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The Use of Digital Comics on Students' Reading Comprehension of Narrative Texts

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Abstrak

Komik digital adalah media digital yang dapat digunakan dalam kegiatan kelas membaca, khususnya dalam membaca pemahaman teks naratif. Penelitian ini bertujuan untuk menguji ada atau tidaknya perbedaan kemampuan pemahaman membaca teks naratif yang signifikan antara siswa yang diajar dengan menggunakan komik digital dan tanpa menggunakan komik digital. Desain quasi-eksperimental digunakan dalam penelitian ini. Penelitian ini dilakukan pada bulan Januari-Maret 2023, di kelas sembilan SMP swasta di provinsi Riau, Indonesia. Pengambilan sampel dilakukan dengan menggunakan teknik purposive sampling. Dalam pengumpulan data, peneliti menggunakan pre-test yang diberikan sebelum perlakuan dan post-test setelah perlakuan. Kedua tes tersebut merupakan tes pilihan ganda yang digunakan untuk mengetahui kemampuan siswa dalam membaca pemahaman teks narrative. Peneliti menganalisis data dengan menggunakan uji normalitas, uji homogenitas dan uji t dengan menggunakan uji Man Whitney dengan program SPSS versi 23.0. Hasil penelitian menunjukkan nilai Sig (2-tailed) sebesar 0,045. Jadi, hipotesis alternatif diterima sedangkan hipotesis nol ditolak. Artinya, terdapat perbedaan yang signifikan kemampuan membaca pemahaman teks naratif antara siswa yang diajar menggunakan komik digital dan yang diajar tanpa menggunakan komik digital. Dapat disimpulkan bahwa komik digital merupakan media efektif yang dapat digunakan untuk meningkatkan kemampuan siswa dalam membaca pemahaman teks naratif.

Kata Kunci: *Komik Digital, Pemahaman Membaca, Teks Narasi*

Abstract

Digital comics are digital media that can be used in reading class activities, especially in reading comprehension of narrative texts. This study aims to examine whether or not there is a significant difference of ability on reading comprehension of narrative texts between the students taught by using digital comics and without using digital comics. A quasi-experimental design was used in this research. This research was conducted on January-March, 2023, at the ninth grade of a private junior high school in Riau province, Indonesia. The samples were taken by using a purposive sampling technique. In collecting data, the researcher used pre-test given before the treatment and the post-test after the treatment. Both tests were multiple choice tests used to find out the students' ability in reading comprehension of narrative texts. The researcher analyzed the data by using normality test, homogeneity test and t-test by using Man Whitney test with SPSS version 23.0. The result of the research showed that the Sig (2-tailed) value was 0.045. So, the alternative hypothesis was accepted while the null hypothesis was rejected. It means that there is a significant different ability of reading comprehension of narrative texts between the students taught by using digital comics and taught without using digital comics. It can be concluded that digital comics are effective media that can be used to increase students' ability in reading comprehension of narrative texts.

Keywords: *Digital Comics, Reading Comprehension, Narrative Texts*

INTRODUCTION

Technology plays an important role in teaching and learning process. It can function as media in teaching and learning process. So, media which are used by integrating technology are called digital media. Currently, technological developments can be considered in teaching English in increasing student interaction (Licorish et al., 2018; Santosa, 2017 in Saputri, et.al, 2021). Saputri et.al, (2021) mentioned that one of the technology - based learning media that is currently developing is digital comics. Digital comics can be ones of the best alternative media that can be used in reading class. They are comics which are developed into a digital form. McCloud (2008) in Saputri.et.al. (2021) defined comics as pictures and other symbols in a particular order to convey information and achieve aesthetic responses from readers. Digital comics are applications that can can be accessed by using an internet network and a smart phone. Aggleton (2018) stated that digital comics are comics published digitally ; consists of a single image or composed of several parts, have a aligned reading path, have a visible frame, there are symbols such as word ballons, and there is writing style that communicates its visual meaning. The digital comics have some advantages such as durable, inexpensive, interactive, and easily accessible (McCloud, 2000)

Digital comics are illustrated short stories that relate from one image to another in digital form. Digital comics are suitable learning materials in a reading class especially in reading

narrative texts because narrative texts generally contain fiction stories . Digital comics aim to motivate students in the process of accepting language skills, imagination, and cultural experiences in making stories (Vassilikopoulou, Retalis, Nezi & Boloudakis, 2011). The use of digital comics in the learning process provides positive responses from students. Students can be enthusiastic while participating in learning by using digital comics and have a pleasant learning atmosphere. The information presented is easier to understand because it is attractive and it combines various elements of images, narration, and animation (Hidayah, 2017, Wahyudin, 2020).

The effectiveness of digital comics as learning media is also supported by some previous researchers, the development of digital comic media is suitable to use in learning because it has visual element to attract the attention of students (Mulenga, 2020), the development of digital comic media is effective as an innovative medium because the characters in comics can attract students' attention (Sukmanasa, 2017), validation results of digital comic media is valid and able to improve students' understanding of natural resources topic (Rohmanurmeta & Dewi, 2019), illustration images and comic characters can provide information to students in an interesting and fun way (Rachman & Widowati, 2018), and the use of digital comic in online learning can increase the success of learning process and helps to develop positive behavior of students (Ilhan, 2021). In addition, As cited from Saputri, et al (2021), collaboratively digital comics can make learning better and more focused (Dallacqua, 2020). Comics can increase students' literacy skills and can change 21st century (Issa, 2018). The others (Lazarinis, Mazaraki, Verykios, & Panagiotakopoulos, 2015) applied digital comics as alternative learning media. Because of the effectiveness of digital comics as learning media that have been proved by the previous researchers, this study tries to examine whether or not there is a significant difference of ability in reading comprehension of narrative texts between students taught by using digital comics and without using digital comics.

METHOD

This study used an experimental research design with a quasi- xperimental type. The population of this research were the ninth grade students of a private islamic junior high school in Kampar, Riau Province, Indonesia, that consisted of four classes. The total population were 80 students The sample of this study consisted of two classes, IXC and IX D, taken by using a purposive sampling technique. The IX-C class, a control class, consisted of 20 students. Meanwhile, the IX-D class, an experimental class, consisted of 19 students. To collect data, the researcher used tests which consisted of pre-test and post-test. The pre-test was given to both classes; before treatments for the experimental class and no treatments for the control class,

while the post-test was given after giving some treatments for the experimental class and no treatments for the control class. To analyze the data, the researcher used a normality test using Shapiro Wilk method with SPSS 23 to test whether or not the data were distributed normally, and a homogeneity test to test whether both groups, the control and experimental classes, were homogenous. Then, to examine whether or not there is a significant difference of ability in reading comprehension of narrative texts between students taught by using digital comics and without using digital comics. The data were analyzed by using T-test by using SPSS 23.

RESULT AND DISCUSSION

To find out the significant difference of ability between experimental class and control class was based on the students' scores of reading comprehension of narrative texts in the pre-test and the post-test. There were some tests that the researcher used in data analysis. Firstly, normality test which was used to test whether the data were distributed normally or not. The normality test is described in the following table.

Table 1. Test of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	Df	Sig.
Students' result	PreTestEks	.245	19	.004	.854	19	.008
	PostTestEks	.334	19	.000	.703	19	.000
	PreTestCon	.204	20	.029	.884	20	.021
	PostTestCon	.336	20	.000	.697	20	.000

In a normality test, if the significant level (Asymp. Sig) is bigger than 0.05 ($\text{Asymp.Sig} > \alpha = 0.05$), the data distribution is normal. Based on the table above, it can be seen that the asymp significant value of the pre-test of the experimental class score was 0.008 ($0.008 > \alpha = 0.05$), and the asymp significant value for post-test score was 0.000 ($0.000 < \alpha = 0.05$). So, it can be concluded that the data are not normal. Therefore, the analysis of using digital comics on students reading comprehension of narrative texts was continued by using Man Whitney Test.

Next, homogeneity test. It was used to test whether the two groups (experimental and control class) were homogenous. The homogeneity test is described in the following table.

Table 2. Test of Homogeneity

Result

Levene Statistic	df1	df2	Sig.
.397	1	36	.533

From the tests carried out, it was obtained that the significant value in each class was $0.533 > 0.05$. Thus, the both groups were homogeneous. This means that the data compared had same variance, so it deserved to be tested parametrically (t-test).

Next, because the data were not normal, the researcher continued to analyze the data by using t- test (Mann-Whitney Test) described as follows:

Table 3. Mann-Whitney Test

		Sum of		
	Class	N	Mean Rank	Ranks
Students' result	Experimental Class	19	23.74	451.00
	Control Class	20	16.45	329.00
	Total	39		

Table 3 describes the scores of the experimental and control classes. The sum of ranks of the experimental class was 451 with the mean rank was 23.74, while the sum of ranks of the control class was 329 with the mean rank 16.45.

In order to know the significant difference on students' reading comprehension of narrative texts between experimental and control class, the analysis was continued as follows:

Table 4. Significant Difference between Post-Test of Control and Experimental Class

	Students result
Mann-Whitney U	119.000
Wilcoxon W	329.000
Z	-2.008
Asymp. Sig. (2-tailed)	.045
Exact Sig. [2*(1-tailed Sig.)]	.047 ^b

Based on the output of SPSS described at the table above, it can be seen that the sig (2-tailed) value is 0.045. H_a is accepted because $0.045 < 0.05$. It means that the variance of the population is not identical. So, based on the data above, it shows that there is a significant different ability on students' reading comprehension of narrative texts between the students taught by using digital comics and without using digital comics.

The result of this study is in line with the result of a previous study conducted by İlhan (2021) about Usage of Digital Comics in Distance learning During Covid-19. Based on the finding, considering the averages scores, it is seen that the digital comics book positively affected the academic achievement

CONCLUSION

The result of this study showed that there was a significant difference ability of reading comprehension of narrative texts between the students taught by using digital comics and without using digital comics. It can be concluded that digital comics are effective media that increase students' ability in reading comprehension of narrative texts.

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