JKIP : Jurnal Kajian Ilmu Pendidikan
Volume 7 No 5 Halaman 3055-3065

The Effectiveness Of Using Digital Comics Media In The Teaching Of Reading To The Seventh Grade Students Of 172 Junior High School Jakartain The Academic Year 2025/2026

Efektivitas Penggunaan Media Komik Digital Dalam Pengajaran Membaca Kepada Siswa Kelas Tujuh SMP Negeri 172 Jakarta Pada Tahun Ajaran 2025/2026

Mutmainah[1], Hersulastuti[2], Purwo Haryono[3]
Master of Language Education (S2) Faculty of Teacher Training and Education Universitas Widya Dharma Klaten[1,2,3]
Email: muthmain18@gmail.com[1], hersulastuti@unwidha.ac.id[2], pwharyono@gmail.com[3]

*Corresponding Author

Received : 10 April 2026, Revised : 15 Mei 2026, Accepted : 29 Juni 2026.

ABSTRACT

The issues discussed in this research were: (1) How was the reading ability of grade VII students of SMP Negeri 172 Jakarta before the implementation of digital comic media, (2) How was the reading ability of grade VII students of SMP Negeri 172 Jakarta after the implementation of digital comic media, (3) Whether there was a significant difference in reading ability between the group taught using digital comic media and the group that used conventional learning media, and (4) How effective was the application of digital comic media on the reading ability of grade VII students of SMP Negeri 172 Jakarta in the academic year 2025/2026. The research employed a quantitative approach using a Quasi-Experimental Design with Pre-test and Post-test Control Group Design. The population of this research was the seventh-grade students of SMP Negeri 172 Jakarta, totaling 288 students across eight classes. The sample was selected through cluster random sampling, consisting of Class VII-1 as the Experimental Class and Class VII-2 as the Control Class, with 36 students in each class. The instrument used to collect data was a multiple-choice reading test of 50 items administered as both pre-test and post-test, focusing on recount text comprehension in accordance with the Kurikulum Merdeka framework. The experimental class was taught using Digital Comics media designed through Google Chrome and Canva, while the control class was taught using conventional lecture methods with textbooks. The normality of data was verified through the Shapiro-Wilk test, and hypothesis testing was conducted using the Independent Samples t-Test through SPSS. Based on the analysis of data, it can be concluded that: (1) Before the implementation of digital comic media, the mean score of the experimental class in the pre-test was 58.94, indicating that students' reading ability was below the Minimum Mastery Score (KKM) of 80; (2) After the implementation of digital comic media, the mean score of the experimental class in the post-test increased substantially to 84.72, representing a 43.72% improvement and surpassing the KKM, whereas the control class only reached a mean post-test score of 68.25, reflecting a moderate improvement of 20.96%; (3) The result of the Independent Samples t-Test showed a Sig. (2-tailed) value of 0.000, which is lower than the significance level of 0.05, indicating that there was a statistically significant difference in reading ability between the experimental and control classes; (4) Digital comic media was proven to be highly effective in improving the reading comprehension of seventh-grade students of SMP Negeri 172 Jakarta, as the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

Keywords: *The Nature of Curriculum, Islamic Religious Education, Digital Era.*

ABSTRAK

Permasalahan yang dibahas dalam penelitian ini adalah: (1) Bagaimana kemampuan membaca siswa kelas VII SMP Negeri 172 Jakarta sebelum penerapan media komik digital, (2) Bagaimana kemampuan membaca siswa kelas VII SMP Negeri 172 Jakarta setelah penerapan media komik digital, (3) Apakah terdapat perbedaan signifikan dalam kemampuan membaca antara kelompok yang diajar menggunakan media komik digital dan kelompok yang menggunakan media pembelajaran konvensional, dan (4) Seberapa efektif penerapan media komik digital terhadap kemampuan membaca siswa kelas VII SMP Negeri 172

Jakarta pada tahun ajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan Desain Kuasi-Eksperimental dengan Desain Kelompok Kontrol Pra-uji dan Pasca-uji. Populasi penelitian ini adalah siswa kelas tujuh SMP Negeri 172 Jakarta, berjumlah 288 siswa di delapan kelas. Sampel dipilih melalui cluster random sampling, terdiri dari Kelas VII-1 sebagai Kelas Eksperimen dan Kelas VII-2 sebagai Kelas Kontrol, dengan 36 siswa di setiap kelas. Instrumen yang digunakan untuk mengumpulkan data adalah tes membaca pilihan ganda sebanyak 50 item yang diberikan sebagai pre-test dan post-test, yang berfokus pada pemahaman teks recount sesuai dengan kerangka Kurikulum Merdeka. Kelas eksperimen diajarkan menggunakan media Komik Digital yang dirancang melalui Google Chrome dan Canva, sedangkan kelas kontrol diajarkan menggunakan metode ceramah konvensional dengan buku teks. Normalitas data diverifikasi melalui uji Shapiro-Wilk, dan pengujian hipotesis dilakukan menggunakan Uji t Sampel Independen melalui SPSS. Berdasarkan analisis data, dapat disimpulkan bahwa: (1) Sebelum penerapan media komik digital, nilai rata-rata kelas eksperimen pada pre-test adalah 58,94, yang menunjukkan bahwa kemampuan membaca siswa berada di bawah Nilai Minimum Penguasaan (KKM) 80; (2) Setelah penerapan media komik digital, nilai rata-rata kelas eksperimen pada post-test meningkat secara signifikan menjadi 84,72, menunjukkan peningkatan sebesar 43,72% dan melampaui KKM, sedangkan kelas kontrol hanya mencapai nilai rata-rata post-test sebesar 68,25, menunjukkan peningkatan sedang sebesar 20,96%; (3) Hasil Independent Samples t-Test menunjukkan nilai Sig. (2-tailed) sebesar 0,000, yang lebih rendah dari tingkat signifikansi 0,05, menunjukkan bahwa terdapat perbedaan yang signifikan secara statistik dalam kemampuan membaca antara kelas eksperimen dan kelas kontrol; (4) Media komik digital terbukti sangat efektif dalam meningkatkan pemahaman membaca siswa kelas tujuh SMP Negeri 172 Jakarta, karena hipotesis nol (H0) ditolak dan hipotesis alternatif (H1) diterima.
Kata kunci: Hakikat Kurikulum, Pendidikan Agama Islam, Era Digital

1. Pendahuluan

Reading is an essential skill that supports the development of other language skills, including speaking, listening, and writing. However, many students face difficulties in reading because they struggle to understand the meaning of texts, whereas comprehension is the primary purpose of reading (Sharon, 2007). Students learning English often encounter challenges such as limited vocabulary, lack of extensive reading practice, text complexity, and working memory limitations (Irena, 2015). Furthermore, insufficient background and linguistic knowledge can hinder reading comprehension (Grabe & Stoller, 2011).

In Indonesia, reading is a fundamental language skill taught from elementary school through higher education. Effective reading instruction requires appropriate teaching strategies and learning materials to help students achieve comprehension goals (Harmer, 2007). Among the various text types taught in junior high schools, recount text is particularly important because it presents past events in a chronological sequence (Knapp, 2005).

To address students' reading difficulties and declining interest in English reading, digital comics have been introduced as an instructional medium. Digital comics are sequences of images designed to communicate information in an engaging and understandable way (Ratnasari & Ginanjar, 2020). Their combination of visual and textual elements makes learning more enjoyable and easier to comprehend (Ramadhan & Rasuardie, 2020). In addition, digital media are practical, portable, easy to store, and durable (Smaldino et al., cited in Purnama, Mulyoto, & Ardianto, 2015). Research also suggests that digital comics can increase student motivation and facilitate understanding through the integration of images, narration, and animation (Hidayah, 2017; Wahyudin, 2020).

At SMPN 172 Jakarta, students experience difficulties in comprehending recount texts, particularly in identifying main ideas, understanding vocabulary, locating specific information, and recognizing text structures. These challenges indicate the need for effective learning media. Therefore, this study investigates the use of digital comics to improve students' reading comprehension of recount texts. Comic-based learning is considered engaging and meaningful because it is often connected to students' experiences and promotes active participation in the learning process (Comic Life Creator, 2016).

The problems faced by the students might happen because the teacher used traditional media such as textbooks in teaching reading comprehension. So, to solve the problems, the researcher offered media to help the students in reading comprehension of recount text. The media are digital comics. The researcher chose digital comics because these media are considered effective in helping students in reading comprehension of recount texts. As supported by some theory and previous research. Intan Setyaningrum (2018), The use of English comics in reading comprehension (An experimental researcher at eight year students of SMPN 11 Mataram in the academic year 2018/2019). The difference between this research with the previous one was in term f the subject of the research.Based on the explanation above, the research is interested in carrying out the research entitled : "THE EFFECTIVENESS OF USING DIGITAL COMICS IN THE TEACHING OF READING ON RECOUNT TEXT FOR THE SEVENTH GRADE OF 172 JUNIOR HIGH SCHOOL JAKARTA IN THE ACADEMIC YEAR 2025/2026".

2. Research Method

Research Design

This chapter presents the methodology applied in this study to investigate the relationship between the identified variables. The researcher employed a quantitative approach using a quasi-experimental design. According to Leedy (1993), quantitative research is a method that deals with numerical data and measurable variables in a systematic investigation of phenomena and their relationships. It is used to answer questions regarding relationships among measurable variables, as well as to explain, predict, and control phenomena (Perumal, 2014).

The researcher used this method to determine the effect of the independent variable on the dependent variable. A quasi-experimental design was selected because it is appropriate for examining the effectiveness of instructional materials and teaching methods. In this study, the independent variable was the use of digital comics in teaching reading comprehension, while the dependent variable was students' learning outcomes (McMillan, 2014). Two classes of seventh-grade students at SMPN 172 Jakarta were selected as the participants of this study.

The research consisted of three stages: pre-test, treatment, and post-test. These stages were conducted to investigate the effectiveness of digital comics in improving students' reading comprehension. The experimental class received instruction using digital comics as a learning medium for recount texts, while the control class received conventional instruction without the use of digital comics. After four meetings, a post-test was administered to both groups to determine whether the use of digital comics effectively improved students' reading comprehension of recount texts.

Based on the research design, students with relatively similar levels of English proficiency were assigned to two groups: the experimental group and the control group. Prior to the treatment, a pre-test was administered to both groups to measure students' initial reading comprehension abilities.

During the treatment phase, the experimental group was taught using digital comics as the primary instructional medium, whereas the control group was taught using the conventional teaching method commonly applied by English teachers. At the end of the treatment period, a post-test was administered to both groups to assess students' reading comprehension achievement.

Research Setting

The research was conducted at SMPN 172 Jakarta, located on Jalan Raya Stasiun Cakung, Pulogebang Village, Cakung District, East Jakarta. The study was carried out from June to September 2025. The participants were seventh-grade students of SMPN 172 Jakarta in the 2025/2026 academic year.

Population and Sample

Population refers to a generalization area consisting of objects or subjects that possess certain characteristics determined by the researcher to be studied and from which conclusions are drawn (Sugiyono, 2010). The population of this study consisted of all seventh-grade students of SMPN 172 Jakarta. These students were selected because they were studying recount texts as part of the English curriculum. There were eight seventh-grade classes with a total of 288 students.

A sample is a subset of the population that possesses the characteristics of interest (Sugiyono, 2010). The sample in this study was selected using purposive sampling. Two classes were chosen based on specific considerations, namely Class VII-1 as the experimental group and Class VII-2 as the control group.

The sampling technique applied in this study was cluster random sampling. This technique is suitable when it is difficult or impractical to compile a complete list of all population members. The researcher selected this technique because it was easier to implement than other sampling methods. The criteria used in selecting the sample included students' interest in learning English, similarity of English achievement scores, English language proficiency, and familiarity with digital comics. Based on these criteria and consultation with the English teacher, Class VII-1 was assigned as the experimental group, while Class VII-2 served as the control group.

3. Result and Discussion

Research Results

Implementation of Research

This research is experimental research conducted in class VII in English subjects. The classes used as research subjects were class VII 1 as the experimental class and class VII 2 as the control class. The research for each class was carried out in 4 meetings. Where researchers carry out a pre-test before learning using digital media to get pre-test score results, afterthat the teacher carries out learning using digital media. At the end of the lesson the researcher conducted a post-test. Data from the pretest and posttest will be processed to determine the effect of learning using digital media on student learning outcomes.

Implementation of Learning

The learning is carried out before the pretest is held, namely at the beginning of the lesson the teacher explains and delivers the learning material in front of the class using conventional learning methods. During conventional learning, students listen to what the teacher says and record important things in their respective notebooks. Next, the teacher provides example questions and holds questions and answers to students about the material that has just been presented. After providing the lesson material, the teacher gives a pretest for each student to complete before the teacher closes the lesson. For more details, the learning process can be seen in the learning implementation plan (RPP/modul).

Figure 1. Learning using Comic Digital

Before implementing learning based on the use of Comic digital media in class, the steps must first be taken, namely by opening a web browser application, including: Using a browser (Google Chrome and using canva) On this website, the teachers conveyed the learning objectives and provided examples in the form of images, text and animation that are appropriate in everyday life, this can make it easier for students to learn the lesson. At the beginning of the learning process, the teacher provides an apperception to find out how far the students' knowledge of the material to be taught, namely about the material in the English subject.

After the teacher has finished explaining the learning material, the teacher asks students to work on the posttest questions provided for 60 minutes consisting of 50 type multiple choice items. The posttest is given at the end of the learning. For more details, the learning process in the experimental class can be seen in the learning implementation plan (Modul, RPP).

Score of Student Learning Result.

This research was carried out by giving pretest and posttest questions to students in each class. Student test results are described in tabular form, namely a table of student learning results for the English subject SMPN 172 Jakarta. Pretest and posttest score data for class VII 1 SMPN 172 Jakarta as an experimental class can be seen from table 1 below:

Tabel 1. Pretest and Postest Result From VII 1 (Experimental Class)

No	Gender	Pre-test Score	Post-test Score
1	M	55	80
2	F	60	85
3	F	48	78
4	M	70	90
5	F	52	82
6	M	65	88
7	M	58	83
8	F	62	87
9	F	50	79
10	M	68	91
11	F	45	76
12	M	63	86
13	F	57	84
14	M	71	92
15	F	54	81
16	M	59	85
17	M	66	89
18	F	49	80
19	F	56	81
20	M	61	86
21	F	49	79
22	M	71	91
23	F	53	83
24	M	66	89
25	F	59	84
26	M	63	88
27	F	51	80
28	F	69	92
29	M	46	77
30	F	64	87

31	M	58	85
32	F	72	93
33	M	55	82
34	F	60	86
35	M	67	90
36	F	50	81

Pretest and posttest score data for class VII 1 SMPN 172 Jakarta as an the controll class can be seen from table 2 below:

Tabel 2. Pretest and Postest Result From VII 2 (Controll Class)

No	Gender	Pre-test Score	Post-test Score
1	M	60	70
2	F	46	65
3	F	68	72
4	M	52	68
5	F	79	75
6	M	48	66
7	M	57	69
8	F	45	64
9	F	62	70
10	M	52	67
11	F	76	74
12	M	48	66
13	F	64	71
14	M	40	63
15	F	59	69
16	M	53	67
17	M	46	65
18	F	74	73
19	F	39	62
20	M	56	68
21	F	81	76
22	M	55	69
23	F	52	66
24	M	65	72
25	F	54	68
26	M	45	64
27	F	63	70
28	F	55	68
29	M	79	75
30	F	51	67
31	M	43	63
32	F	56	69
33	M	50	66
34	F	56	68
35	M	39	62
36	F	64	70

From the calculation reslut, in this study the pretest and postest score for each class can be seen in table 3 below:

Table 3. Description pre-test and post-test scores for Experimental class and Controll class

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pre-Test Eksperimen	36	27	45	72	2122	58.94	7.742	59.940
Post-Test Eksperimen	36	17	76	93	3050	84.72	4.657	21.692
Pre-Test Kontrol	36	42	39	81	2031	56.42	11.330	128.375
Post-Test Kontrol	36	14	62	76	2457	68.25	3.675	13.507
Valid N (listwise)	36							

From the attached table it can be seen that the pretest scores for the experimental class and control class have differences in their highest and lowest scores. Based on these data, it can be seen that the scores of control class students are higher than those in the experimental class.

After being given learning treatment using digital media in the experimental class while the control class was not given treatment, then both classes were given a posttest. From the post-test results, it is known that there are differences in learning outcomes between the experimental class and the control class. The experimental class experienced an increase with a score of 84.72 (posttest), while the control class only experienced an increase with a score of 68.25 (posttest) so that from the table it can be concluded that there is a significant influence from the use of learning media using digital media in English subjects.

Table 3 presents the descriptive statistics used for data analysis and hypothesis testing. Based on the table, the variance of the post-test scores is 21.692 for the experimental group and 13.507 for the control group. Although the variance in the experimental group is higher than that of the control group, both values are still within a reasonable range and do not indicate extreme dispersion.

Furthermore, when compared to the pre-test results, the variance of the experimental group (59.940) and the control group (128.375) is considerably higher. This indicates that students' initial abilities were more varied before the treatment was implemented.

After the treatment, the decrease in variance in both groups suggests that students' scores became more homogeneous. This condition implies that the learning process helped reduce the gap between students' abilities.

Therefore, the differences in variance between the experimental and control groups can be interpreted as a natural variation in data distribution rather than being caused by external factors. Overall, the results indicate that the treatment contributed to more consistent learning outcomes, particularly in the experimental group.

a. English learning outcomes using comic digital media learning in the experimental class.
   Based on the data collected on students' learning outcomes in English using digital media, with a score range of 0–100, the mean score increased from 58.94 in the pre-test to 84.72 in the post-test. The variance decreased from 59.940 in the pre-test to 21.692 in the post-test, while the standard deviation also decreased from 7.742 to 4.657. This indicates that, in addition to the improvement in the average score, the distribution of students' scores became more homogeneous after the treatment. Furthermore, the average increase in students' learning outcomes was approximately 43.72%, indicating a substantial improvement after the implementation of digital media in the learning process.
b. English learning outcomes without using digital media learning in the control class.
   Based on the data collected on students' learning outcomes in English without the use of digital media, with a score range of 0–100, the mean score increased from 56.42 in the pre-test to 68.25 in the post-test. The variance decreased from 128.375 in the pre-test to 13.507 in the post-test, while the standard deviation also decreased from 11.330 to 3.675. This indicates that there was an improvement in students' learning outcomes, although it was not as substantial as that of the experimental group. In addition, the decrease in variance and standard deviation shows that students' scores became more homogeneous after the

learning process. Furthermore, the average increase in students' learning outcomes was approximately 20.96%, indicating a moderate improvement without the use of digital media.

c. Test Data

In this research, data taken from the pretest and posttest will be tested using descriptive statistical analysis and hypothesis testing (t test).

Normality Test of Data

The normality testing of each sample was conducted based on the following hypotheses:
H_o: The data in the sample are normally distributed.
H_1: The data in the sample are not normally distributed.

This test was carried out using computer assistance through the IBM SPSS Statistics 26 application program. According to the criteria applied in the program, the normality assumption is met if the p-value (Sig.) > 0.05, in which case H_o is accepted, indicating that the data in the sample are normally distributed. The p-value (Sig.) refers to the value presented in the "Sig." column in the output table of the normality test results. In this study, the Shapiro-Wilk test was used, as shown in the following table:

Table 4. Results of Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Eksperimen	.070	36	.200*	.966	36	.333
Post-Test Eksperimen	.093	36	.200*	.971	36	.441
Pre-Test Kontrol	.120	36	.200*	.950	36	.107
Post-Test Kontrol	.095	36	.200*	.971	36	.462
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on the results of the normality test using the Shapiro-Wilk test conducted through IBM SPSS Statistics 26, it can be concluded that all data are normally distributed. This is indicated by the significance (Sig.) values of the pre-test experimental group (0.333), post-test experimental group (0.441), pre-test control group (0.107), and post-test control group (0.462), all of which are greater than 0.05.

Therefore, H_o is accepted and H_1 is rejected, meaning that the data in all samples follow a normal distribution. Consequently, the assumption of normality has been fulfilled, and further parametric statistical tests can be applied.

Test the hypothesis using the t test

Hypothesis testing is used to determine the effect of each independent variable on the dependent variable. Testing the t test hypothesis uses the help of the IBM SPSS Statistics 26, namely by comparing the calculated significance of each independent variable to the dependent variable with a significance level of 5%. Decision making using the IBM SPSS Statistics 26 can be done by comparing the results in the Sig column. (2-tailed) with Alpha research. The basis for Independent Sample T-Test decision making is as follows:

a) If the Sig value. (2-tailed) < Research Alpha (0.05), then H_0 is rejected and H_1 is accepted.
b) If the Sig value. (2-tailed) > Research Alpha (0.05), then H_0 is accepted and H_1 is rejected.

To remind again, the hypothesis in this study is as follows:

a) H_0: Digital media is not effective for teaching English reading for the seventh grade students of SMPN 172 Jakarta.
b) H_1: Digital media is effective for teaching English reading for the seventh grade students of SMPN 172 Jakarta.

To determine the hypothesis, you can compare the results in the Sig Value column. (2-tailed) in the Independent Samples Test table as in table 4.5 below:

Table 5. Hypothesis Testing Using the T Test Independent Samples Test

Independent Samples Test											
Levene's Test for Equality of Variances					t-test for Equality of Means						
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
Skor Pretest	Hasil	Equal variances assumed	3.396	.070	1.087	70	.281	2.500	2.299	-2.085	7.085
		Equal variances not assumed			1.087	61.575	.281	2.500	2.299	-2.096	7.096
Skor Posttest	Hasil	Equal variances assumed	3.394	.070	16.659	70	.000	16.472	.989	14.500	18.444
		Equal variances not assumed			16.659	66.409	.000	16.472	.989	14.498	18.446

As shown in Table 5, the significance value (Sig. 2-tailed) of the post-test is 0.000. Meanwhile, the level of significance (α) used in this study is 0.05 (5%). Since the Sig. (2-tailed) value is lower than the alpha value (0.000 < 0.05), the null hypothesis (H_o) is rejected and the alternative hypothesis (H_1) is accepted. Therefore, it can be concluded that digital comic media is effective in teaching English reading to seventh-grade students of SMPN 172 Jakarta.

Discussion

This study found that the use of digital media, particularly Digital Comics, significantly improved seventh-grade students' English learning outcomes. Learning achievement is influenced by internal factors, such as intelligence, interest, talent, and physical condition, as well as external factors, including family, school environment, peers, and learning media (Suryabrata, 2011). These findings support Cahyani (2024), who reported that digital learning tools enhance language skills, learning motivation, and student engagement. Likewise, digital learning provides flexibility and accessibility, allowing students to access learning resources anytime and anywhere (Garrison & Kanuka, 2014; Martin & Bolliger, 2018).

The results showed that students in the experimental class achieved higher post-test scores than those in the control class. The use of Digital Comics increased students' enthusiasm, participation, and interest in reading activities. This finding is consistent with Azhar Arsyad (2017), who argued that learning media can improve motivation, attention, and comprehension. It also supports Bowkett (2011), who emphasized that comics help develop reading skills by utilizing visual images to support understanding and idea organization. Furthermore, Karakas and Sarıçoban (2012) found that visual and contextualized materials facilitate vocabulary acquisition and reading comprehension.

Students taught with Digital Comics obtained an average post-test score of 84.72, whereas the control group achieved 68.25. The higher performance of the experimental group indicates that digital media-based learning is more effective than conventional teacher-centered methods. Digital media encouraged students to become more active, independent, and engaged learners by providing access to diverse learning resources, animations, and visual materials. In contrast, students in the control class tended to be passive and less motivated.

Overall, the findings confirm that Digital Comics are an effective instructional medium for improving students' English reading achievement, motivation, participation, and learning engagement, supporting previous studies by Cahyani (2024) and Wicaksana (2020).

4. Conclusion

Based on data analysis from research and hypothesis testing carried out, it can he concluded that learning methods using Comic Digital have an effect on learning outcomes. The learning outcomes of students who use learning-based learning with Comic Digital are higher than those using conventional learning. The increase in English reading ability shows that the average in the experimental class is in the medium category, while the average in the control class is in the low category. The statistical analysis fulfilled the prerequisite normality test with Shapiro-Wilk significance values higher than 0.05 across all samples (Pre-test Experimental: 0.333, Post-test Experimental: 0.441, Pre-test Control: 0.107, and Post-test Control: 0.462). The ultimate t-test output revealed a post-test significance value of Sig. (2-tailed) = 0.000. Because this p-value is strictly lower than the designated research alpha level (0.000 < 0.05),, so it can be concluded that this research H_0 is rejected and H_1 is accepted.

Based on the description above, it shows that different treatments cause different final results between the experimental class which uses learning-based learning with Comic Digital and the control class which uses conventional learning methods. Thus, it is proven that the use of learning-based learning with Comic Digital is able to improve student learning outcomes. This can be seen from the students' final results (posttest) in the experimental class which were higher than those in the control class taught using conventional learning methods. From the statement above, it can be seen that the use of learning with Comic Digital in experimental classes is more effective in improving students' English reading skills compared to classes that use conventional approaches in English subjects in class VII. So it can be concluded that the use of Comic Digital for teaching English reading skills in grade VII English subjects at SMPN 172 Jakarta is effective.

References

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education.

Derrick, J. (2008). Using comics with ESL/EFL students. *The Internet TESL Journal*, *14*(3). http://iteslj.org/Techniques/Derrick-UsingComics.html

Harmer, J. (1998). *The practice of English language teaching*. Longman.

Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Education Limited.

Hidayah, Y. F. (2017). Pengembangan media komik digital akuntansi pada materi penyusunan laporan rekonsiliasi bank untuk siswa SMK. *Jurnal Pendidikan dan Kebudayaan*, *2*(2), 239–250. https://doi.org/10.24832/jpnk.v2i2.588

Hyland, K. (2003). *Second language writing*. Cambridge University Press.

Hyland, K. (2004). *Genre and second language writing*. University of Michigan Press.

İlhan, G. O., Kaba, G., & Sin, M. (2021). Usage of digital comics in distance learning during COVID-19. *International Journal on Social and Education Sciences*, *3*(1), 161–179. https://doi.org/10.46328/ijonses.106

Intan, S. (2018). *The use of English comics in reading comprehension (An experimental research at eighth year students of SMPN 11 Mataram in the academic year 2018/2019)* [Skripsi tidak diterbitkan]. Universitas Mataram.

Klingner, J. K., Vaughn, S., & Boardman, A. (2007). *Teaching reading comprehension to students with learning difficulties*. The Guilford Press.

Krisnanto. (2013). *Improving the English speaking skill of class VIIIA students of SMPN 5 Depok in the academic year 2013/2014 through the use of comic strips* [Skripsi tidak diterbitkan]. Universitas Negeri Yogyakarta.

McCloud, S. (1993). *Understanding comics: The invisible art*. HarperCollins.

McCloud, S. (2000). *Reinventing comics: How imagination and technology are revolutionizing an art form*. HarperCollins.

McCloud, S. (2008). *Reinventing comics* (Mencipta ulang komik). Kepustakaan Populer Gramedia.

McMillan, J. H., & Schumacher, S. (2014). *Research in education: Evidence-based inquiry* (7th ed.). Pearson Education Limited.

Mulenga, E. M., & Marbán, J. (2020). Is COVID-19 the gateway for digital learning in mathematics education? *Contemporary Educational Technology*, *12*(2), Article ep269. https://doi.org/10.30935/cedtech/7949

Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson Education Limited.

Pallant, J. (2010). *SPSS survival manual: A step by step guide to data analysis using SPSS* (4th ed.). Allen & Unwin.

Perumal, T. (2014). *Research methodology*. Open University Malaysia.

Rachman, F., & Widowati, Y. S. (2018). Perancangan media pembelajaran komik digital laboratorium sejarah rumah arca sebagai upaya pengenalan sejarah lokal. *Jurnal Komunikasi Pendidikan*, *1*(2), 162–172. https://doi.org/10.32585/jkp.v1i2.28

Ramadhan, B. S., & Rasuardie, R. (2020). Kajian industri komik daring Indonesia: Studi komik Tahilalats. *JSRW (Jurnal Senirupa Warna)*, *8*(1), 2–18. https://doi.org/10.36806/jsrw.v8i1.80

Ratnasari, D. T., & Ginanjar, A. (2020). Pengembangan komik digital sebagai media edukasi penanggulangan bencana alam. *Naturalistic: Jurnal Kajian Penelitian Pendidikan dan Pembelajaran*, *4*(1), 475–484. https://doi.org/10.35568/naturalistic.v4i1.679

Richards, J. C., & Schmidt, R. W. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Pearson Education Limited.

Rohmanurmeta, F. M., & Dewi, C. (2019). Pengembangan komik digital pelestarian lingkungan berbasis nilai karakter religi untuk pembelajaran tematik pada siswa sekolah dasar. *Muaddib: Studi Kependidikan dan Keislaman*, *1*(2), 100–113. https://doi.org/10.24269/muaddib.v1i2.1213

Ross, K. N. (2005). *Sample design for educational survey research* (Module 3). International Institute for Educational Planning (IIEP) UNESCO.

Sanjaya, R. (2017). Improving vocabulary ability by using comic. *Journal of English Language Teaching (JOELT)*, *4*(1), 36–42.

Shehu, I. (2015). Reading comprehension problems encountered by foreign language students, case study: Albania. *Academic Journal of Interdisciplinary Studies*, *4*(1), 91–96. https://doi.org/10.5901/ajis.2015.v4n1p91

Sugiyono. (2015). *Metode penelitian kombinasi (Mixed methods)*. Alfabeta.

Sukmanasa, E., Windiyani, T., & Novita, L. (2017). Pengembangan media pembelajaran komik digital pada mata pelajaran Ilmu Pengetahuan Sosial bagi siswa kelas V sekolah dasar di Kota Bogor. *Jurnal Pendidikan Sekolah Dasar*, *3*(2), 171–185.

Vassilikopoulou, M., Retalis, S., Nezi, M., & Boloudakis, M. (2011). Pilot use of digital educational comics in language teaching. *Educational Media International*, *48*(2), 115–126. https://doi.org/10.1080/09523987.2011.576522

Wahyudin, A. Y., Jepri, D., Simamora, M. W., Pratiwi, I. W., & Rina, A. (2020). Penggunaan komik digital Toondoo dalam pembelajaran Bahasa Inggris tingkat sekolah menengah. *Journal of Social Sciences and Technology for Community Service (JSSTCS)*, *1*(1), 20–25. https://doi.org/10.33365/jsstcs.v1i1.671