

**THE INFLUENCE OF ENGLISH COMIC AS MEDIA ON IMPROVING
STUDENTS' READING COMPREHENSION OF RECOUNT TEXT AT
SMA NEGERI 1 BAMBANG**



BY

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ABSTRAK

WELTRI: Pengaruh Media Komik Bahasa Inggris Students' Dalam Meningkatkan Pemahaman Membaca Siswa Tentang Teks Recount di SMA Negeri 1 Bambang. Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.

Tujuan penelitian ini adalah untuk mengetahui pengaruh media komik Bahasa Inggris dalam meningkatkan pemahaman membaca siswa dalam teks recount. Penelitian ini dilaksanakan di SMA Negeri 1 Bambang. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-eksperimen. Sampel penelitian ini adalah siswa kelas X1 sebagai kelas eksperimen dan kelas X2 sebagai kelas Kontrol yang masing-masing berjumlah 22 siswa. Pengumpulan data dilakukan dengan menggunakan tes yang terdiri dari pre-test dan post-test untuk mengukur peningkatan pemahaman membaca siswa tentang teks recount dan angket yang digunakan untuk mendapatkan informasi mengenai persepsi siswa setelah menggunakan media komik Bahasa Inggris. Hasil penelitian ini menunjukkan bahwa penggunaan media komik dapat meningkatkan pemahaman membaca siswa yang dapat dilihat pada hasil rata-rata skor post-test sebesar 79,04 lebih tinggi dari rata-rata skor pre-test sebesar 58,72. Hasil uji paired sample t-test menunjukkan nilai signifikansi sebesar 0,000, yang lebih kecil dari 0,05. Ini menunjukkan bahwa H_0 ditolak dan H_1 diterima. Adapun persepsi siswa berpikir positif tentang penggunaan media komik, dapat dilihat dari nilai rata-rata sebesar 83%. Berdasarkan hasil diatas, peneliti menyimpulkan bahwa penggunaan media komik dapat meningkatkan pemahaman membaca siswa di SMA Negeri 1 Bambang.

Kata Kunci: *Media komik, Pemahaman Membaca, Teks Recount*

ABSTRACT

WELTRI: The Influence of English Comic Media on Students' in Improving Students' Reading Comprehension of Recount Text at SMA Negeri 1 Bambang. Thesis. Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.

The purpose of this research is to determine the influence of English comic media in improving students' reading comprehension in recount text. This research was conducted at SMA Negeri 1 Bambang. This research uses a quantitative approach with a quasi-experimental design. The samples in this research were students of class X1 as the experimental class and class X2 as the control class, each consisting of 22 students. Data collection was carried out used tests consisting of pre-test and post-test to measure the improvement of students' reading comprehension of recount text and questionnaire used to obtain information about students' perception after using English comic media. The results of this research indicate that the use of comic media can improve students' reading comprehension, which can be seen in the average post-test score of 79.04, higher than the average pre-test score of 58.72. The paired sample t-test show a significant value of 0.000, which is less than 0.05. This shows that H0 is rejected H1 is accepted. As for students' perceptions, they think positively about the use of comic media, which can be seen from average score of 83%. Based on the results above, the researcher concludes that the use of comic media can improve students' reading comprehension at SMA Negeri 1 Bambang.

Keywords: *Comic Media, Reading Comprehension, Recount Text*

CHAPTER I

INTRODUCTION

A. Background

Comic serves as learning aid which utilize a combination of images and text to explain concept and lesson material. The researcher interest in using comic as a learning medium stem from a personal observation that visual story can make reading activities more engaging, meaningful, and easier to comprehend. Comic present a unique combination of text and images that can support students in understanding reading material, especially those who struggle with foreign language text. In the process of learning English, several students struggle with motivation and comprehension, comic have the potential to increase reading interest and student involvement. This personal interest had led the researcher to explore comic particularly English comic can be used as an efficient tool to enhance learners' understanding of reading materials, particularly in recount text.

Reading comprehension is the most questionable issue in applied linguistics, as it is not only a crucial skill that children and adolescents need to develop but also a key gateway to acquiring and expanding knowledge. In Indonesia, reading comprehension frequently appear in exam questions. However, reading texts in a foreign language is challenging for students. Developing these skills requires a lengthy learning process, as students must become familiar with new vocabulary and grammar (Azizah & Hamid, 2022).

One of the reading texts commonly read by students is the recount text. A recount text refers to a kind of writing aimed at narrating past events during a certain period. Typically, such events are arranged into a systematic chronological order. The text begins with an introduction to the people involved in the narrative, the way the incident started, as well as information about where and when the event took place. Although a recount text aims to retell past events in a clear chronological order, some students often struggle to structure this text properly (Hani, 2023).

The students' reading comprehension level at SMA Negeri 1 Bambang is still very low due to several factors. First, students often experience boredom when learning English. They may not be interested in the learning media used. Second, they are unaware of the importance of English reading comprehension for their future. Students may not fully realize how crucial English comprehension is in today's global world. Apart from that, there may also be other internal factors such as low self-confidence or difficulty in understanding the material being taught. All students can indeed read, but they are still unable to comprehend the material and meaning in a passage. This is because their reading comprehension is still very weak. Motivation and encouragement from teachers and parents, as well as students' own initiative to instill the importance of reading, are still very lacking.

The result of this observation can be confirmed by a study carried out by (Tallasa et al., 2021) stated that students' ability to comprehend texts is still lacking, influenced by a low level of enthusiasm for reading English text and a frequent sense of boredom when given reading assignments. In addition, their vocabulary is limited, as is their comprehension of the lesson, which causes difficulty for them to identify the main idea of a text. This problem arises from the lack of reading habit at home and at school, as well as low motivation to student learn English.

The lack regarding learners' understanding of reading text in English when learning recount text can be overcome by implementing comic as a learning media. The use of comics in reading instruction offers various advantages that can enhance students' reading comprehension. Comic present text in a more engaging format by combining images and dialogue, which helps students understand the story's context more easily. Additionally, the language used in comics is generally simpler and more communicative, making it easier for students to recognize vocabulary and sentence structures. Comic can also boost reading motivation, as their compelling storylines students to become more interested and engaged in the learning process. Therefore, using comic as a learning medium can be an effective strategy to significantly improve students' reading comprehension.

Based on study conducted by (Pitriana & Syahrudin, 2021) The academic performance of first-year students at SMA 9 Banda Aceh is greatly improved when comic books are used to teach narrative text. A continuous improvement in pre-test and post-test results, as seen in a specific case where a student's score rose from 60 to 85, can demonstrate this. The highest N-Gain score of 75.00% and the average of 58.43% make it abundantly evident that regular comic book use improves students' comprehension of narrative materials. Based on research conducted by Azizah & Hamid (2022), the use of comic strips has an impact on improving vocabulary and comprehension of text among tenth-grade students at SMK Lab Business Kota Tangerang. Learning with comic strips as a medium has yielded positive results, as indicated by an increase in post-test scores. Moreover, the improvement in post-test results over the pre-test scores demonstrate progress in students' lexical mastery and reading comprehension. Therefore, comic strip are able to serve as a substitute tool in foreign language learning. Their use can also enhance students' interest in language learning, particularly in understanding reading texts. More students provide answers positively to the use of comic strips in learning. Based on data analysis and interpretation by (Nispa et al., 2023), The results show that second-grade students at SMPN 13 Palu benefit from the use of comic strips to promote reading comprehension of narrative texts. Statistical analysis using SPSS Statistics 25 at a 5% level of significance demonstrates that, following comic strip instruction, the mean score of class 8C students was 79.67. This obtained score stands greater than the pre-test mean of 31.67, indicating a notable improvement regarding students' understanding of narrative content.

Based on the problems stated earlier, intends to conduct a study on the use of comic as instructional media on improving students' ability to comprehend, recount text, as it has not been applied in other schools. Based on the topic of the problem found, the researcher concludes in the title: “The Influence of English Comic as Media on Improving Students' Reading Comprehension of Recount Text at SMA Negeri 1 Bambang”.

B. Problem Identification

This research is proposed to identified including:

1. Student's reading comprehension of English is still very low.
2. Students are often experiences boredom in the learning English.
3. English teacher sometime finding it difficult to find learning media that can motivate students to reading.

C. Problem Limitation and Formulation

Based on the problem statement previously mentioned, within the existing limitation, the researcher focuses on the influence of comic as media in students' reading comprehension improvement in recount text. The problem statement of the research as follow:

1. Is there any influence of comic media on the improvement of students' reading comprehension of recount texts at SMA Negeri 1 Bambang?
2. What is the students' perception of the use of comic media in reading comprehension of recount text at SMA Negeri 1 Bambang?

D. Research Objective

Based on the research problems, the objective of the research are:

1. To determine the effect of comic media on the improvement of students' reading comprehension of recount texts at SMA Negeri 1 Bambang.
2. To investigate students' perception of the use of comic media in reading comprehension of recount text at SMA Negeri 1 Bambang.

E. Research Benefits

The research is intended to offer several benefits in following points:

1. Theoretical Benefits

This research is to offer new insights or knowledge to teachers, schools, and researchers about the learning process using comic media to enhance students' reading comprehension.

2. Practical Benefits

The research hopes that this research gives positive contributions to students at SMA Negeri 1 Bambang. This research is expected to help improve students' reading comprehension in English by using comic media and to motivate students in learning English.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Study

This study there are several reviews of related literature and results of earlier researchers, including:

In the first study, Tallasa et al.(2021), investigated how well English comic worked as a tool to help second-year students at SMP Negeri 1 Barru read and comprehend narrative texts. The study, which used a pre-experimental research methodology, found that using comics as a teaching tool significantly improved students' literal and interpretative reading comprehension. Specifically, the results demonstrated a 55% improvement in literal reading comprehension and a 28% improvement in interpretative reading comprehension. These results show that using English-language comics as a teaching tool is a successful strategy for improving students' reading comprehension abilities.

The second study, conducted by Azizah & Hamid (2022), investigated how well comic strips can help pupils' vocabulary and reading comprehension. The utilization of comics greatly enhances pupils' vocabulary and reading comprehension, according to the study's quantitative research. Both the vocabulary and reading comprehension pre-test and post-test averages rose from 58.12 to 78.63 and from 59.18 to 81.92, respectively. A significant difference between before and after the treatment was indicated by the Wilcoxon test, which had a significance value of $0.000 < 0.05$. Consequently, using comics as a teaching tool to improve students' vocabulary and reading comprehension works well.

The third study, conducted by Purba & Mustika Rini (2021), examined improving the students' reading comprehension by using comic strips at SMA Muhammadiyah-7 Serbelawan grade XI. Using the Quantitative research, the research results show that the use of comic is proven to be effective in improving students' reading comprehension of narrative text. In the control class, the average score increased from 52.88 to 59.22, while in the experimental class, it significantly increased from 54.78 to 83.45. statistical analysis using the t-test showed that the t-value (5.73) was greater than the t-table value (1.99), indicating

a significant difference between the experimental and control classes. therefore, the use of comic as a learning medium is effective in enhancing students' reading comprehension of narrative text.

Based on previous research above and this research has similarities and differences. The similarities all three studies used a quantitative approach and proved that comic or comic strips are effective in improving students' reading understanding. The variation in analytical methods, study of focus, and the extent of score improvement. The first study focused more on literal and interpretative reading comprehension, while the second study measured both vocabulary improvement and reading comprehension. Meanwhile, the third study compared the effectiveness of comic strips between the control and experimental classes using a t-test. While, this research focuses on the use of comic as an instructional medium and the implementation of recount text as the learning material. The study aims to investigate how comic can enhance students' reading comprehension in understanding recount text.

B. Theoretical Framework

1. Reading

a) The Definition of Reading

Reading is a fundamental skill that should be learned alongside speaking, listening, and writing. According to Azizah & Hamid (2022), Reading is a progressive activity that integrate various cognitive and emotional skill. According to Rohmah, S. S., Kurniasih, & Suhartoyo, E (2022), Reading is the process of deriving meaning from written material, which advances knowledge and fosters the development of several other abilities. According to (Hani, 2023), Language serves as a tool for communication, enabling interaction and strengthening relationships. It is used for various purposes, such as exchanging information, expressing ideas, and engaging in different activities. It may be deduced from the definition given above that reading is a necessary ability that enhances speaking, listening, and writing. It is a progressive process that enables people to derive meaning from textual material through cognitive and emotional engagement. Through reading, people expand their knowledge, develop various skills, and enhance their ability to communicate and interact effectively.

b) Types of Reading

Based on study conducted by Patel and Jain (2008), there are several types of reading, namely:

1) Intensive Reading

This form of reading is connected with comprehensive language learning conducted under a teacher's supervision. According to Dalman (2017), intensive reading is an activity conducted carefully, thoroughly, and in detail in the classroom, focusing on the analysis of short texts of approximately two to four pages each day. According to Liana's (2018) intensive reading is the activity of reading a large amount for personal enjoyment, at an appropriate level of difficulty, allowing the reader to read smoothly and quickly without needing to look up word meanings or translate them into English during the reading process, (Meikardo Samuel Prayuda, 2023). According to Fakhrudin, as cited in Elvi Susanti's book (2022), intensive reading refers to a process engaged in by readers carefully, where the reader selects only one or several parts of a text to develop and sharpen critical reading skills. According to the definition mentioned earlier, it may be inferred that intensive reading is a careful and detailed reading activity conducted in the classroom, focusing on analyzing short texts with a high level of comprehension.

2) Extensive Reading

According to Day & Bamford (2002) extensive reading refers to reading for enjoyment, as opposed to structured reading assigned for educational purposes. (Endris, 2018) According to Bamford (2004) also explains that extensive reading is a teaching method, particularly in language instruction, where students are encouraged to read lengthy texts or passages to develop a broad understanding of the content. (Mokalu et al., 2022) According to Richards and Schmidt (2002), extensive reading refers to reading a large amount of material with the goal of gaining a broad understanding of the content. This approach aims to cultivate effective reading habits, enhance vocabulary and structural knowledge, and foster an enjoyment of reading. (Lee, 2022). Based on definition above, it can be concluded extensive reading is a teaching method that encourages students to read large amounts of text for enjoyment and overall

comprehension. It helps develop good reading habits, expand vocabulary, improve structural knowledge, and foster a lifelong interest in reading.

3) Reading Aloud

According to Desipriani (2013) reading aloud is an effective approach for children, as it helps their brains associate reading with enjoyment while also building foundational knowledge and expanding their vocabulary (Rahayu & Mustadi, 2022). According to Trelease (1982) states that reading aloud is an activity of reading out loud to children with the aim of enhancing comprehension, expanding vocabulary, and fostering their interest in reading. According to Smolkin and Donovan (2002) explained, reading aloud is naturally a social activity, where the teacher actively engages with students and shares authority rather than relinquishing it (Stoetzel & Shedrow, 2021) Based on the previous definition, it may be inferred that reading aloud serves as an effective and engaging method that helps children associate reading with enjoyment, build foundational knowledge, expand vocabulary, and enhance comprehension. As a social activity, it encourages interaction between teachers and students, fostering a shared learning experience.

4) Silent Reading

Silent reading aims to obtain a vast range of knowledge. According to Gardiner (2005), states that silent reading is a reading activity conducted simultaneously in the classroom in a quiet atmosphere for a specified duration, usually around 15 to 20 minutes. According to Tarigan (2008), the silent reading technique is a method of reading without sound that is highly effective for understanding the content of a text. According to Harjasujana (2009), silent reading is a reading activity performed without making any sound. Based on the previous definition, it may be concluded that silent reading refers a quiet and independent reading activity conducted within a set time, typically 15 to 20 minutes, often in a classroom setting. This technique, which involves reading without making any sound, is highly effective in enhancing comprehension and understanding of a text.

c) The purpose of Reading

The purpose of reading is to obtain information, understand ideas, and enjoy written texts depending on the reader's goals. According to Linse (2005), there are several main purposes of reading, namely:

- 1) Reading for Pleasure, reading serves as a means of entertainment. Therefore, teachers should encourage students to read, both in their first language and English, in support to enhance their linguistic ability.
- 2) Reading for Information, reading as a way to gain information can be done simply, depending on the situation. The goal of this activity is to expand knowledge and enhance understanding through the information acquired.

2. Reading Comprehension

a) The Definition of Reading Comprehension

Reading comprehension is ability that involves understanding, interpreting, and extracting meaning from written passage. According to Snow (2002) The process of concurrently perceiving and creating meaning through interaction with written texts is known as reading comprehension. According to Grabe and Stoller (2011) elucidate how reading comprehension is a remarkable feat that necessitates the coordination and balance of multiple abilities in a challenging and quick process. For experienced readers, this task seems simple and fun. (Purba & Mustika Rini, 2021) According to Klingner (2007) explain that reading comprehension refers to the act of building understanding through the integration of multiple sophisticated abilities, such as word recognition, linguistic and general knowledge, and reading fluency. (Ayu, 2019)

Based on previous definition, it may be concluded that reading understanding was a dynamic approach that involves interpreting and analyzing meaning through active engagement with written text. It requires the coordination of multiple complex skill, including word recognition, linguistic understanding, background knowledge, and fluency. While it may seem effortless for proficient readers, it is actually a sophisticated and fast-paced cognitive achievement.

b) The Level of Reading Comprehension

There are different ways to understand a text depending according to the reader's skills and purpose. Based the study by Heilman in Fitriana (2013), several levels of text comprehension exist, namely:

- 1) Literal comprehension: The reader's involvement is low at this point, and their comprehension is restricted to grasping the author's core ideas and language.
- 2) Interpretive comprehension: this level requires the reader not only to understand the text literally but also to connect information, compare facts with personal experiences, and recognize the sequence of events in the reading.
- 3) Applied comprehension: at this stage, the reader does not merely receive and interpret the content but is also able to apply it in broader context.
- 4) Critical comprehension: this level involves the reader's ability to analyze, evaluate, and provide personal responses to the information presented in the text.

3. Recount text

a) The Definition of Recount Text

Recount text is a type of text that represents a retelling of past events in the order they happened. According to Paivio (1986), human cognition works through two systems of verbal and nonverbal representation that operate simultaneously. He also stated that human cognition functions simultaneously with language and nonverbal objects and that these two systems are interconnected so that stimuli encoded in one system can activate the other. In learning recount text, the use of visuals such as comics can help activate both codes simultaneously so that understanding of the flow, sequence of events, and atmosphere of the story becomes stronger. According to Anderson (1984), reading comprehension depends on the knowledge that the reader already has, because every act of comprehension involves one's knowledge of the world. He asserts that understanding occurs when relevant schemas are activated, and readers use these schemas to predict, complete information, and interpret the text. In recount text, the activation of schemas about past experiences, text structure, and linguistic elements is essential for students to fully understand the sequence and content of the story. According to Knapp & Watkins (2005), recount text can refer to various forms of events that convey meaning, such as

books, films, advertisements, telephone conversations, and so on. (Husna & Multazim, 2019) Based on previous definition, it may be concluded that that understanding of recount text can improve when students receive visual support, schema activation, and understanding of the characteristics of texts that convey a series of events.

b) The Structure Elements of Recount Text

To understand how a recount text is organized, it was important to know its structure. According to Lancashire Council (2008), a recount text is organized into a particular structure consisting of orientation, events, and re-orientation. The recount text follows three steps:

- 1) Orientation: a recount text by informing the reader about the people involved, the events that occurred, the location, and the time of the incident. The orientation section offers key background details that assist readers in comprehending the text, such as information about the setting and context.
- 2) Series of events: the event section describes the key activities that took place in the story. In a recount text, these events are arranged in chronological order, and additional details may be included to provide more information for the reader.
- 3) Reorientation: reorientation serves as the final part of the text, providing additional elaboration. Some recount texts include a concluding paragraph where the writer can share personal comments or reflections.

c) Linguistic Features of Recount Text

In a recount text, there are certain linguistic characteristics commonly referred to as language features in English. As stated by Saragih, Silalahi, and Pardede (2014), the linguistic elements found in recount texts include:

- 1) Using Past Tense: because a recount text tells past events, the verbs used are in the past tense (e.g., *went, visited, saw*).
- 2) Using Action Verbs: a recount text often uses action verbs to describe events (e.g., *climbed, played, wrote*).
- 3) Using Time Conjunction: it employs time connectives to indicate the sequence of events, such as *then, after that, before, finally*, to structure the story chronologically.

- 4) Using Adverb and Adverbial Phrases: adverb or adverbial phrases are used to provide additional information about time, place, and manner of an event (e.g., *yesterday, last week, in the morning*).

4. Comic

a) The Definition of Comic

Comic is among the instructional media utilized in the teaching and learning process. Based on the Indonesian Dictionary (KBBI), a comic is a form of illustrated story commonly found in magazines, newspapers, or books, which is generally easy to comprehend and often contains humorous elements. Meanwhile, in the Popular Scientific Dictionary, comic is defined as illustrated stories depicting various activities and having a humorous element. According to Mc. Cloud (1994), a comic is depicted as a series of arranged pictures and other visuals placed side by side in a purposeful order to convey information and evoke an aesthetic reaction from the audience. (Fitriyanti et al., 2023) From the three definitions mentioned above, it can be inferred that A comic is an easily understood illustrated story, often containing humor, and presented through a sequence of intentionally arranged images to convey information and evoke an aesthetic response from the reader. Commonly found in magazines, newspapers, or books, comics are generally easy to comprehend and often contain humorous elements. Comic function as a storytelling tool and a vehicle for artistic expression through their purposeful graphic composition.

b) The Characteristics of Comic

To understand comic better, it is important to know their main characteristic. Purba & Mustika Rini (2021) Comic have several characteristics that include the following:

- 1) Proportional, comic can engage readers emotionally while reading. Readers often feel involved in the story, even as if they are the main character.
- 2) Conversational Language, the language used in comic tends to be simple and easy to understand. In general, comic use everyday language so that readers can quickly grasp the story's content.
- 3) Heroism, most comic stories can instill a sense or attitude of heroism in readers.

- 4) Character Portrayal, characters in comics are usually depicted in a simple way to make them easier for readers to recognize and understand.
- 5) Humor Element, comic frequently convey humor that is easily understood, as it commonly reflects familiar situations encountered in daily life.

5. Perception

a) Definition of Perception

Perception refers to the process through which individuals arrange, interpret, and assign meaning to sensory information to comprehend their environment. As stated by Stephen P. Robbins (2003), perception is a process in which a person interprets and organizes sensory stimuli received from their surroundings to construct understanding and meaning. According to Bimo Walgito (2010), perception is a process that begins when sensory organ or receptor receive a stimulus, which is then transmitted to the brain, allowing an individual to become aware of and understand something. According to Richard J. Gerrig and Philip G. Zimbardo (2010), Perception is the process of arranging and interpreting sensory information, enabling individuals to identify significant objects and events. Based on the three perspectives above, it may be conclusion that perception is a cognitive process encompassing the reception, organization, and interpretation of sensory information acquired through the senses, allowing individuals to understand and give meaning to objects and events around them.

b) Types of perception

A clearer understanding of perception can be achieved by first identifying its various types. According to Triadi Ardi (2008), perception encompasses various types, each corresponding to a specific sensory modality. Here are the primary types of perception:

1. Visual perception, the capacity to recognize and interpret visual stimuli, including shapes, colors, and motion. For instance, distinguishing a tree from a rock based on differences in shape and texture.
2. Auditory perception, the ability to process and understand sound-related information, such as pitch, tone, and rhythm. For example, identifying different musical instruments by the distinct sounds they produce.

3. Touch perception, the capability to perceive and interpret tactile sensations like pressure, temperature, and texture. For instance, differentiating between a smooth and a rough surface through touch.
4. Taste perception, the process of recognizing and interpreting flavors, such as sweetness, sourness, saltiness, and bitterness. For example, identifying various foods based on their distinct taste profiles.
5. Smell perception (olfaction), the ability to detect and distinguish different scents, such as perfume, flowers, or food aromas. For instance, recognizing the difference between the smell of coffee and tea due to their unique fragrances.
6. Time perception, the subjective awareness of time's passage. For example, feeling that time moves faster during an enjoyable event but drags during a dull experience.
7. Pain perception, the experience of physical pain transmitted by sensory receptors in the body, as well as emotional pain caused by external events, such as social rejection, but processed internally.
8. Proprioception, the body's ability to sense its position and movement through signals from muscles and joints. For instance, when stretching an arm forward, muscle receptors detect the tension and inform the brain of the arm's extended position.

c) Indicator perception

The indicators of perception according to Walgito (2010), perception has indicators as follows:

1. Absorption of Stimulus: the individual's ability to pay attention to and receive information from external sources through the senses.
2. Understanding: the level of an individual's comprehension of the information that has been received.
3. Interpretation: the ability to interpret or give meaning to the information or stimulus received.
4. Assessment or Evaluation: the ability to express opinions or make evaluations about the information received.
5. Response/Feedback: the individual's ability to provide responses to information in the form of attitude, criticism, or suggestion.

C. Conceptual Framework

The conceptual framework that forms the basis of this study is presented below:

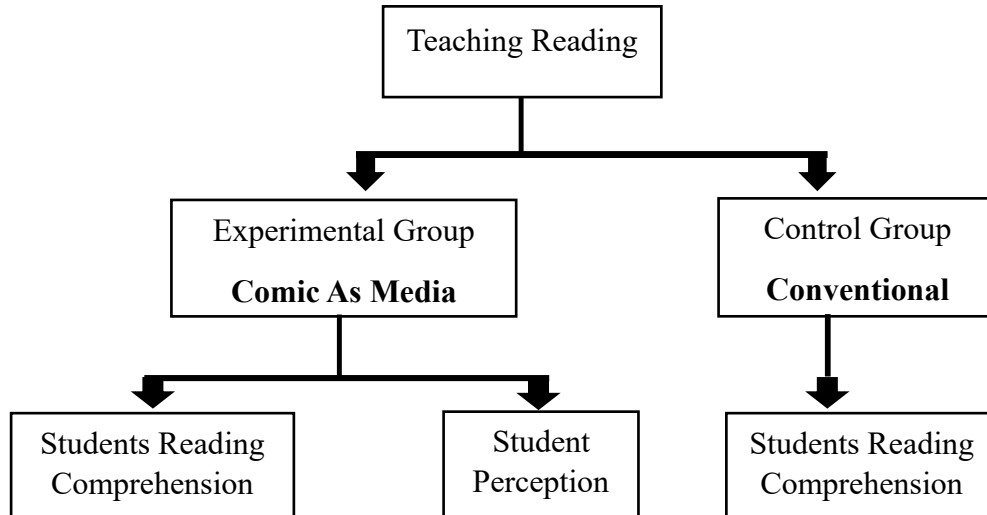


Figure 2. 1 Conceptual Framework

Based on the conceptual framework above, reading comprehension instruction conducted in two classes: the experimental class and the control class. In the experimental class, students taught reading comprehension using comic media, while in the control class, students taught used conventional methods. In the experimental class, students took a pre-test, undergo treatment in the form of using comic media in learning, and then took a post-test. Additionally, the experimental class will complete a questionnaire to assess students' perceptions of using comic media to enhance reading comprehension.

D. Hypothesis

Based on the theory above, there are two types of hypotheses:

Null Hypothesis (H0): there is no influence of using comic as media toward students' reading comprehension of recount text.

Alternative Hypothesis (H1): there is influence of using comic as media toward students' reading comprehension of recount text.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

The findings from the study on the use of comic media to improve reading comprehension in class X at SMA Negeri 1 Bambang show a notable increase. This is evidenced by the research results which show a variation in scores between the mean pre-test and post-test.

1. Based on the mean pre-test score of 58.73 (fair), there was a significant increase after receiving treatment in the use of comic media, with an average post-test score of 79.05 (very good). Based on the results of hypothesis testing, the significant value (sig-2) is 0.000 and less than 0.05 ($0.000 < 0.05$), which means H_0 is reject and H_1 is accepted.
2. The average student response showed 83%, which means strongly agree. This can be seen from the results of the questionnaire which showed that most students agreed with the statement that the use of comic media can be more interesting, easier, more confident, and can improve students' reading comprehension.

B. Suggestion

The researcher would like to offer the following recommendations in light of the previously mentioned findings:

1. For English Teachers

The researcher recommends that English teachers use comic media as one of the media in the learning process, especially in reading an English text. This medium can make the learning process enjoyable and prevent students from feeling bored. In particular, teachers can integrate the comic media into the local culture in accordance with the learning material in order to attract students' attention, ensuring that students enjoy learning English and achieve optimal and effective learning outcomes. In addition, teachers are expected to create a relaxed atmosphere, so that the learning process can take place happily.

2. For Students

Students should study harder and more seriously in learning English to develop their reading comprehension. In the learning process, students must be more active and not afraid if they are wrong. Students must also be more diligent and confident so that the knowledge gained is more effective. In addition, It is expected that students will become more disciplined in their learning, allowing both students and teachers to remain focused during the learning process without distraction.

3. Future Researcher

This study discusses the use of comics as a medium to enhance the reading comprehension of students of class X Fisheries at SMA 1 Bambang. It is hoped that the results of this study can be used as an additional reference for other studies that conduct similar research, especially those related to reading learning activities.

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