



IMPROVING READING COMPREHENSION THROUGH READING

COMIC AT EIGHT GRADE OF MTS BAHRUL MAGHFIROH

SKRIPSI

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ABSTRACT

Ahmad Faiz. 2023. Improving Reading Comprehension Through Reading Comic at Eight Grade of MTs Bahrul Maghfiroh. Skripsi, English Education Department Faculty of Teacher and Education Islamic University of Malang. Advisor I: Diah Retno Widodoati, S.Pd., M.Pd; Advisor II: Sonny Elfiyanto., S.S., S.Pd., M.Pd., Ph.D.

Key words: Comic, Reading Comprehension.

The preliminary study aims to investigate the potential impact of reading comics on the reading comprehension skills of eighth-grade students at MTs Bahrul Maghfiroh Malang. English language teacher reported challenges in improving reading comprehension among students. This study aims to use comic media as an alternative media to enrich students' reading comprehension. To improve learning outcome, the researcher used Naruto comic media as teaching material by considering the moral and characters values in the comics such as leadership learning and overcoming limitations.

This study is supposed to provide valuable insights and recommendations for educators on the use of comics as an instructional tool to enhance reading comprehension among eighth-grade students. The author uses Classroom Action Research (CAR) for this study. CAR is used to find out and solve the students' problems in a classroom. Each cycle includes planning, implementing action, observing, and reflecting. There are twelve students out of twenty five (48%) who reached the KKM of the total twenty five students before using comic as learning media in class eight-grade A of MTs Bahrul Maghfiroh Malang.

After carrying out the English learning cycle using comic media, the overall average student score increased by 83% and the number of students who reach the KKM increased from twelve students to twenty-two students. This research is considered successful because 88% of the total number of students reach the KKM score. This score is adapted to KKM of MTs Bahrul Maghfiroh for English classes, while the KKM is 70 for each student and 80% of total students reach KKM score. Thus, this research is successful with one cycle.

Based on the results of the study, the researcher provides several suggestions. First, this learning media can be used by teachers as an alternative learning media. Second, it is hoped that the results of this study can be a reference for teaching materials in teaching when the researcher becomes a teacher later and make it a reference to use other media for learning. Last, for other researchers who want to conduct the same research, it is recommended to conduct this research with different subjects and schools especially in schools that consist of male and female students in order to obtain better research results and be useful as information material for education.

CHAPTER I

INTRODUCTION

This chapter provides the background elements of the research. This chapter introduces the background of the study, the research problem, the objective of the study, the significance of the study, scope and delimitation, and the definition of key terms.

1.1 Background of the Study

The ability to comprehend written text is a crucial skill for students in every school level. However, many students face challenges in developing strong reading comprehension skills (Septiyana and Aminatun 2021). Hamidin (2017) stated that students are sometimes frustrated when they are difficult in comprehending a reading passage or failure in completing their test particularly English proficiency test. Their failures and difficulties in reading may be caused by their habits of reading, reading experiences, and their motivation. In recent years, educators and researchers have explored various strategies and interventions to enhance reading comprehension. One such approach is using comics as a tool to improve reading comprehension. This preliminary study aims to investigate the potential impact of reading comics on the reading comprehension skills of eighth-grade students at MTs Bahrul Maghfiroh Malang.

Basically, learning is one of the main keys for humans to gain intelligence and knowledge that can be obtained through books, educators, and the natural environment. Our ancestors went through the process of developing knowledge by learning gradually over a very long period of time until we can experience modern

civilization as it is today (Alhaysony, 2017). When someone learns, they will gain intelligence or knowledge and change their attitude to be better (Manik, 2019). However, it cannot be denied that knowledge can also be misused by students to the wrong way. Therefore, intensive and regular supervision is needed to ensure that the knowledge gained by a learner, especially an early-age learner, is used in the right way.

According to Fatimah et al (2019), the learning process has many forms, ways and methods to achieve the learning outcomes desired by educators and students themselves. In the process, learning does not always involve interaction between a person and an educator, especially in the classroom, but it can also be done independently using learning media such as print and electronic media or even by observing the surrounding nature whether intentional or not. According to Dakhi and Maritha (2018), we often encounter transformations in education that can change every year or every time along with government policies and educational institutions such as changes in learning curriculum, media and so on. This is inseparable from new innovations in the world of education to improve the quality of learning and the results to be achieved.

Language learning according to Nadeem (2022) is one of the main components in teaching and learning activities around the world including Indonesia. These activities are regulated in Government Regulation Number 57 of 2014 concerning the Development of Language, Literature Development and Improvement of the Function of Indonesian Language. "Language development, better known as language coaching is an effort to improve the quality of language

use through language learning at all types and levels of education and language popularization to various levels of society”.

Nevertheless, various problems and obstacles arise in the process of learning English language. One of the obstacles that English learners often experience is the understanding of English vocabulary which tends to be unfamiliar to those who are in the early stages of learning English (Aldahash and Altalhab, 2020).

One of the basic skills in learning English is reading. According to Wijaya et al (2021) reading is one of the skills that must be mastered by every individual to master a field of science, especially linguistics. Besides, Widowati and Kurniasih (2018) stated that reading is an inevitable activity to gain information. Through reading, students are able to deliver their opinion better and show better performance. The ability to read requires a person to carry out several processes simultaneously such as understanding the object of reading and pronunciation of what has been understood from books, magazines or other reading materials. According to Sasalia and Sari (2020), reading skills are relatively difficult to be mastered, especially foreign reading skills because a person is required to master several scientific aspects such as understanding vocabulary, language order, pronunciation of words and so on. In the process, mastering reading skills require a lot of time.

According to Hamer and Lely (2019), to master English reading skills, one is faced with several aspects that must be mastered, such as English grammar, pronunciation, and others. Hamidin and Saukah (2020) said that mostly, less

successful readers tend to be passive students, less motivated, fewer interests, and less inter-individual characteristics in improving their reading ability, only one of them who has self-motivation, self-efficacy, and interest in enhancing their reading ability. Therefore, new teaching innovations that are efficient and interesting are needed. So that, they can understand the material presented and practice their English skills properly and correctly. Interesting and effective learning media can be one of the alternatives to overcome problems in the learning process (Damopolii et al., 2021). One of the media that can support and help learning reading skills is comic media.

According to Badan Pengembangan dan Pembinaan Bahasa (2023), comics are defined as illustrated stories that are easy to digest and funny. In general, comics can be interpreted as a medium to convey a story through pictures that are illustrated to describe the story. Darmayanti et al (2020) said that students are easier to understand an explanation. Individually, students can see the form and description of learning material without having to listen to explanations from educators through image media. Comic media gives a simpler impression to students in learning English. Thus, it is likely to be more favoured to be used as an alternative learning media.

Affied et al (2018) stated that comics offer an engaging and innovative approach to improve reading comprehension. By combining text and images, comics create a fun and interactive reading experience for students. In the eighth-grade, the use of comics can spark their interest and make the learning process more enjoyable. The images in comics help students visualize scenes, characters,

and storylines more effectively, enhancing their comprehension of the reading content, especially for visually-oriented learners. By incorporating visual elements, comics assist students in connecting the text with relevant images, thus strengthening their overall comprehension. Isaqjon (2022) said that reading strategies affect students' reading comprehension has a great impact on their ability. Therefore, it is relevant to explore alternative approaches such as using comics to enhance students' reading comprehension at this level. MTs Bahrul Maghfiroh was chosen as the research site due to its relevance in the educational context and its potential to provide deeper insights into the use of comics in that context. Thus, this study can offer more accurate recommendations for curriculum development and learning at the school, directly benefiting eighth-grade students.

Based on the observation, it is indicated that there are challenges in improving reading comprehension among eighth-grade students at MTs Bahrul Maghfiroh. The English teacher at the school states that many students face difficulties in understanding the context and important details of reading texts. It is indicated that there are twelve students of twenty-five students in eighth-grade of MTs Bahrul Maghfiroh who do not reach Kriteria Ketuntasan Minimum (KKM) score on midterm test. Factors such as lack of interest in reading, and insufficient variety in teaching strategies have been identified as issues that need to be addressed. Additionally, the English teacher expresses a desire for more engaging teaching methods, such as using comics. It is hoped that by reading comics students can enhance their interest and involvement in the stories, as the visual images and dialogues help them visualize the narratives more effectively.

Based on these findings, this research is deemed necessary to explore the use of comics as an effective tool for improving reading comprehension among eighth-grade students at MTs Bahrul Maghfiroh Malang.

Therefore, the researcher tries to use comic media as an alternative media to enrich students' reading comprehension in eight-grade of Bahrul Maghfiroh Malang in order to make students in that class easier to learn of English language. Therefore, they need sufficient English language understanding to support their abilities such as speaking, listening, reading and writing English in the future.

1.2 Research Problem

Based on the explanation above, the author describes the problem of study as follows, "How can comic improve the reading comprehension of students in eighth-grade of MTs Bahrul Maghfiroh Malang?"

1.3 Objective of the Research

The research objective of this study is to explore the potential of comics as a means to improve the reading comprehension skills of eighth-grade students at MTs Bahrul Maghfiroh Malang.

Specifically, the study aims to investigate the impact of comic as learning media on students' reading comprehension abilities. By addressing this objective, the study seeks to provide valuable insights and recommendations for educators on the use of comics as an instructional tool to enhance reading comprehension among eighth-grade students.

1.4 Significance of the Research

This study directs the teachers and students at eighth-grade of MTs Bahrul Maghfiroh to use comic as a media to improve students' reading comprehension.

1.4.1 Theoretical Significance

- a) This research focuses on students' reading comprehension at the eight-grade of MTs Bahrul Maghfiroh only. Enhancing this reading comprehension ability can help students to learn more effectively across the curriculum and prepare them at higher education level.
- b) The use of comics as a learning tool is a critical theoretical aspect of this research. Comics have the potential to increase students' interest, engagement, and understanding of reading materials. This study provides insights into the effectiveness of comics as an innovative and engaging instructional tool to enhance students' comprehension.

1.4.2 Practical Significance

- a) This research has possibility to contribute in developing of more effective teaching methods in order to improve students' reading comprehension. If the research findings demonstrate the effectiveness of using comics to improve students' reading skills, this approach can be expanded and adopted by other teachers and schools to enhance the quality of learning.
- b) Strong reading comprehension skills have a broad impact on students' educational outcomes. If this research successfully improves students' reading comprehension levels, the quality of English learning in the eighth-grade of MTs Bahrul Maghfiroh can be improved.

- c) Conducted at MTs Bahrul Maghfiroh, this research directly impacts the local school environment. The findings help in developing curricula and teaching methods that better cater to the needs and characteristics of the students at the school.
- d) If the research findings are published and well-communicated, they can contribute to the educational literature related to language learning, teaching methods, and the use of comics in an educational context. The findings may serve as a reference for further research and open opportunities for similar studies in the field of education.

1.5 Scope and Delimitation of the Research

The scope of this study is delimited to an Islamic Boarding School where there is gender segregation, with separate facilities for female and male students. Furthermore, the research specifically focuses on male students in their respective classes. The delimitation of this study is centred on the enrichment of students' reading comprehension solely through the use of comics as media.

1.6 Definition of Key Terms

The following are the Definition of Key Terms of this study

1. Reading Comprehension

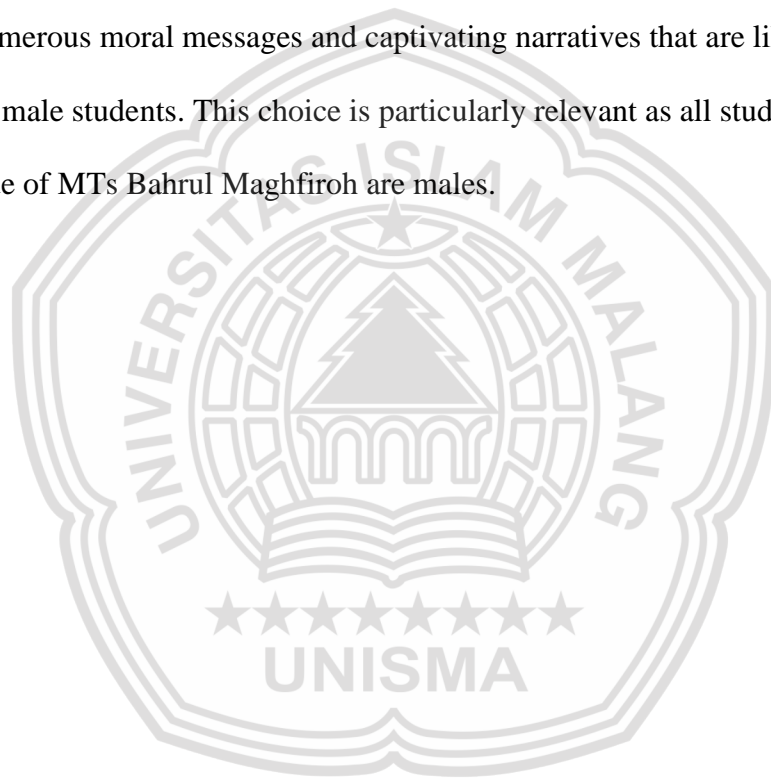
Reading comprehension entails understanding the meanings of printed words. In this study, reading comprehension is emphasized with a focus on intensive reading. This type of reading always has a specific purpose. The goal is to reach specific information from the text being read. A strong grasp of reading

comprehension not only enhances reading skills but also positively impacts other language abilities such as speaking and writing.

2. Comic as a Learning Media

Comics are a form of reading media that incorporate visual elements and conversations. Typically, comics feature fictional stories that entertain readers.

The Naruto Shippuden comic is used in this research due to its storyline containing numerous moral messages and captivating narratives that are likely to resonate with male students. This choice is particularly relevant as all students in the eight-grade of MTs Bahrul Maghfiroh are males.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher shows the conclusion and suggestion based on the research findings and discussions.

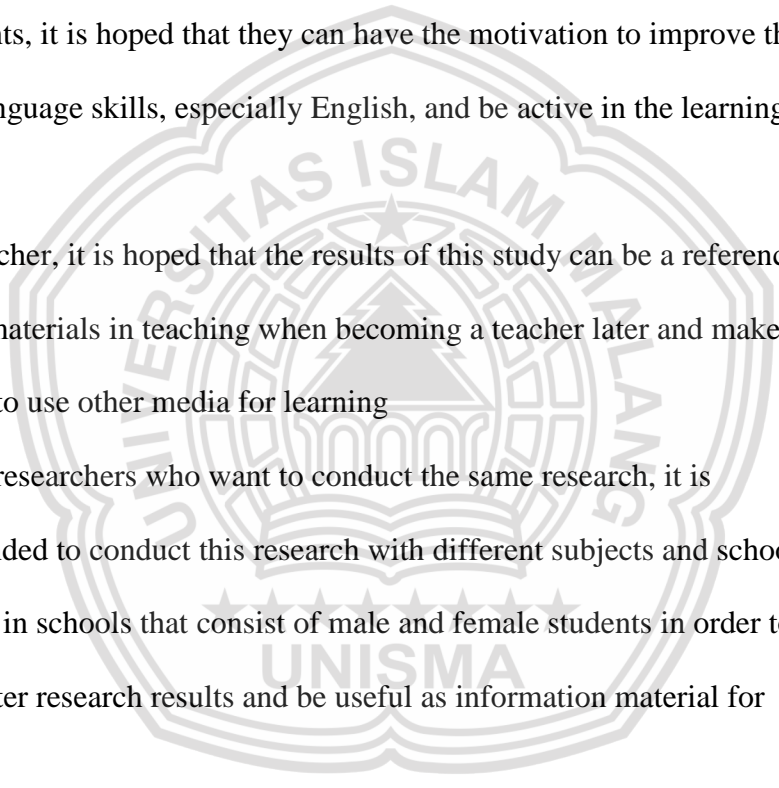
5.1 Conclusion

The research was conducted in September-October 2022 at eight-grade of MTs Bahrul Maghfiroh Malang revealed low English learning outcomes among students. Less than half of the students reached the KKM score on the midterm exam, with twelve out of twenty-five students reached the KKM score. The outdated learning methods and monotonous media were contributing to these unsatisfactory outcomes. To improve learning outcome, the researcher used Naruto comic media as teaching material by considering the moral and characters values in the comics such as leadership learning and overcoming limitations. After the research was already done, it was found that the overall average students' score increased by 83%, and the number of students who reached the KKM increased from twelve to twenty-two students. This research was considered successful because 88% of the total number of students reached the KKM score and would not be continued to the next cycle.

5.2 Suggestion

Based on the results of the study, the researcher provided several suggestions as follows:

1. Learning English by using comic media can improve student learning outcomes. Therefore, this learning media can be used by teachers as an alternative learning media.
2. For students, it is hoped that they can have the motivation to improve their foreign language skills, especially English, and be active in the learning process.
3. For researcher, it is hoped that the results of this study can be a reference for teaching materials in teaching when becoming a teacher later and make it a reference to use other media for learning
4. For other researchers who want to conduct the same research, it is recommended to conduct this research with different subjects and schools especially in schools that consist of male and female students in order to obtain better research results and be useful as information material for education.



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