

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

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### Abstrak

Penelitian ini menyelidiki dampak positif dari menyelipkan buku komik dalam pengajaran teks naratif terhadap prestasi akademis siswa kelas satu di SMA 9 Banda Aceh. Melalui analisis pre-test dan post-test serta kuesioner komprehensif, penelitian ini mengungkap peningkatan yang konsisten, dengan contoh spesifik seperti peningkatan skor yang mencolok dari 60 menjadi 85 untuk siswa 1. Skor rata-rata N-Gain sebesar 58,43% dan skor N-Gain maksimum sebesar 75,00% menyoroti kontribusi positif yang signifikan dari implementasi buku komik terhadap pemahaman siswa. Hasil kuesioner lebih lanjut mendukung temuan ini, menunjukkan kepuasan, kemudahan pemahaman, dan motivasi yang meningkat di antara siswa selama pelajaran bahasa Inggris dengan buku komik. Meskipun ada beberapa tantangan, tanggapan positif secara keseluruhan menekankan manfaat yang dirasakan, termasuk peningkatan motivasi dan pemahaman. Sebagai kesimpulan, penelitian ini menegaskan dampak positif dan bermakna dari penggunaan buku komik dalam pengajaran teks naratif, menyarankan potensi implikasi untuk pengembangan metode pengajaran inovatif dan penguatan dasar bahasa Inggris siswa.

**Kata Kunci:** Penggunaan Buku Komik, Mengajar Pemahaman Membaca, Text Narasi

### Abstract

*This research investigates the positive impact of incorporating comic books into the teaching of narrative text on the academic achievement of first-grade students at SMA 9 Banda Aceh. Through pre-test and post-test analyses and a comprehensive questionnaire, the study reveals consistent improvements, with specific instances such as a notable score increase from 60 to 85 for student 1. The average N-Gain score of 58.43% and a maximum N-Gain score of 75.00% highlight the significant positive contribution of comic book implementation to students' comprehension. The questionnaire results further support these findings, indicating contentment, ease of understanding, and heightened motivation among students during English lessons with comic books. Despite some challenges, the overall positive responses emphasize the perceived benefits, including increased motivation and comprehension. In conclusion, this research asserts the meaningful and positive impact of using comic books in teaching narrative text, suggesting potential implications for the development of innovative teaching methods and the reinforcement of students' English language foundation.*

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

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## **INTRODUCTION**

Reading is a crucial component of language learning to supports the development of other English skills such as grammar, vocabulary, and writing. According to Maulizan (2015), in order to provide students with the fundamental reading abilities, they need to more efficiently learn from reading. Students who are proficient in reading comprehension are expected to learn from a certain text that has been assigned. They must also be able to deduce the meaning from the text's individual indications.

Reading comprehension is the act of understanding and interpreting the information within a text (Shanahan:2006). It is an effort to comprehend or develop the author's thoughts of the material that is being read as what Klingner (2007) stated reading comprehension is “the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency”. As a result, comprehension is necessary for readers to understand the text's meaning or information. The students' understanding and engagement with what the teacher has discussed in the context are intended to help them with their reading skill (Nurainun: 2017).

In other words, after reading a text or passage, students are expected to be able to explain its content with greater proficiency. They can understand the reading material. The main purpose of reading is comprehension. It is also because the result of comprehension is the reader can get the information about the reading text which they have. According to Pang (2003) Comprehension is the process of deriving meaning from connecting text. In comprehending, the readers actively use their thinking to engage with the text to construct the meaning. Therefore, reading comprehension is the ability in constructing meaning and understanding about the information that presented in a reading. It is also mean that reading comprehension is the understanding ability of a text which students should have in learning reading skill. In addition, in the reading comprehension, students also need to understand the main ideas, supporting ideas, and concluding ideas as well. It proves that the students who are learning reading skills need reading comprehension.

On the other hand, the type of text that tells events and stories has an important role in improving students' reading comprehension. Through texts like this, students can hone their skills in understanding main ideas, finding support or evidence in the text, and understanding the structure and plot of the story. Apart from that, this text can also help expand students' vocabulary, improve their ability to use grammar, and improve sentence

structure. By exploring multiple perspectives in stories, students also develop critical thinking skills, evaluate character actions, and practice problem-solving skills. Aspects of empathy and understanding of cultural diversity manifested in texts like this, along with students' social and emotional development. By stimulating imagination and creativity, storytelling texts take readers on an immersive journey, encourage storytelling skills, and create a platform for appreciating culture and literature. Thus, texts of this kind play an important role in learning, helping develop language, critical thinking skills, empathy, and fostering a love of literature (Paich: 2019).

Based on the researcher observation in SMA N 9 Banda Aceh during teaching assistance in 2022, researcher found some problems in students weaknesses in reading comprehension, especially in understanding narrative text are: firstly is a limited vocabulary, as unfamiliar words prevent their ability to grasp the nuances and depth of the story. Additionally, inferencing difficulties can lead to misconceptions about key plot points or character motivations, impacting the overall understanding of the narrative. Another factor that can prevent comprehension is a lack of background knowledge. Narratives often draw upon cultural or historical references, leaving students who lack familiarity with such contexts at a disadvantage. Consequently, they might struggle to relate to the story or interpret its underlying themes effectively.

Some students have difficulties with reading comprehension, making it challenging to follow the sequence of events and the development of characters. This can hinder their ability to connect various elements within the narrative cohesively. Moreover, attention and focus issues may prevent students from fully engaging with the text, resulting in missed details and incomplete comprehension. Students who interpret the text too literally might overlook metaphorical language and symbolic elements, missing essential layers of meaning within the narrative. Additionally, slow reading speed can hinder their ability to establish connections between different parts of the story, leading to disjointed comprehension. Understanding narrative structure can pose challenges as well. Recognizing and following the plot's progression— from exposition to climax to resolution— may be difficult for some students, affecting their overall understanding of the story's unfolding. The level of engagement with the narrative also plays a vital role in comprehension. If students lack interest in the text or find it unrelatable, their motivation to understand the story diminishes, resulting in weaker comprehension.

Moreover, limited critical thinking skills can hinder students' ability to analyze and evaluate the events, characters, and themes present in the narrative. Language

barriers may affect non-native speakers, as they struggle with comprehension due to unfamiliarity with the language in which the narrative is written.

To help students overcome these weaknesses, researcher can adopt a variety of strategies. These may include pre-teaching vocabulary, providing relevant background information, encouraging active reading, and incorporating discussions and activities that promote inferencing and critical thinking skills. Creating a supportive and engaging learning environment that fosters an appreciation for narrative texts is essential to empowering students in their comprehension journey.

The researcher discuss about reading comprehension of a narrative text in this research. Narrative text is a text that tells a story, with the social functions are to inform, entertain, or amuse the readers (Hastuti, 2010). This definition is in line with comic books where the purpose of comic book is to entertain, enjoyable or just having fun to read it.

Using comic books can offer a solution to these difficulties. Comic books provide visual cues that aid in understanding the narrative, such as panels, speech bubbles, and illustrations. The combination of visuals and text helps readers follow the plot and grasp the relationships between characters and events more easily. The use of images can enhance comprehension by providing visual context and supporting the understanding of complex concepts. Moreover, comic books often use simplified language, making them more accessible to readers who struggle with vocabulary and language complexity. The engaging and dynamic nature of comic books can also help maintain readers' attention and interest. By combining text and visuals, comic books provide a bridge for readers to develop their comprehension skills and make connections between the story and their own experiences.

There are a number of teaching tools for reading that can increase students' enthusiasm to learn in the classroom, and in this study, the researcher used comic books as the teaching tool to increase students' comprehension. The reading comprehension process is greatly assisted by comic books. Carry (2014) stated that readability metrics for comics are based on both text and visuals. Here, images support the text's spoken content to make it easier to understand.

According to Rokhayati (2014), comic books are an effective English teaching method for learners. As a result, using comic books in the English classroom to educate kids reading comprehension is a good idea. Through their narrative and illustrations, comic books convey messages. It can assist student better understand the text's substance, develop their thoughts, and develop a passion for reading, among other things. The

researcher believe that comic book is the attractive media to attract the attention of the student, therefore this research conduct to proof that narrative text is easy to understand by using comic book.

There is researcher that conducted the same research. The research by Desi Purnama Sari, Sofyan Abdul Gani, and Saiful Marhaban (2021) entitled “The Use of Comic Book as a Media in Teaching Reading Comprehension to Improve Students’ Vocabulary Mastery”, Syiah Kuala University, Banda Aceh, Regency 2021. the result of normality tests on pre-test of both experimental and control groups.

The result of this research is students’ vocabulary mastery was significantly improved. The students’ responses toward the use of comic book to improve their vocabulary mastery were positive and the students showed their interest in reading. Therefore, the use of comic book to improve students’ vocabulary mastery through reading comprehension is suggested to be used by teachers to help students in learning and memorizing vocabulary. The purpose is different with this research, which is their research focus to improve student vocabulary, meanwhile this research focus to teaching reading comprehension of narrative text.

Based on the above reasons, the researcher intended to conduct a research on the title “The Use of Comic Book in Teaching Reading Comprehension of Narrative Text.

### **RESEARCH METHOD**

The model of the research design be use by researcher is pre- experimental design of one group pre-test and post-test design. The characteristics of pre-experimental design is the design may have pre-test and post-test without a control group (Nunan: 2002). Furthermore, according to Gay (2000), the one group pre-test and post-test design takes a group that is pre-tested, exposed to treatment, and post-tested. In conducting the research, the researcher use one class of the first year students at SMA N 9 Banda Aceh.

The sample 33 students that be taken from the first grade especially X IPAS 8 of SMA 9 Banda Aceh. According to Sugiyono (2018), the sample is part of the number and the characteristics possessed by the population are samples taken from the population must be truly representative or representative of the population being studied. The researcher take this sample because of some reasons, as follow: Firstly, the sample size of 33 was deemed manageable and feasible for the research, considering available resources and logistical constraints. Additionally, X IPAS 8 is perceived as a representative group of first-grade students, making the findings potentially applicable to similar educational settings.

## **REASERACH INSTRUMEN**

The research used for quantitative research data collection because test instrument to measure a person's ability in a particular field, such as mathematical talent, musical talent, language ability and so on. Whereas inventory to determine certain (psychological) characteristics of individuals. From both of these instruments collect data in the form of figures that will later be used tested with statistics to determine the purpose of the study.

This is used in quantitative research, to capture data informative and factual. For example, data on education level, age, assessment of personality and so on. The type of data for the questionnaire or questionnaire in the form of numbers, then it will be processed with the help of software statistics to find out the results of the data. Questionnaire in retrieval data must have been previously determined and tested beforehand.

## **TECHNIQUE OF DATA COLLECTION**

Data is needed in order to answer research questions. In this research, the data will collect by using several technique of collecting data. There are two kinds of test in conducting the research. First is pre test, it is given before experimental teaching is conducted. It aims to know the students' ability in reading comprehension through narrative text before using comic media in experimental class. Second is post test, it is given after the treatment is done. It is given in order to know the students' development in reading through narrative text after teaching by using the comic media. Experimental teaching is done for three meetings.

## **TECHNIQUE OF DATA ANALYSIS**

The result of the test classify into five categories based on criterion evaluation that suggested by Brown (2011) as follows: excellent, very good, good, enough, and bad.

**Table 1.** The classification of test score

<b>Score</b>	<b>Value</b>	<b>Category</b>
90-100	A	Excellent
80-89	B	Very good
65-79	C	Good
55-64	D	Enough
0-54	E	Bad

After all components are assessed and calculated, the researcher will classify the students' reading comprehension of narrative text based on the score , that students obtained through the result of pre-test and post-test. After the students' reading ability is

assessed by using some criteria, the researcher will use some statistical procedures to calculate data as explained in bellow:

1. After obtaining all test results, assign a value between 1 - 100. The obtained scores were then analyzed.
2. After evaluating the work of each student, the average grade was calculated. Using SPSS (Statistically Product and Service Solution), the value of the students was determined.
3. Using SPSS to determine the average test score of the students
4. To find out the significant different between the pre-test and post-test by N-Gain score. The test using SPSS

**Table 2.** Interprets N-Gain

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

(Hake, 1999)

5. Interpreting values to see the comparing score pre-test and post-test
6. Using a different test using SPSS
  - a) Normality test to find out whether the data is normally distributed or not.
  - b) After carrying out the normality test then proceed with the parametric test if the data is normally distributed otherwise continue with the alternative (non-parametric) test to find out if there is an increase before using comic and after using comic.
7. Analysis questionnaire

## RESULT

**Table 3.** 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 4.** 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, performance scores are categorized into specific ranges, each associated with a frequency, value, and category. In the score range of 90-100, there are three cases where the performance is considered excellent, marked with the category "Excellent" and assigned the value A. Shifting to the score range of 80-89, there are 26 cases indicating very good performance, labeled as "Very good" with the corresponding value B. For scores within the range of 65-79, there are four cases categorized as good performance, labeled "Good" and assigned the value C. Interestingly, there are no cases in the score range of 55-64, which is labeled "Enough" with the value D. Lastly, there are no instances in the lowest score range of 0-54, labeled as "Bad" and assigned the value E.

In this research, the comparison between pre-test and post-test results in implementing comic books in teaching reading comprehension of narrative texts provides an intriguing insight. During the pre-test phase, no cases reached the highest score range (90-100), indicating that students' initial understanding might not have reached an excellent level. However, after going through the teaching phase utilizing comic books, a significant improvement is observed in the post-test. The score range of 80-89 indicates 26 cases with excellent performance, demonstrating the effectiveness of this learning approach. Furthermore, a positive shift is evident in the score range of 65-79 with four cases of good performance. Although there were no cases in the score range of 55-64 in the pre-test, the post-test shows 17 cases reaching the standard, indicating consistent improvement. Thus, it can be concluded that the implementation of comic books in teaching reading comprehension of narrative texts contributes positively to enhancing students' performance from the pre-test to the post-test.



Normalized gain or N-gain score designed to determine method or treatment effectiveness. To calculate the gain score use SPSS.

**Table 5.** Interprets N-Gain Score

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

**Table 6.** 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 results of the N-Gain (%) scores are utilized to measure the effectiveness of implementing comic books in teaching the comprehension of narrative texts. Based on the data analysis, it was found that the average N-Gain score (Mean) is 58.43, with a minimum value (Minimum) of 37.50 and a maximum value (Maximum) of 75.00. The interpretation of N-Gain results using the percentage category table indicates that scores below 40% are classified as Low, scores between 40% - 55% are classified as Less, scores between 56% - 75% are classified as Sufficient, and scores above 76% are classified as Effective.

Analysis the normality of the data should be measured. In determining the normality of the data, the Shapiro Wilk test is used because the sample is not more than 50 and uses SPSS 27. Sugiyono (2014: 114) state the Shapiro - Wilk normality test is a test carried out to find out the distribution of a small sample using data simulation that is not more of 50 samples.

**Table 7. Test of Normality**

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

On other hand, after completing the normality test using the Shapiro-Wilk test, the analysis results indicate that both variables, Pre-Test and Post-Test, do not have a normal distribution. The significance values (Sig) being less than the commonly used significance level ( $p < 0.05$ ) indicate that the collected data does not meet the assumption of normality. The non-normal distribution of the data prompted me to choose an analysis method that is not dependent on the normality assumption. Therefore, decided to proceed with the analysis using the Wilcoxon Signed Rank Test as an alternative to the Independent Samples T-Test. This decision is based on the suitability of the Wilcoxon test for paired data and its advantage of not requiring the assumption of normality.

This decision is made with the hope of finding statistical evidence supporting my alternative hypothesis, which posits a significant difference between Pre-Test and Post-Test scores. By employing the Wilcoxon test, aim to delve deeper into exploring the impact of implementing comic books in teaching reading comprehension of narrative texts. In the context of this research, I strive to statistically validate that this approach has a significant influence on improving students' reading comprehension.

The application of this test involves formulating the null hypothesis ( $H_0$ ) and the hypothesis ( $H_a$ ). In the context of this research, the null hypothesis states that there is no

significant difference in narrative text reading comprehension before and after the implementation of comic books. Meanwhile, the alternative hypothesis supports the presence of a significant difference due to the intervention. If the Wilcoxon test statistic reaches the predetermined significance level, the researcher can conclude that the implementation of comic books has a significant impact on improving students' reading comprehension. With the Wilcoxon test's advantages in handling non-normal data and ordinal characteristics, this method emerges as a strong analytical choice in this research context

**Table 8.** Result Rank of Wilcoxon test

	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>
Negative Ranks	0 <sup>a</sup>	.00	.00
Positive Ranks	33 <sup>b</sup>	17.00	561.00
Ties	0 <sup>c</sup>		
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 9.** Result of Wilcoxon Test Statistic

<b>Z</b>	<b>-5,043</b>
<b>Asymp.Sig. (2-tailed)</b>	<b>&lt;,001</b>

Based on taking the hypothesis:

1. If the Asymp.sig or significance value is  $<0.05$  then the hypothesis is accepted
2. If the Asymp.sig or significance value is  $> 0.05$  then the hypothesis is rejected

Hypothesis (Ha):

"The use of comic books in teaching reading comprehension of narrative text will result in a statistically significant improvement in students' comprehension skills compared to traditional teaching methods."

Null Hypothesis (Ho):

"There is no statistically significant difference in students' reading comprehension skills when exposed to the use of comic books compared to traditional teaching methods in the context of narrative text education."

Based on the given statistical results, with a Z-value of -5.043 and an Asymp.Sig. (2-tailed) value of less than 0.001, we can conclude that there is strong statistical evidence to reject the null hypothesis. In other words, these results support the Alternative Hypothesis, stating that the use of comic books in teaching narrative reading comprehension has a significant impact on improving students' comprehension skills.

**Table 10.** 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 appportunity 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 titled "The Use of Comic Books in Teaching Reading Comprehension of Narrative Text" aimed to assess the effectiveness of integrating comic books into English lessons. The questionnaire responses provided valuable insights into students' perceptions and experiences. The majority of participants expressed happiness (30/33) during English lessons, indicating a positive attitude. Additionally, a substantial number (26/33) found it easy to comprehend narrative text using comics, showcasing the potential of this visual aid in enhancing understanding.

Motivation appeared to be a key factor, as 28 out of 33 participants felt inspired to learn English through the application of comic books. This positive motivation correlated with a liking for learning narrative text with comics (26/33). The belief that comic books can enrich reading comprehension received overwhelming support, with 33 participants endorsing this view.

Furthermore, the questionnaire explored memory retention, with 30 participants agreeing that they found it easier to remember new vocabulary when studying with comic books. The availability of support when facing difficulties was addressed, revealing that

23 participants had the opportunity to ask for assistance. This aspect of support is crucial in facilitating effective learning environments.

Ownership of vocabulary, a measure of perceived linguistic proficiency, was perceived positively by 28 participants. The majority (28/33) also expressed interest in learning narrative text using comic books, indicating a strong inclination towards this teaching method. Although a portion found it challenging (22/33), the overall positive responses suggest that the perceived difficulties did not overshadow the benefits.

## ***DISCUSSION***

The study, titled "The Use of Comic Book in Teaching Reading Comprehension of Narrative Text," employed a comprehensive approach to assess the effectiveness of integrating comic books into English lessons. The research utilized various methodologies, including pre-test and post-test analyses, N-Gain scores, normality tests, the Wilcoxon Signed Rank Test, questionnaires, and observation sheets.

In the pre-test analysis, students' performance scores were categorized into specific ranges, revealing that no cases met the criteria for excellence in the 90-100 score range. However, 2 cases were considered excellent in the 80-89 range, while 4 cases demonstrated good performance in the 65-79 range. The pre-test results indicated room for improvement, with 17 cases meeting sufficient standards in the 55-64 range and 10 cases performing poorly in the 0-54 range.

Post-test results showcased significant improvement, with three cases achieving excellence in the 90-100 range and 26 cases performing very well in the 80-89 range. Notably, the implementation of comic books resulted in no cases falling within the 55-64 or 0-54 ranges, indicating overall positive progress in reading comprehension.

The N-Gain analysis demonstrated an average score of 58.43%, classifying the implementation as sufficient and effective according to predefined percentage categories. This suggests a notable improvement in students' comprehension skills through the use of comic books.

Normality tests revealed that both pre-test and post-test variables did not follow a normal distribution. Consequently, the Wilcoxon Signed Rank Test was chosen for further analysis, given its suitability for paired data and independence from normality assumptions.

The Wilcoxon test results confirmed a significant improvement in students' comprehension skills after the implementation of comic books. The Z-value of -5.043 and a

p-value of less than 0.001 provided strong evidence to reject the null hypothesis, supporting the alternative hypothesis that comic book integration significantly enhances reading comprehension.

Questionnaire responses indicated a positive reception among participants, with a majority expressing happiness during English lessons, finding it easy to comprehend narrative text using comics, and feeling motivated to learn English through comic book application. Memory retention and vocabulary ownership were positively influenced, further emphasizing the benefits of comic book integration.

## **CONCLUSION AND SUGGESTION**

### ***Conclusion***

In the sequence of pre-test and post-test analyses, along with questionnaire results, this research demonstrates that the use comic books in teaching narrative text significantly enhances the academic achievement of first-grade students at SMA 9 Banda Aceh. The consistent improvement in pre-test and post-test data, illustrated by concrete examples such as student 1's score increasing from 60 to 85, is evident. The average N-Gain score of 58.43% and a maximum N-Gain score of 75.00% strongly indicate that the continual use of comic books positively contributes to students' comprehension of narrative text.

These findings further corroborated by questionnaire results, where the majority of respondents expressed happiness during English lessons involving comic books. The ease of understanding narrative text using comic books and the high motivation to learn English through this approach receive significant support. Despite some students encountering challenges in learning narrative text with comic books, the overall positive responses underscore perceived benefits, including heightened motivation and understanding.

Moreover, this research employed the Wilcoxon test to examine a significant difference in students' comprehension skills before and after the implementation of comic books. The results revealed a Z-value of -5.043 and  $p < 0.001$ , signifying a substantial improvement in students' comprehension following the use of comic books. This supports the alternative hypothesis that integrating comic books significantly enhances reading comprehension. In conclusion, the utilization of comic books in teaching narrative text at SMA 9 Banda Aceh is asserted to have a meaningful positive impact on students' academic achievement and learning experiences. The implications extend to the potential development of more innovative and engaging teaching methods, the reinforcement of

students' foundation in the English language, and the stimulation of their motivation for learning.

### *Suggestion*

Based on the outlined research findings, several recommendations can be provided to enhance the effectiveness of English language teaching through the integration of comic books in understanding narrative texts:

Firstly, there is a need for the development of diverse comic book content that aligns with the existing curriculum. Tailoring material to students' needs and incorporating various difficulty levels will enrich the learning experience.

Secondly, teachers need specific training in the use of comic books in teaching. This includes a deep understanding of how to integrate comic books with existing teaching methods and creating a classroom atmosphere that supports this approach.

Thirdly, there is a need to strengthen collaboration between teachers and students in using comic books. Discussions, questions, and responses from students can be crucial elements in enhancing understanding and engagement.

Fourthly, in addition to comic books, the development of supporting teaching materials such as worksheets, assignments, or additional activities can provide variation in the learning process and hone students' skills.

Fifthly, integrate technology in teaching, such as using online learning platforms or apps related to comic books. This can expand student access and enhance the attractiveness of the learning process.

Sixthly, conduct continuous evaluations of the effectiveness of teaching with comic books. This may involve ongoing monitoring of student progress, gathering feedback from students, and making adjustments as necessary.

Seventhly, involve parents in supporting students' learning with comic books. Engaging parents in understanding the benefits of using comic books can create broader support.

Eighthly, encourage further research to explore the impact of using comic books in English language learning more deeply. Advanced research can provide additional insights and enrich understanding of this teaching method.

By implementing these recommendations, it is hoped that the application of comic books in English language teaching can become more effective and relevant to students' needs, creating a more dynamic learning environment that motivates students.

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