reading is a fundamental skill in language learning, crucial for developing proficiency in grammar, vocabulary, and writing. According to Shanahan (2006), reading comprehension involves the process of interpreting and understanding the information within a text. Comprehension requires readers to connect words and ideas, drawing from their background knowledge and fluency. For students to fully engage with a text, they must be able to derive meaning from its content, focusing on key concepts and their relationships (Klingner, 2007). Narrative texts, which tell stories, are especially valuable for improving reading comprehension, as they help students understand plot structures, character development, and the relationships between ideas (Paich, 2019).

At SMA 9 Banda Aceh, students face several challenges in comprehending narrative texts. One of the most significant obstacles is limited vocabulary, which hinders students' ability to grasp the depth and nuance of a story. Additionally, difficulties with inferencing often lead to misconceptions about the plot or character motivations. A lack of background knowledge, particularly regarding cultural or historical references, further impedes students' understanding. As a result, students may struggle to connect with the narrative or interpret the underlying themes effectively. Other factors, such as slow reading speed, limited attention, and an overly literal interpretation of the text, complicate the process of comprehending narrative structures.

Narrative texts play a crucial role in improving reading comprehension. These texts provide students with opportunities to practice identifying main ideas, understanding story structure, and analyzing character actions. Furthermore, narrative texts help expand vocabulary, improve sentence structure, and foster critical thinking skills. By engaging with stories, students also develop empathy and an understanding of cultural diversity, which contribute to their overall social and emotional development (Paich, 2019). Thus, narrative texts not only enhance language skills but also promote broader cognitive and emotional growth.

Comic books have emerged as a valuable tool in addressing the challenges students face in reading comprehension. By combining text and visual elements, comic books offer students clear visual cues that enhance their understanding of the narrative. The use of panels, speech bubbles, and illustrations allows readers to follow the plot more easily and understand the relationships between characters. The visual context provided by comic books supports comprehension by helping students connect abstract concepts to tangible images. Moreover, comic books often feature simplified language, making them more accessible to students struggling with vocabulary. The engaging nature of comic books also helps sustain students' attention, making reading a more enjoyable and interactive experience.

Several studies have demonstrated the effectiveness of comic books in improving reading comprehension. Carry (2014) noted that comic books' readability is enhanced by the integration of both text and visuals, making them easier to understand. Rokhayati (2014) further emphasized that comic books are an effective method for teaching reading comprehension, as they help students better understand the content and engage more deeply with the material. The dynamic combination of text and images not only aids comprehension but also cultivates a passion for reading, making comic books an appealing tool for language instruction.

Previous studies, such as the one by Sari, Gani, and Marhaban (2021), have investigated the use of comic books to improve vocabulary mastery. Their findings suggest that comic books engage students and encourage reading, leading to improvements in vocabulary retention. While their research focused on vocabulary acquisition, this study specifically examines the role of comic books in enhancing students' reading comprehension of narrative texts. This distinction highlights the broader potential of comic books to support various aspects of language learning.

In conclusion, the use of comic books in teaching narrative texts proves to be an effective method for improving reading comprehension. By addressing challenges such as limited vocabulary, inferencing difficulties, and slow reading speed, comic books provide a dynamic and accessible approach to enhancing students' comprehension skills. This research underscores the potential of comic books to engage students, stimulate their interest in learning, and improve their academic performance. As such, the integration of comic books into English language instruction should be considered a valuable pedagogical strategy for teaching narrative texts and fostering a deeper understanding of language.

METHODS

The research utilized a pre-experimental design, specifically a one-group pre-test and post-test model. The sample consisted of 33 students from the first-grade class, X IPAS 8, at SMA 9 Banda Aceh. This sample was selected for two primary reasons: first, the size of 33 students was considered manageable and feasible given the available resources and logistical constraints; second, X IPAS 8 was deemed a representative group of first-grade students, making the findings potentially applicable to similar educational settings.

Additionally, a questionnaire was employed to gather qualitative data on students' perceptions, satisfaction, and motivation in using comic books to learn narrative texts. This tool provided insights into the subjective experiences of students, complementing the quantitative results obtained from the pre-tests and post-tests. The analysis of questionnaire responses enriched the research by highlighting the effectiveness of comic books as a teaching

method and identifying areas for potential improvement in instructional practices.

RESULTS AND DISCUSSION

Table 1. The Classifications of Pre - Test Score

Score	Frequency	Value	Category
90-100	0	A	Excellent
80-89	2	B	Very good
65-79	4	C	Good
55-64	17	D	Enough
0-54	10	E	Bad

This table divides performance scores into specific ranges. No cases meet the criteria in the score range of 90-100 in the pre-test. However, for scores in the range of 80-89, there are 2 cases considered to have excellent performance, categorized as "Very good". The score range of 65-79 includes 4 cases categorized as good performance with the label "Good". Although in the score range of 55-64, there are 17 cases considered sufficient to meet the standards, labeled as "Enough". Conversely, in the pre-test, no cases fall into the score range of 55-64. The score range of 0-54 includes 10 cases considered to have poor performance, categorized as "Bad"

Table 2. The Classifications of Post - Test Score

Score	Frequency	Value	Category
90-100	3	A	Excellent
80-89	26	B	Very good
65-79	4	C	Good
55-64	0	D	Enough
0-54	0	E	Bad

In this table above, the comparison of pre-test and post-test results demonstrates significant improvement in students' performance after the implementation of comic books in teaching reading comprehension. In the post-test, 26 students scored in the "Very Good" range (80-89), and four students moved into the "Good" range (65-79), indicating a positive shift from the pre-test. The N-Gain score further highlights the effectiveness of the method, with students showing notable improvement in comprehension. These findings suggest that the use of comic books in teaching narrative texts significantly enhances students' understanding and overall academic performance.

Table 3. Interprets N-Gain Score

Percentage	Interpretation
< 40	Low
40 – 55	Less
56 – 75	Sufficient
>76	Effective

Table 4. N-Gain Pre-test and Post-test

Initial	Pre-test	Post-Test	N-gain (%)
Students 1	60	85	62.50
Students 2	60	80	50.00
Students 3	65	85	57.14
Students 4	60	90	75.00
Students 5	80	95	75.00
Students 6	50	85	70.00
Students 7	55	80	55.56
Students 8	60	80	50.00
Students 9	55	85	66.67
Students 10	50	80	60.00
Students 11	65	85	57.14
Students 12	60	80	50.00
Students 13	50	85	70.00
Students 14	50	80	60.00
Students 15	60	80	50.00
Students 16	55	85	66.67
Students 17	50	80	60.00
Students 18	50	75	50.00
Students 19	60	80	50.00
Students 20	50	80	60.00
Students 21	55	80	55.56
Students 22	60	75	37.50
Students 23	60	85	62.50
Students 24	55	80	55.56
Students 25	65	85	57.14
Students 26	55	85	66.67
Students 27	60	75	37.50
Students 28	80	95	75.00
Students 29	50	80	60.00
Students 30	50	85	70.00
Students 31	65	80	42.86
Students 32	50	75	50.00
Students 33	60	85	62.50
Mean			58.43
Minimum	N-Gain score (%)		37.50
Maximum			75.00

In this study, the N-Gain (%) scores were used to assess the effectiveness of using comic books to teach narrative text comprehension. The average N-Gain score was 58.43%, with a minimum of 37.50% and a maximum of 75.00%. According to the interpretation of the N-Gain results, scores below 40% are considered Low, 40%-55% as Less, 56%-75% as Sufficient, and above 76% as Effective. To analyze the normality of the data, the Shapiro-Wilk test was applied using SPSS 27, as the sample size was less than 50. The Shapiro-Wilk test is specifically designed for small sample sizes to assess the distribution of data (Sugiyono, 2014).

Table 5. Test of Normality

	Shapiro - Wilk		
	Statistic	df	Sig
Pre-Test	.824	33	<.001
Post-Test	.855	33	<.001

After conducting the Shapiro-Wilk normality test, the results showed that both the Pre-Test and Post-Test data did not follow a normal distribution, as the significance values were below 0.05. As a result, the Wilcoxon Signed Rank Test was chosen for analysis, as it is suitable for paired data and does not require normality. The test aimed to determine whether there was a significant difference between the Pre-Test and Post-Test scores, supporting the alternative hypothesis that comic books significantly improve students' reading comprehension. This method was deemed appropriate due to its ability to handle non-normal data and ordinal characteristics.

Table 6. Result Rank of Wilcoxon test

	N	Mean Rank	Sum of Ranks
Negative Ranks	0 ^a	.00	.00
Positive Ranks	33 ^b	17.00	561.00
Ties	0 ^c		
Total	33		

Based on the data from the test results that have been carried out, it can be concluded from the data rank table that for the negative rank of the 33 samples there is no decrease in both the mean rank and the sum of rank. Then, the positive rank of the 33 samples achieved a good increase from the mean rank of 17.00 and the sum of rank of 561.00. Ties, there is no such thing as an exact match. The conclusion from this table is that the pre-test and post-test have increased.

Table 7. Result of Wilcoxon Test Statistic

Z	-5,043
Asymp.Sig. (2-tailed)	<,001

Based on the hypothesis testing, if the Asymp.sig value is less than 0.05, the alternative hypothesis (Ha) is accepted, indicating a significant improvement in students' comprehension skills with comic books. In this case, the Z-value was -5.043, and the Asymp.Sig. value was less than 0.001, providing strong statistical evidence to reject the null hypothesis (Ho). Therefore, the results support the alternative hypothesis, confirming that comic books significantly enhance students' reading comprehension of narrative texts.

Table 8. Result of Questionnaire

No	Question	Frequency	
		Yes	No
1	Are you happy when you take English lessons ?	30	3
2	Do you easily understand narrative text using comic?	26	7
3	Do you feel motivated to learn the language english by applying a comic book ?	28	5
4	Do you like learning narrative text with comic ?	26	7
5	Do you feel comic book can help to enrich your reading comprehension of narrative text ?	33	0
6	Do you find it easier to remember new vocabulary from the comic book when studying ?	30	3
7	Have you been given the apportinity to ask when having difficulty doing the task ?	23	10
8	Do you feel ownership of your vocabulary already a lot after learning with comic book ?	28	5
9	Are you interested to learn narrative text using comic book?	28	5
10	Do you feel difficult to learn narrative text using comic book?	22	11

The study, "The Use of Comic Books in Teaching Reading Comprehension of Narrative Text," demonstrated the effectiveness of integrating comic books into English lessons. Questionnaire responses revealed that the majority of students (30/33) enjoyed the lessons, found it easier to understand narrative texts (26/33), and felt more motivated to learn English through comics (28/33). The N-Gain analysis showed a significant improvement in comprehension, with an average score of 58.43%. Despite non-normal data distributions, the Wilcoxon Signed Rank Test confirmed significant progress ($Z = -5.043$, $p < 0.001$). These findings, alongside positive feedback on memory retention and vocabulary ownership, highlight the potential of comic books to enhance student engagement and comprehension in narrative text learning.

CONCLUSION

This research shows that using comic books to teach narrative texts significantly improves the academic performance of first-grade students at

SMA 9 Banda Aceh. The pre-test and post-test results, with an average N-Gain score of 58.43%, demonstrate the positive impact of comic books on students' comprehension. Questionnaire responses also highlight increased motivation and ease of understanding, with most students expressing enjoyment and a better grasp of narrative texts.

The Wilcoxon Signed Rank Test confirmed a significant improvement in comprehension, with a Z-value of -5.043 and a p-value of less than 0.001. These results support the effectiveness of comic books in enhancing reading comprehension. Overall, the study concludes that comic books are a valuable tool in improving students' academic achievement, suggesting potential for more engaging and innovative teaching methods to boost motivation and language skills.

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