

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results of this study demonstrate that using digital comics significantly improves students' reading comprehension. This improvement is evident in the increased post-test scores compared to the pre-test scores, as well as in the statistical results, which show that the difference in reading performance before and after using digital comics is meaningful. Integrating digital comics into the reading process provided an alternative medium that engaged students more deeply and facilitated a better understanding of reading material.

Digital comics are unique in that they combine narrative text with visual elements, offering a multimodal reading experience. The visual support provided by the comics' illustrations helped students grasp the meaning of words and sentences more easily, especially when they encountered unfamiliar vocabulary or complex sentence structures. The images contextualized the written content, enabling students to infer meaning, connect ideas, and follow the storyline more effectively. Combining visual and textual information reduced the cognitive load that often hinders comprehension, making the reading material more accessible and less intimidating.

Furthermore, students found the format and content of digital comics to be more interesting and appealing than conventional reading materials. The entertaining nature of comics increased students' motivation to read, leading to more focused and sustained engagement with the texts. When students are more motivated, they tend to approach reading with greater interest and effort, directly supporting the development of their comprehension skills. The students in this study demonstrated a greater willingness to read and a more positive attitude toward reading tasks after being introduced to digital comics.

In addition to being engaging, digital comics also promote independent learning. Since the comics were digital, students could read them individually at their own pace and revisit the content as needed. This flexibility encouraged students to take control of their learning and spend more time interacting with the texts outside structured classroom settings. Repeated exposure and self-paced reading are important for improving reading ability because they allow students to naturally practice and internalize reading strategies over time.

Overall, the use of digital comics in this study served as an innovative way to present reading material and effectively enhanced students' text comprehension. The combination of visual context, narrative structure, and an engaging format created a supportive environment for reading development. Therefore, it can be concluded that digital comics are a valuable and effective tool for improving the reading comprehension

of junior high school students, especially when thoughtfully integrated into the learning process.

B. Suggestion

Based on the conclusions drawn from this study, several suggestions are offered to the various stakeholders involved in teaching reading comprehension at the junior high school level.

1. For English teachers, it is suggested that they consider using digital comics as supplementary reading material in their instructional activities. This study's findings have shown that digital comics can effectively enhance students' reading comprehension ability. Teachers are encouraged to explore a variety of age-appropriate, curriculum-aligned digital comics to help students understand texts more easily. The visual elements in comics help bridge comprehension gaps, especially for students who struggle with traditional texts. Additionally, digital comics can foster a more enjoyable and engaging reading atmosphere in the classroom, which may lead to increased motivation and active participation.
2. For students, digital comics offer an accessible, interactive medium for improving reading comprehension both in and out of the classroom. Students are encouraged to develop independent reading habits by using digital comics that are entertaining and educational. By choosing comics that align with their interests and reading level, students can

increase their exposure to English vocabulary, grammatical structures, and contextual understanding in an enjoyable way. As this study demonstrates, using comics can reduce reading anxiety and create a more positive attitude toward reading in English.

3. For future researchers, it is recommended that they expand upon the findings of this study by exploring the use of digital comics in broader and more varied educational settings. Further research could involve larger sample sizes, different grade levels, or more diverse geographic locations to strengthen the generalizability of the findings. Additionally, future studies could examine the long-term effects of using digital comics on language learning aspects such as vocabulary acquisition, critical reading, and reading fluency. Researchers should also investigate integrating digital comics into blended learning models or mobile-assisted language learning platforms to examine their effectiveness in modern, technology-enhanced classrooms.

In response to junior high school students' ongoing challenges in developing adequate reading comprehension, particularly in English as a foreign language, educators, curriculum developers, and researchers must seek innovative, engaging materials aligned with students' cognitive and emotional development. As demonstrated in this study, digital comics hold strong potential as one such medium and deserve further attention and application in English language teaching.

BIBLIOGRAPHY

- Alvermann, D. E., & Eakle, A. J. (2003). *Comprehension instruction: Research-based best practices*. Guilford Press.
- Anderson, RC (1984). Pandangan teoritis skema tentang proses dasar dalam pemahaman bacaan. *Handbook of reading research/Longman* .
- Berk, L. E. (2013). *Child development* (9th ed.). Pearson.
- Bishop, R. S. (2007). *Free within ourselves: The development of African American children's literature*. Heinemann.
- Boerman-Cornell, W. (2016). *Using graphic novels in education: Yummy: The last days of a Southside Shorty*. Graphic Novel Reporter.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.
- Chung, J., & Lee, H. (2021). The impact of mobile comics on reading engagement: A comparative study. *Journal of Media Literacy Education*, 13(4), 23-38.
- Clark, C., & Picton, I. (2021). Children and young people's reading in 2021: Findings from our Annual Literacy Survey. *National Literacy Trust*
- Clark, RC, & Mayer, RE (2023). *E-learning dan ilmu pembelajaran: Pedoman yang terbukti bagi konsumen dan perancang pembelajaran multimedia* . John Wiley & Sons.
- Coiro, J., Knobel, M., Lankshear, C., & Leu, D. J. (2008). *Handbook of research on new literacies*. Lawrence Erlbaum.
- Deci, E. L., & Ryan, R. M. (2017). *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. Guilford Press.
- Dörnyei, Z. (2009). *The psychology of second language acquisition*. Oxford University Press.
- Duke, N. K., & Carlisle, J. (2020). The Development of Comprehension. In S. E. Israel (Ed.), *Handbook of Research on Reading Comprehension* (2nd ed., pp. 1-23). Routledge.
- Ediyanto, E., Mulyadi, A., Supriatna, A., & Kawai, N. (2018). Pedoman program pendidikan dan pelatihan untuk pengembangan kompetensi guru bimbingan khusus di sekolah inklusif Indonesia. *Jurnal Studi Disabilitas Indonesia* , 5 (2), 251-267.
- Elkins, J., & Luke, A. (2000). Re-defining adolescent literacies. *Journal of Adolescent & Adult Literacy*, 43(3), 212–215.

- Elliott, A., & Mason, T. (2020). The role of digital comics in promoting literacy: Accessibility and engagement. *Reading Horizons*, 59(1), 18-35.
- García, A., & Wood, D. (2021). Interactivity in digital comics: A new dimension for storytelling. *International Journal of Comics Art*, 23(2), 205-220.
- Gee, J. P. (2003). What video games have to teach us about learning and literacy. *Computers in Entertainment*, 1(1), 20.
- González, P., & Núñez, J. C. (2020). Independent learning and student-centered education in the 21st century: A pedagogical approach. *Educational*
- Grabe, W., & Stoller, F. L. (2021). *Teaching and Researching Reading* (3rd ed.). Routledge.
- Heinich, R., Molenda, M., Russell, JD, & Smaldino, SE (2002). Media Pembelajaran dan Teknologi untuk Pembelajaran. Amerika Serikat: oleh Pearson Education. Inc., Upper Saddle River, New Jersey , 7458 .
- Hill, C. (2010). The effects of using comic books as supplementary materials on reading comprehension. *The Reading Matrix*, 10(1), 70–85.
- Hong, Z., Zhan, Z., & Zhang, J. (2019). Digital literacy and equity in learning: The impact of internet access on students' performance. *Journal of Educational Technology & Society*, 22(1), 14-24.
- Indonesia, KBB (2016). Kementerian Pendidikan dan Kebudayaan Republik Indonesia. Diakses pada Senin , 12 .
- Kintsch, W. (2004). Model konstruksi-integrasi pemahaman teks dan implikasinya terhadap pembelajaran. *Model teoritis dan proses membaca* , 5 , 1270-1328.
- Krashen, S. D. (2004). *The power of reading: Insights from the research* (2nd ed.). Libraries Unlimited.
- Kress, G. (2020). *Multimodality: A Social Semiotic Approach to Contemporary Communication* (2nd ed.). Routledge.
- Kress, G., & van Leeuwen, T. (2001). *Multimodal discourse: The modes and media of contemporary communication*. Arnold.
- Larson, J., & Marsh, J. (2005). *Making literacy real: Theories and practices for learning and teaching*. SAGE Publications.
- Liu, J. (2004). Effects of comic strips on L2 learners' reading comprehension. *TESOL Quarterly*, 38(2), 225–243.
- Lwin, S. M., et al. (2021). Comic-based learning and its effects on student reading motivation. *Asian EFL Journal*, 23(4), 98-113.
- Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.

- Mayer, RE (2014). Mengintegrasikan motivasi ke dalam pembelajaran multimedia. *Pembelajaran dan instruksi*, 29, 171-173.
- McCloud, S. (1993). *Understanding comics: The invisible art*. HarperCollins.
- McCloud, S. (2022). *Understanding Comics: The Invisible Art*. Harper Perennial Modern Classics.
- Paivio, A. (1986). *Mental Representations: A Dual Coding Approach*. Oxford University Press.
- Paivio, A. (1991). Dual coding theory: Retrospect and current status. *Canadian Journal of Psychology*, 45(3), 255–287.
- Pressley, M., & Afflerbach, P. (2012). *Protokol membaca verbal: Hakikat membaca responsif yang konstruktif*. Routledge.
- Reiser, RA, & Dempsey, JV (Eds.). (2012). *Tren dan isu dalam desain instruksional dan teknologi* (hlm. 408). Boston: Pearson.
- Samuels, F. A., & Krantz, S. B. (2013). "Multimedia Learning in Practice: Theory and Application." *Journal of Educational Psychology*, 105(3), 638-652.
- Sari, D. P., & Hidayati, N. (2020). "The Correlation Between Reading Habit and Reading Comprehension of EFL Students". *Journal of English Language Teaching*, 9(1), 45-52.
- Schunk, DH (2012). *Teori pembelajaran dari perspektif pendidikan*. Pearson Education, Inc.
- Serafini, F. (2014). *Reading the visual: An introduction to teaching multimodal literacy*. Teachers College Press.
- Snow, C. (2002). *Membaca untuk memahami: Menuju program R&D dalam pemahaman membaca*. Rand Corporation.
- Supriyanto, E., & Kusumawati, D. (2018). "Pengembangan Media Pembelajaran Berbasis Teknologi untuk Meningkatkan Keterampilan Bahasa Inggris Siswa." *Jurnal Pendidikan Bahasa dan Sastra*, 12(2), 45-6
- Sweller, J. (1998). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257–285.
- Walsh, M. (2007). Reading visual and multimodal texts: How is ‘reading’ different? *Australian Journal of Language and Literacy*, 30(1), 24–37