

USING COMIC STRIPS AS TEACHING MATERIALS IN GROUP WORK TO IMPROVE READING COMPREHENSION OF NINTH-GRADE STUDENTS

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ABSTRACT

The students often encountered difficulties in understanding reading report text, for instance: concluding implicit information due to vocabulary limitation factors. In addition, there was an inadequacy of teaching materials available in school to support individual learning. Classroom Action Research (CAR) was carried out to improve students' reading comprehension through Comic Strips as Teaching Materials in Group Work Activities. The instruments were questionnaires, reading scores, and observation sheets. The success indicator was a score of 70. Two cycles of planning, action, observation, and reflection were completed. Pre-test results showed that only 8% of students could pass the indicator. Students' scores increased by 25% in Cycle I. The number enhanced in Cycle 2 to 67%. The observation analysis positively responded to teaching materials and group work activities. Questionnaire results indicated that teaching materials used in group work activities could help students increase report text reading comprehension. Therefore, it could be concluded that using comic strips as teaching materials in group work activities could improve the reading comprehension of grade IX students of SMP Negeri 1 Latoma in the 2022/2023 academic year. Similar research can be applied to classrooms with inadequate technology facilities for teaching material procurement.

Keywords: comic strips, group works, reading comprehension, report text, teaching materials

INTRODUCTION

Ghazali (2010) mentions reading as an act of reconstructing the meaning compiled by the author in a place and time that is far from the place and time of writing. Meanwhile, reading comprehension is the synergy among reader, text, and task characteristics within a socio-cultural context (Elleman & Oslund, 2019). Reading comprehension is the process of constructing meaning as a result of the combination of content and knowledge, and skills during the introduction of reading texts. Thus, reading comprehension is an activity to get meaning or knowledge from the text. The relationship between the information in the text and the information in the reader's head allows the author's meaning to be deduced from the reading. Reading activities will be

accessible when students often practice understanding the meaning of a word. As Andrew stated in Anida (2019), reading is a skill that is constantly evolving. Reading skills are best developed in conjunction with writing, listening, and speaking activities.

Internal and external factors influence the level of understanding of students to the type of material. Internally, students are less efficient readers because they are bored and less engaged in the reading experience. Meanwhile, the external factor is the use of learning strategies used by the teacher. Reading interest is one of the internal elements that influence reading comprehension. Reading interest will be increased if the subject is interesting and presented in an entertaining way.

One of the interesting materials is using comic strips already known to students. *Comic strips* are usually humorous series of pictures containing dialogue that tells a story. McVicker stated that comic strips that combine text with visual representations offer teachers a great tool to help children develop their visual literacy skills (Susanti, 2019). Among visual genres, Liu in Anida (2019) stated that comic strips have attracted the attention of many researchers because they are communicative, popular, accessible, and readable, and combine aesthetic perception with intellectual fulfillment.

Reading comprehension research examines how visual effects, i.e., any graphic display depicting all or some of the content of an accompanying text, help readers understand the text's information. It was explained that reading comics entails more than simply reading existing material. Because it involves understanding the reading material through visual forms that facilitate students. Comic strips in language teaching can promote students' vocabulary, improve students' grammar competence, support the students' reading skills, and help students who lack writing skills (Wijaya et al., 2021).

Furthermore, Amadea in Wardani (2021) states that comics can be a learning resource that can help students understand a learning material and make learning more enjoyable. Learning English through comic strips will make students more interested in learning activities. In addition, comic strips are an excellent medium for developing and practicing a target language without requiring students to read and/or write long passages to access the main idea (Kohnke, 2019). By using the comic strips, students will be helped by pictures related to the story to be read so that it is easier to understand the contents of the text. In line with that, teachers prefer comic strips because they are suitable for a limited time in the classroom while providing reading activities (Novitasari, 2020). Using comic strips, the teacher can accommodate reading activities into various learning methods, such as active, social, or personalized learning.

For example, the teacher can try to adapt cooperative/collaborative/peer-tutoring strategies to improve basic English learners' reading comprehension, reading fluency, and

phonemic awareness (Tang et al., 2021). The use of the small-group work type of cooperative learning model has an effect on increasing the ability to identify information in the explanatory text of class VIII students and stimulating students to be more active in collaborating with their friends (Lubis, 2019). Turning now, according to the 2013 Curriculum, The goal of teaching reading comprehension is to help students understand the meaning of text in simple transactional and interpersonal written dialogue. Reading comprehension tests often appear in exam questions, midterm exams, final semester exams, or school exams. There are various forms of questions, such as determining the main idea of the text, finding the closest meaning of a word, and finding some information from the text as well as elements of reading skills mentioned by Brown (2003).

Problem Statement

Within five years of teaching in grade 9 at SMPN 1 Latoma, since they were still using the KTSP to K-13 and holding the National Examination (UN), the teacher found that students often had difficulties in understanding texts, especially those who appeared in school and national exam questions. Based on the 2013 curriculum, several texts must be mastered by junior high school students. One of these texts is report text.

Some research related to the use of comic strips has explained that its application is effective and it is used to improve students' reading comprehension in different grades from seventh to tenth grade and towards different types of text, namely: recount, narrative, and report text (Anida, 2019; Susanti, 2019; Wardani, 2021). However, one question that needs to be asked is whether using comic strips in small group works can improve students' reading comprehension of report texts in ninth grade.

Report texts are usually scientific in nature which describe things related to natural, man-made, and social phenomena in the environment, such as mammals, planets, rocks, plants, countries, and cities. Broadly speaking, students have difficulty understanding readings and determining main ideas, detailed/detailed information,

concluding unmentioned information, and vocabulary factors, especially those related to explaining the terminology used in the report text. The discussion on reading comprehension, reading activities, teaching reading, and the strategies and teaching materials mentioned just now related to the students. Regarding the problems presented, this classroom action research is entitled *The Use of Comic Strips Teaching Materials in Group Work to Improve Reading Comprehension of Report Texts for Class IX Students at SMP Negeri 1 Latoma in the 2022/2023 Academic Year.*

Objective of The Research

The research aimed to improve the ability to read report texts for class IX students of SMPN 1 Latoma in the 2022/2023 academic year by using comic strips as teaching materials in group work activities. Furthermore, this study also intended to describe students' responses to using comic strips in group work learning to improve their ability to understand reading report texts.

Research Questions

Therefore, the following research question drove the enquiry:

1. How can the use of comic strips in group work improve the ability to read report texts for class IX students of SMPN 1 Latoma for the 2022/2023 academic year?
2. How did the class IX students of SMPN 1 Latoma for the 2022/2023 academic year respond to the use of comic strips in group work for reading report texts?

METHOD

In classroom action research, Burns (2009, p. 2) mentions the role of a teacher as an 'investigator' or an 'explorer' of his teaching context while simultaneously being one of the participants. The thing that underlies CAR is a form of deliberate intervention (engineering) in problematic situations in the classroom to bring about change and, even better, improvements in practice. Furthermore, Burns (2009, p. 8) describes four broad phases in the research cycle based on the model of Kemmis

and McTaggart that is most widely used as a reference compared to other models in CAR. The four phases are:

1) Planning

In this phase, the researchers identify the problem or issue and develop an action plan for improvement in a specific area of the research context. Things to consider are: a) what kinds of investigations might be possible in the realities and constraints of the teaching situation; and b) what potential improvements the researchers think are possible.

2) Action

The researchers implement a carefully considered plan involving some deliberate intervention into the teaching situation and then it will be carried out over an agreed period of time.

3) Observation

This is the data collection phase to gather information about what happened during the action. This phase requires researchers to observe the impacts of activities and document the context, actions, and opinions of the participants, in this case, the students.

4) Reflection

The researchers consider, assess, and describe the outcomes of actions in order to better understand what happened and the problem that has been studied. The researchers may decide to continue the cycle to further improve the situation or involve other collaborators in further action.

The first cycle can be a continuous spiral or an iterative cycle until the action the teacher achieves satisfactory results and feels it is time to stop. This classroom action research was carried out in two cycles. The first cycle was arranged for 3 meetings: pre-test in the first meeting, and actions at the second and third meetings. In addition to teaching actions, at the third meeting, post-test 1 was given and questionnaires were distributed to students.

The second cycle was carried out after seeing that the results had yet to reach the success indicators. It was conducted in two meetings. The first meeting was to provide teaching actions. Meanwhile, a questionnaire and a second post-test were given in the second meeting.

Data Collection Process

The data collected in the study were divided into quantitative and qualitative data. Quantitative data consisting of students' report text reading skills will be tested through formative test items that accompany the discourse/reading on the pre and posttest. While qualitative data were obtained from students' responses which collected through questionnaires, and observation sheets (field notes/logbooks) by the teacher. The data sources were teachers and students of class IX for the 2022/2023 academic year at SMP Negeri 1 Latoma, totaling 12 students.

The instruments used in this classroom action research were questionnaires, reading tests, and observation sheets (field-notes/logbooks).

a. Questionnaire Sheet

The questionnaire instrument was used to collect data on students' responses to the use of comic strips as teaching materials used in group activities in learning report text. Questionnaires were distributed to students after the actions were completed in each cycle. They consisted of 3 parts with 14 questions: *reading activity part* (4 closed questions and 1 opened question); *teaching material part* (3 closed questions and 1 opened question); and *group work activity part* (4 closed questions and 1 opened question).

b. Reading test

The reading test instrument was used by the author to retrieve data on the results of students' reading report texts. The procedure carried out by the author was: determining the method/type of the test, designing the questions, and presenting the test results. The test consisted of 3 passages with a total of 14 questions.

c. Observation sheet

The teacher's observation sheet was used to record all the activities the researchers did in the classroom during the teaching session.

The figure below illustrates the procedures of collecting data:

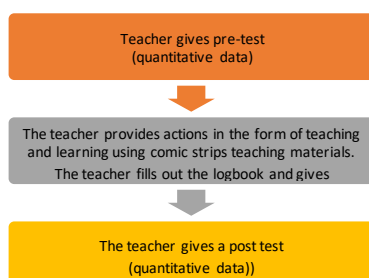


Figure 1. Data Collection Procedures

This classroom action research was carried out in two cycles. The first cycle arranged 3 meetings: In the first meeting, a pre-test was given. In the second and third meeting, teaching actions were carried out. In addition to teaching actions, at the third meeting, post-test 1 was given and questionnaires were distributed to students.

The second cycle was carried out after observing that the results had not reached the indicators of success yet. The second cycle involved two meetings. The first meeting was to provide teaching actions. The second meeting was to distribute a questionnaire and a second post-test.

Data Analysis

The students' reading skill scores (quantitative data) were analyzed using Microsoft Excel to compare the scores of pre-test, post-test 1, and post-test 2. Whereas, qualitative data, observation sheets, and questionnaires were analyzed by collecting data and decoding the items, inductive analysis by reducing data, presenting data, and drawing conclusions.

Regarding data analysis, the success indicators used in this study considered the following two things:

- a. Student responses towards teaching materials through questionnaire and observation were positive if the percentage of satisfaction with the teaching materials used, group work activities, and the notes carried out was 50%.
- b. The criteria for reading scores were still poor if the students' reading scores were below 60 (Brown, 2003). Thus, in this study, the teacher determined the indicators of the success of the students' reading ability based on the KKM score above 60, which was 70. The action was considered successful if the percentage of students' mastery scores was 50%.

FINDINGS AND DISCUSSION

This section depicts the results of activities done in Cycle 1 and Cycle 2. Illustrations are provided to show the results of pre-test, post-

test 1, and post-test 2, and to describe students' responses toward the use of comic strips in small group work.

Findings

The reading materials presented to students should consider the general scheme that children are expected to have. The absence of a person's schema/schemata on the content/contents of the reading he reads will cause difficulties in understanding the reading. The selection of texts relating to animals, plants, and social phenomena that occur in the environment of students can help them form a more thorough understanding of the context and content of reading based on the input of experience they have. The selection of topics based on schematic theory is mentioned by Mulyati (2014) as an abstraction of experience that is constantly being strengthened according to new information obtained by a person. Thus, the more experience one has, the more refined one's scheme will be.

In compiling the comics, the researchers presented three different topics, namely: the topic of animals discussing "*The Cow*", the issue of plants represented by "*Patchouli*", and the discussion of social phenomena using "*TikTok*". The researchers observed that in the students' environment there were many cows. Furthermore, the Loma area is one of the producers of patchouli. Students often help their parents grow to harvest and process the patchouli plant into essential oil which is then sold. Meanwhile, the last topic relates to social phenomena, especially among teenagers who are TikTok social media users.

Cycle 1

Planning phase

Cycle 1 consisted of 3 meetings, namely the first meeting was counted as a preliminary study by giving a pre-test, the second meeting discussed teaching materials for topic 1, and the third meeting discussed teaching materials for topic 2 and given a questionnaire. At this stage, the researchers prepared lesson plans in 1 sheet format, compiled a list of vocabulary and K-W-L charts that will be used in pre-reading activities, reading practice questions, prints and duplicated comics 1 and 2 and

practice questions in 14 copies, provided writing utensils required, observation sheets and documentation tools (if available). In addition, researchers provided questionnaires and post-test questions were given to students at the end of the 3rd meeting of cycle 1.

Action Phase

The second meeting was held to discuss the topic of Cows. The number of students who attended was 13 people with details of 12 people taking the pre-test, 1 person not taking the pre-test, and pre-reading activities at the previous meeting. At this meeting the activities carried out by researchers include:

- 1) The teacher divided the class into groups of 4 people.
- 2) Discussed vocabulary and tasks as a pre-reading activity.
- 3) The teacher provided the K-W-L chart, explained how to use it, and provided opportunities for students to fill in the chart in group activities.
- 4) Teacher distributed comics to each student in their group.
- 5) The teacher distributed colored markers and instructed how to use them as highlighters to mark the structure of the report text on the comic panels. This activity was hereinafter referred to as the highlighting activity. Example: each student marks his comic in the general classification and description sections. Next, they mark the linguistic elements in these sections.
- 6) Teacher and students discussed the contents of comics.
- 7) Students completed the K-W-L chart.
- 8) Students worked on reading questions.
- 9) The teacher filled out the observation sheet.

The third meeting of the researchers changed the topic from Cow to Patchouli since the students needed to explore new vocabularies and terms. If previously discussed report texts about animals, in this activity the report texts discussed plants. The activity steps in the PBM were more or less the same as the first meeting.

The researchers divided the class into sit-in groups. What was different from the second meeting was that at the time of group division, students were asked to sit three in one group

instead of four as before. According to students, sitting four of them was too much and not effective. Researchers facilitated by dividing evenly between students with scores up to 70 and below 70 scores so that they can help each other in their groups. The number of students who attended was 13 people so the number of groups became 4 groups.

At the second meeting, the researchers did not give assignments that accompany the vocabulary list because the researchers provided pictures of the patchouli distillation process for students to observe. At this meeting, the students did not finish completing the K-W-L chart because there was not enough time. Researchers provided questionnaire sheets to students and then filled out the observation sheet.

Observation phase

Observations were made to observe the behavior of students, how they responded to teaching materials, and what were the problems of students during teaching and learning process (TLP). From the observations, it was found that most of the students had actively participated during TLP although some of them still did not understand the content. The distribution of tasks in groups had been running, although not optimally. Most of the time was spent by students to check and match vocabulary on the list and finding it in the comic panels. Apparently, most of them were still constrained by vocabulary in understanding the contents of the reading.

K-W-L charts helped the teacher illustrate the contents of comics. This is in accordance with the findings from Muntiani et al., (2019) that the K-W-L method helped to enhance students' comprehension in reading text report. Students initially filled in the chart with things they knew about the topic. They were very enthusiastic about completing the chart about cows because the material was familiar to them. Next, they filled in with things they did not know yet and wanted to know about cows. Some of the questions or points on the chart were unfortunately not answered in the comics. For example, there were students who wanted to know why the horns of a bull are bigger than that of a female cow. When completing the "learned part"

about cows, 2 students argued about the age of the cow. According to them, based on knowledge and observations around the cow, the age of the cow could be more than 15 years. In addition, they were also not sure about the cow's pregnancy period. The process of filling out the K-W-L chart was one of fun, exciting, and active activities.

Although K-W-L activities were quite effective, they were not efficient. The researchers observed that this activity took a lot of time. Filling out the chart before discussing the contents of the comic and completing it at the end of the PBM is quite time-consuming. Thus, the researchers decided to eliminate this activity in the next cycle and replace it with other more efficient activities.

The researchers directed the students to observe the comic pictures on each panel to help them build schemata in interpreting the text. Based on observations on highlighting activities, only 4 out of 13 people can do well in the decoding process using the right keywords. Examples of keywords: the classification, scientific name (scientific name), age, gestational age, physical characteristics, uses of cows, and products that can be produced from cows. The other nine people are still imitating the activities their friends do in the group. Researchers periodically checked and assisted students with the lowest pre-test score, which was a score of 30.

At the second meeting, the students were very enthusiastic about discussing the Patchouli material (Patchouli plants) seen from the activity of filling out the K-W-L chart. They especially paid attention to the comic panels that describe the physical characteristics of the patchouli plant and the process of steam distillation of patchouli leaves. In addition, they were excited to know the products that can be produced from patchouli leaves. The division of tasks in groups had been running quite optimally. Even so, most of the time was still used to check and match vocabulary on the list and find it in the comic panels. They seemed to be interested in the illustrations on the panels and were trying to figure out what the sections are about. The researchers emphasized the importance of the highlighting process to help them understand the contents of the report text

reading. At this meeting, most of the students understood the structure and linguistic elements of the report text.

Students filled out questionnaire sheets related to reading report texts, comic strips, teaching materials, and group work activities, at the end of the third meeting. The researchers found that the students experienced confusion in filling out the responses on the questionnaire sheet. Most of the students copied the responses from friends even though the researchers had explained with simple instructions and provided examples of responses.

From the observations at the two first cycle meetings, it can be concluded that students were quite enthusiastic in group work activities and were interested in the comics teaching materials and topics presented. However, students had not been able to properly identify the structure of the report text and its linguistic elements. In addition, when working on practice questions, students still had difficulty in understanding the instructions and objectives of the related questions.

Reflection Phase

Researchers evaluated the results of the second meeting of the learning process and the post-test results at the third meeting of the first cycle at the end of the day's learning. Through reflection, researchers know the results of students' reading comprehension. The researchers found that the students' reading scores still did not meet the standard of success indicators.

The researcher remade new material in the second cycle, to guide students to focus on learning to understand the text and improve the activity steps while learning so that students concentrate not only on the researcher's demeanor, but also on the material and explanations. In addition, it seems that researchers need to allocate time for activities to complete practice questions. For example, by explaining the instructions, and even translating the contents of the questions for students if necessary. Furthermore, researchers need to provide strategies for how to answer questions to save time in reading paragraphs in the report text.

Based on the information provided on the students' behavior and values, the researcher chose to proceed in cycle two by rectifying the shortcomings that occurred so that the findings produced would be better than before. The second cycle took place to achieve an increase in students' scores in reading comprehension of report texts.

The Result of Pre-Test

The first cycle consisted of 3 meetings. At the first meeting of Cycle 1, the researchers gave a pre-test to measure the score of the students' comprehension to read report texts before the act of using comic strips as teaching materials in group activities. The number of students who attended was 13 people. Nevertheless, the researchers decided to only calculate the scores of the 12 students since one student showed inconsistency in presence.

The table below presents an overview of students' scores on the pre-test.

Table 1. The result of pre-test

Indicator of success	Number of Students	Percentage (%)	Status
≥ 70	1	8%	Completed
<70	11	92%	Uncompleted

The results of the pre-test showed that there were only 8.3% or 1 student who could pass the success indicator to get a score of 70. Meanwhile, 11 other students had not met the KKM score. The lowest score obtained is 30. The average score of 50 in this pre-test is still below the standard of success indicators (70).

The results of this pre-test score indicate that the students' reading ability to report texts is quite low and requires actions that involve certain strategies.

The Result of Post Test 1

The reading test scores achieved by students in post-test 1 can be seen in the following table.

Table 2. The result of post-test 1

Indicator of success	Number of Students	Percentage (%)	Status
≥ 70	3	25%	Completed
< 70	9	75%	Uncompleted

The table shows that there has been a gradual increase. It can be seen that the score of students who reached the Completed stage increased by 23% from the results of the pre-test. Meanwhile, the percentage of incompleteness is still quite high, namely 75%. However, this value is already lower than the pre-test score of 92%. Based on this change, it can be concluded that there has been an increase, but it has not met the success indicator of the completeness score reaching 50%.

3.1.3. Students' Responses on Cycle 1

The questions in the questionnaire were aimed to find out students' opinions about learning to use comic strips as teaching materials and group work in reading report text teaching materials. There were 3 items that were asked: responses to the activity of reading report texts, opinions about comic strips as teaching materials for report texts, and opinions about group work in reading activities.

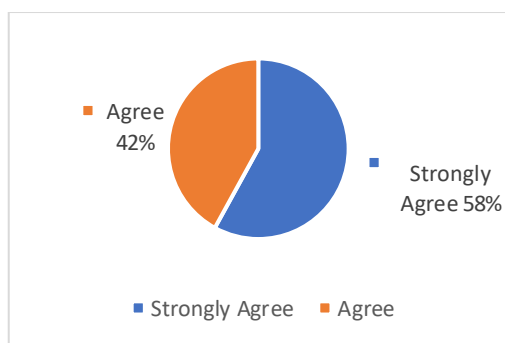


Figure 2. Proportion of Students' Responses on the use of comic strips.

From the figure above we can see that the total number of students who responded agree is higher than disagree. The proportion of students' responses strongly agree of using comic strips reached 58%. On the other hand, some students expressed their dislike for the comic strip parts. There was 67% disliked the

font, 25% disliked the colors, and the rest disliked the picture.

On the questions of reading activity in group work 25% disagree. The most likely causes of disagreement were due to tasks given by 58%, factor friends domination as much as 33%, and 1% getting uncomfortable with the situation within group work.

Cycle 2

Planning Phase

Cycle 2 consisted of 2 meetings: the first meeting provided teaching materials and filled out questionnaires while the second meeting completed post-test 2. The first meeting was held on the topic of TikTok. The number of students who attended was 12 people. The second meeting of the researchers gave post-test 2.

Action Stage

They were more or less the same as the activities in cycle 1.

Observation and Reflection Phase

The feedback process from the actions that have been taken previously was taken from the results of post-test 2, observation sheets, and questionnaire sheets. Researchers motivate students to increase their willingness and ability to read report texts with contextual topics. After reviewing the students' examinations, the researcher decided that their scores had improved. Some of the students' scores increased from the first test to the third test. Half of the students in cycle II experienced an increase in grades compared to cycle I. It can be concluded that teaching materials based on comic strips are effective and appropriate for increasing students' reading comprehension of report texts.

Therefore, the researchers decided to stop cycle II because the value of students increases.

Now turning on to the reading test scores achieved by students in post-test 2 can be seen in the following table.

The Result of Post Test-2

Table 3. The result of post-test 2

Indicator of success	Number of Students	Percentage (%)	Status
≥ 70	8	67%	Completed
<70	4	33%	Uncompleted

Around 67% of students reached the completed stage. There has been an approximate raise of 42% compared to the previous percentage in post-test 1. Based on this percentage, it can be concluded that there has been an increase in meeting the success indicators for the completeness score reaching 50%.

Student's Responses on Cycle 2

Students' responses to the use of comic strips in group activities reading report texts in cycle 2 are shown in the following table:

Table 4. Student Responses to The Use of Comic Strip as Teaching Materials in Group Work

Response	Agree	Disagree
Likes comics as teaching materials	100%	0%
Easier to understand report text material	92%	8%
Satisfied with group work	75%	25%
Easier to learn	83%	17%
More active in learning	83%	17%

Although in the beginning, the students had problems in understanding how to use (read) comic strips, in the post-test 2 questionnaire the percentage became 100%. However, 8% of students still had difficulty in understanding the report text material even though it is presented through comic strips.

The percentage of students who agree to group work is 75%. This is in accordance with the success indicator, which is above 50%. In this case, it can be concluded that more than half of students like group work which makes them more active in learning activities and easy to learn.

Discussion

This classroom action research (CAR) was conducted to determine the improvement of students' reading comprehension of report

texts through the use of comic strips teaching materials. Comic strips as teaching materials are one of many teaching materials that can be used by researchers in teaching English, especially to help students understand report texts comprehensively.

Research that has been done shows that comic strips are effective or can be used in teaching reading. This is in line with the results achieved by Anida (2019). This can be seen from the quantitative data of students' scores which show an increase in students' scores from the pre-test, post-test cycle 1, and post-test cycle 2. This is shown from the average pre-test of 50 with a percentage of completeness 8 increasing to 25% with the mean value of post-test I cycle I 60 and the average post-test II cycle II 70 with a percentage of 67%. The results of obtained

score from pre-test to post-test 2 are summarized into figure below:

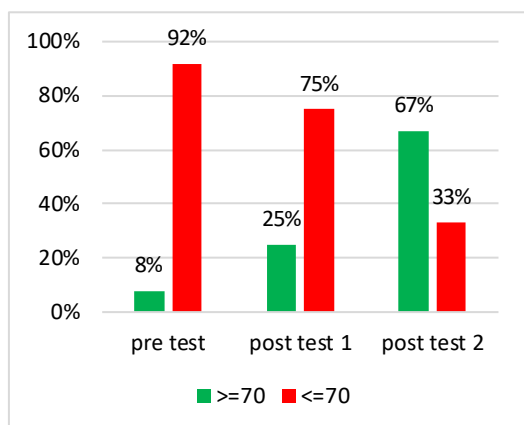


Figure 3. Percentage of Students' Reading Comprehension on pre-test, post-test 1, & post-test 2 scores

Based on the quantitative data from the questionnaire sheets and observation sheets, it can be seen that the students gave a positive response to the comic strips as teaching materials and the designed group work activities. Although Ridwan in Akbar (2019) mentions that small group work can increase effectiveness in terms of time constraints in learning, this study has been unable to demonstrate that. The results of this study do not show the occurrence of these adverse events. The teachers need to provide a set of support that is contingent on the learning needs of the students (van de Pol et al., 2019). However, the researchers identified that they had not used the limited time efficiently. The causes included vocabulary difficulties, limited comic print-outs, and silent students who were reluctant to be actively involved. Even though teacher's support enacted an important role in students' small-group learning process, the quality of student uptake individually was relatively low.

From the explanation above, it can be concluded that research on the use of comic strips in group work activities can improve students' reading comprehension of report texts. This is in line with the findings of Anida (2019), Susanti (2019), and Wardani (2021). Furthermore, it can be seen from the quantitative data that the students' scores

increased in each pre-test, post-test I, and post-test II. In addition, it can also be shown by qualitative data that researchers can control the class better and students are active and interested in learning English and easy-to-understand report texts.

CONCLUSION

This study has identified the use of comic strips as teaching materials in small group work to improve reading comprehension in junior high school, particularly in reading report text. Based on the findings and discussion, the result of findings showed that the use of comic strips in group work can improve the ability to read report texts for class IX students of SMPN 1 Latoma for the 2022/2023 academic year which is above 50% of the complete score as a success indicator required. Furthermore, the results of the questionnaire and observation sheets showed positive responses from students to the use of teaching materials and group work activities. In particular, students are enthusiastic about teaching materials with topics that are close to them (contextual). Although the current study is based on a small sample of participants, the findings suggest that within small group work students can help each other and share opinions, and knowledge, and build self-confidence.

These findings provide the following insights for future research: a) In addition to using the services of an artist, teachers can independently compose comics teaching materials using applications available on the internet, for example, teachers might try to design comics with Canva. Next, b) the choice of material needs to be considered to suit the knowledge of students. In addition, it is necessary to design fun and active activities that accompany the teaching materials. For example, as mentioned in this research applied K-W-L Chart. Further c) research might explore more optional applications in designing prepared text. Drafts for storyboards can be checked for conformity with the student's language proficiency level. A useful example is the GSE Teacher Toolkits Text Analyzer which can be accessed at <https://www.english.com/gse/teacher-toolkit/user/lo>.

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