



Study on Improving Student Reading Comprehension by Using Comic Strips

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ABSTRAK

Studi ini mengkaji penggunaan komik strip dalam meningkatkan pemahaman membaca siswa di berbagai konteks pendidikan. Hasil analisis menunjukkan bahwa penggunaan komik strip efektif dalam meningkatkan skor pemahaman membaca, serta mendorong minat, partisipasi aktif, antusiasme, dan kegembiraan siswa dalam pembelajaran. Contohnya, di SMA MUHAMMADIYAH 7 Serbelawan, penggunaan komik strip secara signifikan meningkatkan skor rata-rata pemahaman membaca dibandingkan dengan kelas kontrol. Di SMPN 13 Palu, integrasi komik strip dalam pembelajaran membaca menunjukkan peningkatan skor yang mencolok, didukung oleh analisis statistik yang mendukung hasil tersebut. Rekomendasi diberikan untuk mengintegrasikan komik strip dalam praktik mengajar Bahasa Inggris guna meningkatkan efektivitas pembelajaran membaca. Selain itu diharapkan penggunaan komik strip ini dapat membawa dampak yang baik untuk meningkatkan pemahaman membaca para siswa, yang mana sebagian siswa mengalami kesulitan dalam memahami suatu teks. Secara keseluruhan, penelitian ini menegaskan bahwa komik strip adalah media pembelajaran yang efektif untuk meningkatkan pemahaman membaca siswa dan memperkaya pengalaman belajar mereka.

ABSTRACT

This study examines the use of comic strips in improving students' reading comprehension in various educational contexts. The results of the analysis show that the use of comic strips is effective in improving reading comprehension scores, as well as encouraging students' interest, active participation, enthusiasm, and excitement in learning. For example, at SMA MUHAMMADIYAH 7 Serbelawan, the use of comic strips significantly increased the average reading comprehension score compared to the control class. At SMPN 13 Palu, the integration of comic strips in reading learning showed a marked increase in scores, supported by statistical analysis that supported the results. Recommendations were given to integrate comic strips in English teaching practice to improve the effectiveness of reading learning. In addition, it is hoped that the use of this comic strip can have a positive impact on improving students' reading comprehension, where some students still experience difficulties in understanding a text. Overall, this study confirms that comic strips are an effective learning medium for improving students' reading comprehension and enriching their learning experience.

1. INTRODUCTION

The ability to read is one of the fundamental skills that is very important in the world of education. Reading involves not only the ability to identify words but also to understand the meaning of the text as a whole. However, many students face difficulties in comprehending reading texts, especially long and dense texts. This is often caused by a lack of interest in reading and the students' lack of motivation to read texts that are considered boring.

One way to address this problem is by using more engaging and enjoyable media for students. Comics, as a form of visual media, have long been known to capture the interest of children in reading. Interesting pictures in comics can help students better understand the story and context of the text, thus improving their comprehension of the reading. In addition, the use of comics in learning can also stimulate students' imagination and creativity, making the learning process more enjoyable.

This research aims to examine the effectiveness of using comics in improving students reading comprehension. More specifically, this research will look at how comics can be used as a tool for learning

English. English, as an international language, is one of the important subjects in the school curriculum. However, many students find it difficult to learn this language due to limited vocabulary and understanding of sentence structure. Comics can be an effective tool to address this problem by providing clear and interesting visual contexts, thus helping students to easily understand and remember vocabulary and sentence structures in English.

Based on initial observations, children are more inclined to read material with illustrations such as comics compared to plain text. This indicates that comics have great potential to be used as an aid in increasing students' interest in reading and reading comprehension. Therefore, this research will attempt to answer the main question: Can the use of comics improve students' reading comprehension, particularly in the context of English language learning?

Thus, the author wants to know what methods are more appropriate in improving reading comprehension using comics. This research is expected to identify various effective methods and provide recommendations to teachers on the use of comics as one of the enjoyable and beneficial teaching methods for students.

2. METHODS

In this study, the method used is the collection and analysis of secondary data from various relevant journal sources. This approach allows researchers to dig into existing knowledge and analyze the latest findings that have been published in the scientific literature. Secondary data obtained from these journals were used to explore the use of comic strips as a tool in improving students' reading comprehension. The analysis process involves an in-depth study of previous research methodologies as well as empirical findings that have been recorded.

In this context, the study uses an analytical descriptive approach to understand how comic strips can be applied in the context of reading learning. By utilizing secondary data, researchers can construct a solid theoretical framework and identify significant trends or patterns in the use of comic strips in education. The analysis of relevant journals also helps in compiling a strong theoretical foundation and broadens insights into the practical application of previous research results.

Overall, the use of secondary data from published journals provides a solid framework for answering research questions and developing a more comprehensive understanding of the influence of comic strips on reading learning.

Population

This research uses data that has already been published in academic journals and related articles. The studies included were chosen because they are relevant to the subject of reading comprehension and the application of comic strips. The data gathered from these studies consist of both numerical and descriptive information, which will be used for additional analysis.

Sample

The data sample used in this study included studies that fulfilled the following inclusion and exclusion criteria:

- a. Inclusion criteria
 - 1) Topic relevance
Studies that specifically focus on the use of comic strips in teaching reading comprehension.
 - 2) Data type
Studies published in scientific journals that are indexed in academic databases such as Scopus, Web of Science, and Google Scholar. Articles published in academic conferences, books, or scientifically recognized research reports.
 - 3) Publication source
Studies published in scientific journals that are indexed in academic databases such as Scopus, Web of Science, and Google Scholar. Articles published in academic conferences, books, or scientifically recognized research reports.
- b. Exclusion criteria
 - 1) Publication date
Studies published more than five years ago.
 - 2) Research quality
Studies with less robust methodologies or less clear result

Research Variable

Research that relies on data collected from existing journals or articles differs in the variables examined compared to primary research. The following are the relevant variables identified in the study titled "Study on Improving Student Reading Comprehension by Using Comic Strips" which utilizes secondary data.

a. Independent variables

The use of comic strips as a learning tool. This variable covers how comic strips are incorporated into teaching methods in the studies reviewed. It includes of often they are used, the situations in which they are applied, and the manner in which they are integrated into the educational curriculum.

b. Dependent variable

Students' reading comprehension ability. This variable reflects the results measured in the studies, such as improvements in reading comprehension scores, levels of student engagement, and other outcomes related to reading skills.

c. Moderator variable

Student characteristics and the learning environment. These include factors like age, educational level, socio-economic background, and other demographic features of the students in the studies. The learning environment involves aspects such as the type of school (public or private), class size, and the availability of technological resources.

d. Control variable

The research methodology and design used in the studies. This includes the type of research conducted, such as experimental, case study, or longitudinal research, as well as the structure of the study, like pre-test/post-test or the use of a control group. It also covers the tools used to measure reading comprehension, such as standardized tests and questionnaires.

Technique of Data Collection

a. Search and identification of relevant studies

The first method used to collect data in this study is a literature search to find relevant studies. The process begins by using academic databases such as Google Scholar, PubMed, JSTOR, Scopus, and Web of Science. Specific keywords like "comic strips", "reading comprehension", "educational comics", and "visual learning" were used to conduct the search. To ensure that the information is both relevant and current, preferences were given to articles published within the last five years. This step aims to collect as many sources as possible that can offer detailed information on the research topic.

b. Study screening and selection

After the articles were identified, the next step was to screen and choose the most relevant studies. This involved reading the abstracts of each article to determine whether the content was suitable for the research topic. Inclusion and exclusion criteria were applied to select studies that specifically looked at the use of comic strips in reading comprehension learning and to exclude those that were not related or failed to meet certain quality standards. This process is essential to ensure that only relevant and high-quality studies are included in further analysis.

c. Data collection from selected studies

Once the studies were selected, data was collected and recorded in a systematic way. A data collection form was used to note important details from each study, including the title, author, year of publication, research objectives, methodology, population and sample, variables measured, key findings, and conclusions. Both quantitative data, such as results from reading comprehension test, improvement statistics, and other numerical information, were gathered for further analysis. Qualitative data, including interview transcripts, classroom observations, and questionnaire responses that reflected participants' experiences and perceptions regarding the use of comic strips, were also collected.

The Technique of Data Analysis

In this study, the researcher employed the Comparative Analysis method to examine the advantages of using comics to enhance students' reading comprehension, based on secondary data collected from various relevant journals. Initially, the researcher compared the findings from a study that incorporated comics as a teaching resource with another study that relied on traditional methods, focusing on how these approaches impacted students' reading comprehension. By highlighting the differences in their effectiveness and the students' reactions to each method, the researcher was able to determine whether the use of comics offered a meaningful benefit in improving comprehension.

Furthermore, this comparative analysis enable the researcher to assess other factors that could influence the outcomes, such as the type of comic used and the learning environment. Through this method, the researcher investigated whether there was a consistent trend or pattern in the effectiveness of comics across different educational settings, allowing for a more comprehensive understanding of how comics can serve as an effective too for enhancing students' reading comprehension.

3. RESULT AND DISCUSSION

In collecting data, the researcher used secondary data from journals obtained from academic databases such as Google Scholar with the keyword 'reading comprehension by using comic strips'. The journals used include a journal written by (Purba & Mustika Rini, 2021) entitled *Improving the Students' Reading Comprehension by Using Comic Strips at SMA Muhammadiyah 7 Serbelawan Grade X*, a journal written by (Purnama, et al., 2023) entitled *The Effect of Comic Strips Towards Students' Reading Comprehension*, a journal written by (Nispa, et al., 2023) entitled *The Use of Comic Strips to Improve Students' Reading Comprehension*, a journal written by (Rengur & Sugirin, 2019) entitled *The Effectiveness of Using Comic Strips to Increase Students' Reading Comprehension for the Eighth Grade Students of SMPN 1 Pundong*, and a journal written by (Manik, 2019) entitled *The Effectiveness of Comic Strip as Media to Improve the Students' Reading Comprehension on Narrative Text of MTs Ar-Rahman Langkat*.

The Result

Based on the results of the five studies presented, it can be concluded that the use of comic strips in reading learning is effective in improving student understanding. These studies have consistently shown that comic strips not only help improve students' reading comprehension scores, but also increase interest, active participation, enthusiasm, and excitement in the teaching and learning process. For example, the use of comic strips at SMA MUHAMMADIYAH 7 Serbelawan resulted in a significant increase in the average reading comprehension score compared to the control class. On the other hand, at SMPN 13 Palu, the integration of comic strips in reading learning showed a marked increase in scores after the intervention, supported by statistical analysis that supported the improvement. Recommendations for English teachers were also given, emphasizing the importance of integrating comic strips in learning to increase students' interest in reading. Overall, this study shows that comic strips are an effective learning medium to improve students' reading comprehension in various educational contexts.

Discussion

Based on the data from academic journals, the findings indicate a significant improvement in students' reading comprehension when comic strips were used. The result from the pre-test revealed a basic level of understanding, whereas the post-test results demonstrated a clear enhancement. This progress highlights the engaging and effective role of comic strips in boosting students' interest and motivation in learning. This results align with existing research that suggest the benefits of multimedia methods in education, particularly in enhancing reading comprehension. The study also suggests the further research should examine other factors that may affect the effectiveness of comic strips in different educational environments.

4. CONCLUSION

This study investigated the effectiveness of the use of comic strips in improving students' reading comprehension, using secondary data obtained from a related journal. Based on the results of the analysis, it can be concluded that the intervention using comic strips has a significant positive impact on students' reading performance.

The main findings of this research indicate that the use of comic strips effectively increases students' average reading comprehension scores. This increase was taken from previous journal data which can be seen from the comparison of scores before and after the intervention, where the post-test scores were consistently higher than the pre-test scores. These results are supported not only by descriptive statistics showing an increase in the mean, but also by inferential analysis confirming the significance of the results.

However, there are several limitations that need to be considered in this study, including the characteristics of secondary data and contextual factors that may influence the generalizability of these findings to a wider population.

To enhance the outcomes of this study, it is suggested that future research should involve a larger sample size. This would enable the findings to be applied more broadly to a diverse population and help minimize any bias that might come from using secondary data. Moreover, further studies could examine the use of comic strips in different teaching approaches and various educational settings, offering deepest

insights into how effective they are in different circumstances. Creating a digital comic strips application or another interactive tool could be a valuable initiative to boost student involvement and offer a more enjoyable and engaging way to learn.

Long-term studies could also provide clearer picture of how the use of comic strips affects students' reading ability over time. This could aid in the creation of more inclusive and innovative educational programs that incorporate visual media into teaching methods. Additionally, offering training to teachers on how the use of comic strips as a learning resource can improve the successful integration of these materials into classroom settings. By adopting these recommendations, it is expected that the beneficial effects of these interventions in education can be more effectively realized.

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