

**IMPROVING STUDENTS' READING SKILL THROUGH
DIGITAL COMIC STRIPS AT THE SECOND GRADES OF
SMK RAUDLATUL ULUM IN
ACADEMIC YEAR 2024/2025**

UNDERGRADUATE THESIS



By:

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UNDERGRADUATE THESIS

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Kiai Haji Achmad Siddiq State Islamic University of Jember
In partial fulfillment of the requirements
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Faculty of Tarbiyah and Teacher Training
English Education Departement

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a bachelor degree of Sarjana Pendidikan (S.Pd)
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MOTTO

إِفْرَأْ بِإِسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ إِفْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣

(1) read: in the name of thy Lord who created, (2) created man from a clot, (3)

*read: and thy Lord is the most bounteous (Q.S. Al Alaq [96]1-3**



* Dr. Mustafa Khattab, English translation Quran; The Clear Quran <https://quran.com/96>

DEDICATION

This thesis dedicated to my beloved:

1. *My beloved Husband, My Heaven Imam Nawawi who always supports me and always does everything to help me graduate this year*
2. *My beloved Parents, my dad Mohammad Shodiq and my Mom Indrawati who always give me the best prayers and given me the opportunity to receive education to Bachelor Degree*
3. *My beloved Big Family*



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Alhamdulillah Rabbil 'Alamin. Thanks to Allah SWT; the lord of the universe, the master of the day that has given us the blessing. So that, the writer is in good health to finish this thesis. This thesis is as a responsibility of every students at the end of the study. Sholawat and Salam are given to our prophet Muhammad SAW, human who has brought us from the darkness to the lightness.

This is for achieving the undergraduate degree of English Language Teaching of UIN Kiyai Haji Achmad Siddiq Jember. The undergraduate thesis entitled “Improving Students Reading Skill Through Digital Comic Strips at The Second Grades of SMK Raudlatul Ulum in Academic Year 2024/2025”

I also fully aware that the undergraduate thesis could never finish without help and support from others during the process of writing. Therefore, in this occasion the writer express thankfully to honorable:

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I wish Allah SWT gives His blessing to all of you. The writer is aware that this undergraduate thesis is less of perfect. Therefore, the writer hopes this undergraduate thesis will be useful for the readers and the other researchers who need it.

Jember, 19 Juni 2025

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ABSTRACT

INTAN CHOIRONNISA', 2025. *Improving Students Reading Skill Through Digital Comic Strips at The Second Grades of SMK Raudlatul Ulum in Academic Year 2024/2025*

Keywords: Digital Comics Strips, Media, Reading Skill

Reading skills refer to the abilities needed to understand written text. These skills encompass decoding words, comprehending meaning, and interpreting information, allowing individuals to engage with and make sense of written language. They are fundamental for learning, communication, and accessing information. Using english language digital comic strips can be an engaging alternative medium to learn english for students. Digital comic strips themselves are a series of images that have a story and are presented episodically so that it is expected to make it easy for students to memorize English vocabulary. Digital comic strips including english dialogue and visual images can make students feel something new and different from what they usually do in class.

The research question in this study is: How is Digital Comic-Strips improving students' reading skill at the Second Grades of SMK Raudlatul Ulum? This study aims to investigate how digital comic strips can improve students' reading skill at the second grades of SMK Raudlatul Ulum.

This research applies Classroom Action Research by Kemmis and Mc. Taggart that consists of four stages, namely planning, acting, observing, and reflecting. There were two cycles in this study consisting of three meetings. This study focuses on digital comic strips to improve students' reading skill. The researcher conducted this study at SMK Raudlatul Ulum Panti Jember, which consists from 20 students of second grade. To collect data, the researcher used a student reading test, observation and document reviews.

The results of the research in cycle 1 showed that 55% of students who managed to get a score above the minimum mastery criterion (KKM) with the mean 68.5. and the held of cycle 2 showed that 75% of students who got the criteria of success with the mean 78,75. The criteria for success in this study is if students who achieve a minimum mastery criterion (75) are equal to or more than 75% of the total students in this study, it can be said to be successful. It showed a significant improvement, thus it fulfill the success criteria. It can be concluded that the use digital comic strips is believed to be an effective way to improve students reading skill at the second grade of SMK Raudlatul Ulum.

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J E M B E R

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the important skills that must be learned by every student from elementary school to university. Levine (2010) there are four skills that must be considered, namely, listening, speaking, reading, and writing. By reading students have good interaction with the text. Reading plays an important role in all subjects. In learning English, reading is a skill that must be learned by students who learn English to get information and knowledge. Brown (2004) says reading is a process of negotiating meaning. Alderson (2000:3) claims that reading is a relationship between the reader and the text. It can be concluded that reading is the process of getting meaning from the text that has been read by combining information. Reading is a cognitive challenge for readers to engage in text-based conversations with writers. Zare (2013). Reading basically involves many things, not just memorizing written words, but also involves thinking, psycholinguistic, and cognitive activities. Reading is very important for students when learning English. The importance of reading comprehension is to find out information and or new knowledge. Reading skills can help students to understand some English vocabulary that they do not know the meaning of.

Furthermore, the verse shows that Allah guides whom He wills and misguides whom He wills. That is, learning language vocabularies and being able to communicate effectively is a blessing from Allah. It is the means by

which we can understand His messages and guidance, and it is the means by which we can connect with others and build strong relationships.

However, there are many obstacles faced by students, even though vocabulary can be a basis for students to learn English. The data were derived from questionnaires and interviews with selected students. The data revealed that the students experienced four difficulties, namely, pronouncing unique English sounds, spelling, memorizing long syllable words, and understanding meaning of unfamiliar words.

The challenging in learning English reading is encountered by the second grade students of SMK Raudlatul Ulum Panti. In a preliminary study conducted by researchers, the reading skill of vocational high school students was assessed through a series of tests. The study aimed to identify the level of reading skill proficiency among the students and to determine the factors that may influence their reading acquisition and retention. The participants were 20 vocational high school students from different academic backgrounds and socioeconomic status. The tests consisted of vocabulary recognition, vocabulary production, and vocabulary retention tasks. It was proven from the result of preliminary study that there were some students who could pass the minimum mastery level criterion ($KKM = 75$) was only 45% of 20 students. It means that only 9 of 20 students who achieved the minimum mastery criterion (KKM) and 11 of 20 students got under minimum mastery criterion (KKM). The results showed that the students' overall reading skill was relatively low. The study also revealed that there was a positive correlation between the

students' vocabulary proficiency and their reading habits, academic performance, and English language exposure. These findings suggest that there is a need for interventions that focus on improving students' reading acquisition and retention, particularly for those who come from disadvantaged backgrounds; learning environment limitations, lack of family support and delay in starting to learn English.

Based on the preliminary research doing by the researcher in December 9th, there are several problems encountered by the eighth grades students.² The first is Cultural and language differences. Mohammed postponed that the conveyance of culture is facilitated by language, with its fundamental element being vocabulary.³ Learning a language encompasses more than just understanding grammar rules and the literal definitions of words. It also involves acquiring knowledge of cultural phenomena, customs, ways of life, food, habits, history, and everything else that is encompassed by that culture. It is one in line with the students of SMK Raudlatul Ulum Panti who consist of Javanese and Madurese culture. They may face difficulties in understanding and memorizing English vocabulary due to cultural and linguistic differences. They may not have the same experience with objects, concepts, or ideas related to English vocabulary, making it difficult for them to remember the words.

² Documentation 1

³ Mohammed Abdalla AbdAlgane Mohammed. The Impact of Culture on English Language Learning. *International Journal on Studies in English Language and Literature (IJSELL)*, Vol.8, Issue 1 (January 2020), 22.

The second is difficulty in pronunciation. Students may also experience difficulties in pronunciation of English words due to differences in sound or intonation in their own language. This can hinder their ability to identify, remember and use words correctly in different communication situations. It is one in line with Wang that the impact of different dialects on the acquisition of English is substantial and differs depending on the particular dialect.⁴

The third is lack of English language environment. Multicultural students living in a country where English is not the main language may not have a consistent English language environment to strengthen their reading skills. This can lead to a lack of opportunity to speak and listen to English regularly, thereby affecting their ability to master English vocabulary.

The fourth is limited study time. Students may also experience limited time in learning reading because they have to allocate time for learning English as well as other languages they are learning. This may limit the amount of time they get to strengthen their English reading skills. When students are not given enough time to study new words and practice using them in context, their ability to retain and use words can suffer. Research has shown that students who have more exposure to new vocabulary words and practice using them in context have a better chance of retaining them over time.⁵ In addition, students who engage in repeated and spaced practice of new

⁴ Ziyu Wang. The Influence of Chinese Dialects on English Pronunciation Acquisition. *Advances in Economics, Business and Management Research*, volume 215, 615.

⁵ Zhifa Shen. The Effects of Vocabulary Knowledge and Dictionary Use on EFL Reading Performance. *English Language Teaching*, Vol.6, No. 6 (May 2013), 82.

vocabulary words are more likely to retain them in their long-term memory according to Nation.⁶

The last, learning in constructing new vocabulary with context. Students may also have difficulty in constructing new vocabulary with context in different sentences or communication situations. They may understand the meaning of new words separately, but have difficulty applying these words in appropriate sentences or communication situations. Based on observation did by the researcher on December, 9th 2024 and the students' reading pre-test score got under Minimum Learning Mastery Standard (KKM). It can be inferred that their reading skill should be improved.

There are some strategies to teach vocabulary, namely, translation, reading, multimedia and guessing games.

Translation: While not always the most effective approach, translation can be used to quickly clarify the meaning of a word, especially if students are familiar with the translation in their native language. Reading: Being exposed to a variety of texts, including books, articles, and other materials, helps students discover and learn new words in context. Multimedia: Using videos, images, or other visual aids can help make reading learning more engaging and memorable. Guessing games: Including games and activities that involve guessing the meaning of new words can make learning more fun and interactive.

⁶ I.S.P Nation. *Learning Vocabulary in Another Language* (Wellington: Cambridge University Press), 12.

To overcome some of the problems students face in learning and increasing reading in English, the teacher and researcher will decide to use the media in the form of Digital comic-strips. Digital comic-strips can be a great way to improve students' reading skill because they combine visual and textual elements in an engaging and interactive format. Based on Journal Graphic Novels and Comics, A comic strip, as defined for the digital comics collection, is a publication presented in a digital format, featuring a single-panel image or a series of interdependent images, and providing a semi-guided reading pathway to engage the audience.⁷ Research has shown that incorporating digital comic-strips into language learning activities can increase students' motivation, engagement, and comprehension of vocabulary. Digital comics refer to images or symbols that are merged through a computer and released digitally. Employing digital media can facilitate the development of curriculums and guarantee that students are introduced to the production of various digital media formats.⁸ These comics can be accessed and consumed on various devices, including computers, tablets, and smartphones. Unlike traditional comic books, digital comic strips are created specifically for digital platforms and often incorporate interactive features, such as animations or sound effects.

The use of digital comic strips has been gaining popularity as an instructional tool to improve students' reading skill. Digital comic strips are

⁷ Jon Agletton, "Defining Digital Comics: a British Library Perspective", *Journal of Graphic Novels and Comics*, Vol.10,no.4, (July 2018). 404

⁸ Fauzatul Ma'rufah Rohmanurmata & Candra Dewi. (2020). Developing Digital Comics as Character Learning Media for Elementary School Students. *Jurnal Ilmu Pendidikan (JIP)*, Vol.26, Issue 2, (December 2020). 48.

visually appealing, engaging, and can present new vocabulary in a meaningful context that is easy to understand. Additionally, digital comic strips can provide an interactive and enjoyable learning experience that can enhance students' motivation and engagement.

One study published in *International Journal of Learning, Teaching and Educational Research* examined the using of digital comic strips on students' vocabulary learning during the Covid-19 Pandemic conducted by Cuesto and Beltran. The study found that students who used digital comic-strips had significantly higher vocabulary test scores compared to those who used traditional methods.⁹ The researchers attributed this to the visual and contextual cues provided by the comic-strips, which helped students better understand and retain new vocabulary.

Another study published in the *Journal of Adolescent & Adult Literacy* looked at the impact of digital comic strips on English language learners' (ELL) vocabulary development. The study found that using digital comic-strips improved ELL students' understanding and retention of new vocabulary words. The researchers suggested that digital comic-strips could be a useful tool for ELL students who struggle with traditional text-based learning materials.¹⁰

⁹ Luz Castillo Cuesta & Ana Quinonez-Beltran. Using Digital Comics for Enhancing EFL Vocabulary Learning during the COVID-19 Pandemic. *International Journal of Learning, Teaching and Educational Research*, Vol.21, No. 5 (May 2022) 485.

¹⁰ B. Dotson & Johnson, L. Comic-Strip Conversations: An Effective Intervention for English Language Learners' Vocabulary Development. *Journal of Adolescent & Adult Literacy*, 61(6), (2018) 710.

Overall, digital comic-strips can be a valuable media tool for improving students' reading skill. By combining visual and textual elements, digital comic strips provide engaging and interactive learning experiences that can help students better understand and retain new vocabulary. Thus, with these problems, this proposal tries to raise research on "Improving Students' Reading Skill Through Digital Comic-Strips at the Second Grades of SMK Raudlatul Ulum".

B. Research Question: Based on the previous explanation, the research question is How is Digital Comic-Strips improving students' reading skill at the Second Grades of SMK Raudlatul Ulum?

C. Research Objectives: The objective of this research is to investigate how digital comic strips can improve students' reading skill at the second grades of SMK Raudlatul Ulum.

D. Significance of the Research

1. Theoretically

The research on the application of using digital comic strips to improve the reading skill at the second grade of Vocational High School Students has significant theoretical importance. It can contribute to the advancement of educational research by exploring the effectiveness of using digital comic strips as a teaching tool in language learning. This research can improve the understanding of how digital comics can be utilized as a new form of instructional technology that enhances students' learning outcomes.

The study can also help establish a theoretical framework for the application of digital comics in the teaching and learning process. By examining the effects of digital comic strips on students' reading skill, the research can provide insight into how digital comics can be used to improve students' learning experiences and academic performance

2. Practically

The practical significance of the research on the application of using digital comic strips to improve the reading skill at the second grade of Vocational High School Students is also significant. The findings of this research can have significant implications for language teachers and educators, as it can provide a new and innovative way of teaching and learning vocabulary.

The study can help teachers incorporate digital comics into their teaching methods, which can be particularly helpful for teachers who are struggling to engage students in language learning. Additionally, the research can help identify the benefits of using digital comics to improve reading skill, such as improving reading comprehension, enhancing visual literacy skills, and promoting creativity.

E. Definition of Key Term

1. Digital comic strips

Digital comic strips are comics that are created and published digitally, typically in a sequential art format. They can be accessed through electronic devices such as smartphones, tablets, and computers. In this

research, the researcher will use narrative text as the content in digital comic-strips

2. Reading skill

Reading skill refer to the abilities needed to understand written text. These skills encompass decoding words, comprehending meaning, and interpreting information, allowing individuals to engage with and make sense of written language. They are fundamental for learning, communication, and accessing information.



CHAPTER II

LITERATURE REVIEW

A. Previous Research

In this chapter, the researcher discusses several studies from both thesis and international journals that have been conducted regarding teaching reading using media, namely digital comic-strips to improve reading skill. Some of these studies include:

The first study was conducted by Luz Castillo-Cuesta and Ana Quinonez-Beltran in 2022 with the research title "Using Digital Comics for Enhancing EFL Vocabulary Learning during the COVID-19 Pandemic". The purpose of this quantitative study was to determine the impact of using digital comic-strips to strengthen English as a foreign language (EFL) vocabulary knowledge during the COVID-19 pandemic. This study used a quasi-experimental approach with 262 students from 3 public high schools from 4 regions in Ecuador. The students' ages ranged from 12 to 14 years old and their proficiency level was A1 according to the Common European Framework of Reference for Languages (CEFR). The pre-test results showed little difference (0.22) between the control group (5.62 out of 10) and the experimental group (5.84). However, the post-test scores (Table 2) showed a significant improvement (2.81 point difference) for the experimental group (8.88 out of 10) compared to the control group (6.06). Regarding the design of the scenes in the digital comics, 71% of the students strongly agreed with the benefits of this characteristic. Most participants (63%) expressed their

willingness to continue learning EFL vocabulary using digital comics. It can be concluded that the use of digital comic-strips can increase participants' motivation to upgrade their vocabulary learning and linguistic competence.

The second study was conducted by Abdul Rohman Wahid in 2022 "The Effectiveness of LINE Webtoon on Students' Vocabulary Mastery of the Eight Grade at Islamic Junior High School 9 (MTs Ash-Shufi Kademangan in Academic Year 2021/2022)". This quantitative research aims to prove whether LINE Webtoon is an effective medium for improving students' vocabulary or not. The results and findings show that the test count (3.390) is higher than the t-table (3.065). Moreover, the result of Pair 1, Sig. (2-tailed) $0.000 < 0.05$, suggests that there is a significant difference in the average score of vocabulary mastery between the group that used LINE Webtoon and the group that used conventional methods in teaching recount text. This means that the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was accepted that there is a significant difference in the average score of vocabulary mastery by using LINE Webtoon in teaching students' vocabulary.

Based on the study conducted by Luh Putri Maharani in 2021 with the research title "The Use of Line Webtoon Comic Strips to Upgrade Students' Vocabulary Mastery". The purpose of this qualitative study was to reveal how Line Webtoon comic-strips can be used to teach vocabulary, improve English vocabulary, and student responses through the use of webtoon comics in EFL classes. The findings showed that EFL students experienced an improvement in their vocabulary mastery scores. The observation results showed that the

students' understanding in the second and third meetings was better after the teacher asked several questions in the WhatsApp group about new vocabularies they got from episodes 6th-10th. They achieved their highest score changes, up to 95 (categorized as excellent). The Students' Questionnaire Result also showed that online comics could boost their motivation to reach each episode. Thus, using Line Webtoon comic-strips in online learning to teach vocabulary for ninth graders proved to help improve their vocabulary mastery by discovering many unfamiliar words in each episode.

Based on the research conducted by Elza Aqilla Novanti and Suprayogi Suprayogi in 2021 titled "Webtoon's Potential to Enhance EFL Students' Vocabulary," the aim of the study was to analyze how Webtoon has the potential to be used as a source of vocabulary learning for EFL students, both through conversations and images alone, as it can increase their curiosity level and allow them to create new words. Based on interviews with respondents who teach Webtoon as a medium, Webtoon has the ability to increase English vocabulary for students. Five respondents believe that students' vocabulary can increase as long as they read many stories. Additionally, vocabulary will continue to be remembered if used in everyday language contexts and practiced. There are approximately three recommendations on how to optimize Webtoon as a way to improve students' English vocabulary: 1). Guess-Translate-Save 2). Scene Description Technique 3). Technique of Creating Dialogues from Images. Thus, using

Webtoon is a fun way for EFL students to learn vocabulary. The data collection techniques used were observation, questionnaires, and interviews. The process of analyzing and interpreting data was done by exploring and coding data. Coding was done to build descriptions and themes, present and report qualitative findings, interpret findings, and validate the accuracy of the findings. Therefore, the findings prove that teaching English vocabulary using digital comics is trustworthy and, of course, fun.

The next study was conducted by Rifal Elwis Subekti in 2020 titled “The Effectiveness of LINE Webtoon on Students’ Vocabulary Mastery of the First Grade at MAN Kota Blitar,” the quantitative research aimed to verify whether the use of LINE Webtoon application is effective in teaching vocabulary to students. The findings showed that the LINE Webtoon Application is effective in improving students' vocabulary mastery in the experimental group. The effectiveness of the LINE Webtoon application on the experimental group can be shown in the following descriptions: a) The average score of the experimental group in the pre-test was 69.57, and after being taught using the LINE Webtoon application, the average post-test score became 86.57. The difference obtained from the average score was 17. b) The average score of the control group in the pre-test was 52.00, and after being taught using conventional methods, the average post-test score became 58.71. c) The difference obtained from the average score was 6.71. From the difference obtained, the average score between pre-test and post-test of both groups revealed that the experimental group had a better increase in the

average score. d) The result of the calculation of the average post-test score of both groups using an independence t-test at a significance level of 0.05 showed that the significance values (sig-2 tailed) were 0.00 smaller than 0.05 ($0.00 < 0.05$). The result indicates that there is a significant difference in the average score of vocabulary between the experimental group taught using the LINE Webtoon application and the group taught using conventional methods. As a result, the null hypothesis, which states that there is no significant difference in the average score of vocabulary between students taught using the LINE Webtoon application and those taught using conventional methods in the first graders of MAN Kota Blitar, was rejected. Therefore, the LINE Webtoon application is an effective medium for teaching English vocabulary to students.

The sixth study was conducted by Leila Fazrin Ambani in 2019 titled "The Implementation of Digital Comic for Teaching Vocabulary" from the Faculty of Tarbiyah and Education, UIN Sunan Gunung Djati Bandung. The qualitative research aimed to observe the process of teaching vocabulary using digital comics and to identify students' responses to this approach. The study involved 33 seventh-grade students and one English teacher.

Table 2.1
The Similarities and Differences between Previous Research and Current Research

No	Research Title	Similarities	Differences
1	2	3	4
1	Luz Castillo-Cuesta and Ana Quinonez-Beltran 2022 “Using Digital Comics for Enhancing EFL Vocabulary Learning during the COVID-19 Pandemic”	a. The previous research and the current research use the same media that is Digital Comics. b. The previous research and the current research do the research to enhance students' vocabulary mastery.	a. The previous research used quantitative research while this current research uses classroom action research (CAR). b. The data collection used in the previous research were pre-test, post-test and a perception survey. While this current research will use observation, interview, test and document review.
2	Abdul Rohman Wahid 2022 “The Effectiveness of LINE Webtoon on Students' Vocabulary Mastery of the Eight Grade at Islamic Junior School (MTs) Ash-Shufi Kademangan	a. The previous research and the current research use the same media that is online Comics. b. The previous research and the current research do the research about students' vocabulary mastery.	a. The research methodology used in the previous research was quantitative research while this current research will use classroom action research. b. The data collection techniques used in the previous research were pre-test, treatment and post-test.
3	Luh Putri Maharani 2021 “The Use of LINE Webtoon Comic Strips to Upgrade Students' Vocabulary Mastery”	a. The previous research and the current research use the same media that is online Comics. b. The previous research and the current research do the research to enhance students'	a. The previous research used qualitative research while this current research will use classroom action research. b. The data collected conducted in the previous research were observation

No	Research Title	Similarities	Differences
1	2	3	4
		vocabulary mastery.	and data interview while this current research will use observation, interview, test and document review.
4	Elza Aqilla Novanti and Suprayogi Suprayogi 2021. “Webtoon’s Potential to Enhance EFL Students’ Vocabulary”	a. The previous research and the current research use the same media that is online Comics. b. The previous research and the current research do the research to enhance students’ vocabulary mastery	a. The research methodology used in the previous research was qualitative while this current research will use classroom action research. b. The data collection technique used in the previous research was questionnaire while this current research will use observation, interview, test and document review.
5	Rifal Elwis Subekti 2020 “The Effectiveness of LINE Webtoon on Students’ Vocabulary Mastery of the First Grade at MAN kota Blitar”	a. The previous research and the current research use the same media that is online Comics. b. The previous research and the current research do the research to enhance students’ vocabulary mastery	a. The previous research used quantitative study while this current research will use classroom action research. b. The data collection techniques used in the previous research were pre-test and post-test while this current research will use observation, interview, test and document review.
6	Leila Fazrin Ambani 2019 “The Implementation of Digital Comic for Teaching Vocabulary”	a. The previous research and the current research use the same media that is online	a. The research methodology used in the previous research was qualitative while

No	Research Title	Similarities	Differences
1	2	3	4
		Comics. b. The previous research and the current research do the research to enhance students' vocabulary mastery	this current research is classroom action research. b. The data collection techniques used in the previous research were observation, questionnaire and interviews while this current research will use observation, interview, test and document review.

After reading the reviews of several previous studies above, it can be concluded that there are some similarities and differences between previous studies and the study that the author will conduct. The similarities between previous studies and the author's study are that both use online comic media in teaching English and both attempt to improve reading skill in the classroom. However, some differences between previous studies and the author's study include the fact that most previous studies used qualitative and quantitative research methods, and the author will use the Classroom Action Research method to improve students' reading skill.

B. Theoretical Framework

1. Reading Skill

a. Definition of Reading

Reading is one of the basic language skills that has competencies including, grammar, vocabulary, fluency, accuracy. This

element is needed to measure students' ability to read with the right technique. According to Michelle Maxom (2020), reading is one of the keys to language learning skills. Reading strengthens the skills students acquire in speaking, listening and writing. Reading is an active and interactive activity to produce mental words and vocals and understand the contents of the reading text. Defines reading as a process of constructing meaning from written texts (Anderson 2015).

Rivers (2012) reading can be a means of strengthening and expanding one's knowledge of language. Readers can take this information so that it can provide benefits for readers. One of the advantages is students, students can add to their knowledge by reading texts without the help of the teacher because they can interpret the meaning of the reading itself.

Reading is one of the important skills that must be mastered by students. In addition, reading is a complex process in which readers interpret the meaning of material and comprehension skills to improve quality in the reading process. It is necessary to get the information contained in the text. Brown (2004) says reading is a process of negotiating meaning.

According to Nunan (2003: 68) reading is a fluent process combine information from a text and their own background knowledge to build meaning. Reading is referred to as the process of decoding certain written systems into language or the process of obtaining

meaning from written material. Reading is a fun activity when done effectively. Students must read a lot in order to add information and knowledge. Harmer said that “Reading is useful for the purpose of clothes: any exposure to English (giving students more or less understanding) is a thing that goes up for students’ language.

b. Assessment of Reading

Alderson (2000) There are several techniques for test that can be used by teachers as follows:

1) Integrative Test

This test is designed to get a more general idea of how well students read texts.

2) The Cloze Test

The cloze test is a form of language test to measure various student abilities, in the form of reading ability and mastery of students’ language components.

3) Multiple-Choice Techniques

Techniques commonly used by teachers in assessing reading comprehension. Students choose the correct answer from several possible answers given.

4) Matching Technique

The technique allows students to match the two components.

5) Dichotomous Techniques

This technique allows the examiner to choose two possible answers given, namely true or false.

6) Short-Answer

Techniques created by asking questions that require a few words in response. This technique is used to see whether students really understand the information from the text.

7) The Summary Test

This technique allows students to summarize the main idea of each paragraph. There are various ways to assess students' reading ability. In teaching reading, the assessment aims to determine the extent to which students understand the text.

Assessing or testing is very important to know the ability of students and also measure potential in the lesson. Teacher not only using one or two techniques in term of testing students in reading skill. But also prefers to consider several options of test, it has purpose to measurements of several aspects on language abilities.

c. The Purpose of Reading

Grabe William and L. Fedrika (2002) have categories of reading purpose:

1) Reading to search for simple information

Reading to search for simple information is a general reading ability. It is often used in reading assignments, which are perhaps best seen as a type of reading ability.

2) Reading to skim quickly

Reading to skim quickly is a common part of many reading assignments and a useful skill in its own right. This involves a strategy of guessing what is important in the text, and then applying basic reading comprehension skills to segments of the text until a general idea is formed.

3) Reading to learn from text

Reading to learn from text usually occurs in academic and professional contexts where a person needs to learn a lot of information from a text, requiring the ability to remember the main ideas.

4) Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complementarity, mutually supporting conflicting information and accommodating information from multiple sources.

5) Reading to write and reading to critique text

Reading to write and reading to critique text and reading to write are variants of reading assignments to integrate information.

Both require the ability to compose, select, and critique information from a text.

6) Reading for general comprehension

Reading for general comprehension, if done fluently, requires very fast and automatic processing.

In reading there is a purpose as above. However, reading is used to understand all the information in the reading text, to develop the intellectual knowledge that the reader has. In addition, reading can be beneficial for life.

d. The Criteria of Reading

According to Brown (2003:206) there are some criteria that are commonly used in measure students reading skill, they are:

- 1) Main idea
- 2) Expression/ idiom/ phrases in context
- 3) Inference
- 4) Grammatical features
- 5) Detail
- 6) Excluding facts not written
- 7) Supporting ideas
- 8) Vocabulary in context

Based on some of the criteria above, reading is a complex activity that aims to understand and get information from text or reading. Reading

has a relationship with the main idea, expression, inference, grammatical, detail, supporting ideas, vocabulary.

e. Aspect Reading

According to Mahfoodh (2007:1), there are five aspects of reading comprehension:

1) Identifying Main Idea Basically

Basically, the main idea refers to important information that tells you more about the overall idea of a paragraph or text. The main idea is an important part of the text because it tells the text. The main idea is usually at the beginning of the sentence.

2) Finding Specific Information

Supporting sentences or specific information is developing the topic sentence by providing definitions, examples, facts, events, comparisons, analogies, causes and effects, statistics and quotes.

3) Making Inferences

Inference is the output of the interaction between knowledge readers and information in the text.

4) Determining References

Reference is the relationship obtained between the expression and the expression used by the speaker. Reference can also be interpreted as a word or phrase that is used before or after the reference in the text.

5) Understanding Vocabulary

Vocabulary is all the words contained in a language. The ability to determine the meaning of a vocabulary item from context is one of its most important aspects. By mastering a lot of vocabulary, the more vocabulary you have.

In learning English in reading there are five important aspects that must be understood by students, aiming to be able to get the best results in learning reading.

f. Strategies of Reading

Grellet (2010) four kinds of reading strategies:

1) Skimming

Skimming is a reading activity to collect important information in a shorter time. The skimming technique can be used to read reviews like a magazine, by reading the important parts and leaving out the unnecessary.

2) Scanning

Scanning is used to find specific information such as reading class schedules. This method is a technique used when you need specific information quickly.

3) Intensive Reading

Intensive reading is the most time-consuming reading technique. This technique aims to store detailed and long-term information. Intensive reading is used in shorter texts.

4) Extensive Reading

Extensive reading is reading the entire content of the reading with a long text in the shortest possible time to understand the contents of the reading. Done for fun or to gather information so that reading is more relaxed.

The conclusion of the text above, among other things, skimming is fast reading which aims to get the gist of the text. Scanning is searching for information accurately through text. Intensive reading is reading short texts. Extensive reading is reading a long text to get the main idea.

2. Media

a. Definition of Media

According to a journal article, McQuail postulated that media or medium refers to any means or channels of communication that carry messages between a source of information and a receiver of information.¹¹ The author further explains that media can take various forms, including print media (newspapers, magazines, books), electronic media (television, radio, the Internet), and interpersonal communication (face-to-face interaction, telephone communication).

This definition is supported by various references, including Katz and Lazarsfeld, who defined the term "media" refers to means of communication that facilitate the transmission of messages from a

¹¹ Denis McQuail's, McQuail's Mass Communication Theory, 6th Editio. (London: SAGE Publication, 2010). 76-78.

source to a recipient.¹² Additionally, The AECT, or Association for Education and Communication Technology, gives a definition of media as all types of tools used to disseminate information. On the other hand, the NEA, or National Education Association, defines media as objects that can be experienced through sight, hearing, reading, or discussion, and when used correctly in teaching and learning, can impact the effectiveness of educational programs.¹³

Overall, media or medium can be defined as the means or channels of communication that facilitate the transmission of messages from a source of information to a recipient, and it can take various forms, including print, electronic, and interpersonal communication.

b. Kinds of Media

Media can be broadly categorized into Visual, Audio, and Audio Visual. The explanation of each can be seen as follows:

1). Visual Media

Printing media is another term used to refer to visual media, which encompasses any type of media that students can view or handle. Examples of visual media include photographs, cards, charts, and tangible objects. Furthermore, the features of visual media include: linear reading of text as opposed to visual elements that can be scanned non-linearly; text and visual elements allow for

¹² Andrea Miconi & Marcello Serra, "On the Concept of Medium: An Empirical Study" *International Journal of Communication Vol 13*, (October 2018), 3459.

¹³ Usman, M. Basyiruddin, Asnawir, *Media Pembelajaran*, (Jakarta: Ciputat Press, 2002), hal 11

one-way communication and reception; both text and visual elements can be presented in a statistical manner; the evolution of visual media relies on both language principles and visual perception; both text and visual elements are geared towards students; and users have the ability to rearrange information.

2) Audio Media

Listen media, also known as audio media, is often utilized for the purpose of listening and comprehending content. One of the distinguishing features of this type of media is its ability to facilitate one-way communication. Examples of audio media include radio broadcasts, tape recorders, and compact discs (CDs).

3) Audio Visual Media

Audio-visual media refers to media that is both audible and visible, with "audible" indicating that it can be heard, and "visible"

indicating that it can be seen. Audio-visual media offers several advantages over other forms of media. Audio-visual media can help to visualize abstract concepts or non-verbal vocabulary, capture students' attention, and foster the development of their knowledge. Audio-visual media requires mechanical and electronic devices in order to display both audio and visual messages. There are several distinguishing features of audio-visual media, including linearity, the ability to present dynamic visuals, reliance on specific methods determined by the creator, and the capacity to provide

physical representations of real or abstract ideas. This type of media has been developed based on behaviorism psychology and cognitive principles and is teacher-oriented with limited student interactivity. Examples of audio-visual media include videos, movies, television programs, and LCD projectors.¹⁴

c. The Function of Media

- 1) Information: Media disseminates news, reports, and other information to inform the public about events, issues, and developments.
- 2) Surveillance: The media acts as a watchdog, monitoring society and alerting the public to potential dangers or wrongdoing.
- 3) Entertainment: Media provides entertainment through various forms like movies, TV shows, music, and games.
- 4) Education: Media can educate the public through documentaries, informative programs, and educational content.
- 5) Socialization: Media helps shape individuals' values, beliefs, and social norms through the content they consume.
- 6) Correlation: Media helps people understand relationships between different events and issues.
- 7) Mobilization: Media can mobilize people and unify their attention and purpose for a common cause.

¹⁴ Azhar Arsyad, *Media Pembelajaran* (Jakarta:Rajawali Press, 2009) 29.

- 8) Linkage: Media connects different groups and individuals, facilitating communication and understanding.

3. Digital Comic-Strips

a. Definition of Digital Comic-Strip

According to Alshammary and Alhahafawy, digital networks are platforms that offer a productive educational setting and interactive assistance for learners.¹⁵ Furthermore, Bates postulated in his book that digital technology employs binary code, consisting of zeros and ones, to encode and convey data. Devices such as computers, smartphones, e-readers, and tablets, which are utilized to create, process, store, and transmit information, fall under the category of digital devices.¹⁶

McCloud described comic strips as a deliberate arrangement of visual and other images in a specific sequence to convey information and/or elicit an aesthetic reaction from the viewer.¹⁷ He explains that comic strips are made up of panels, with each panel representing a particular moment in time, and that the combination of these panels creates a narrative. In addition, McCloud notes that the use of text, including dialogue and captions, is crucial in comic strips, as it helps to provide context and advance the story. As a whole, comic strips are a unique mode of communication that integrates both visual and textual

¹⁵ Farhan Mohammed Alshammary & Waleed Salim Alhalafawy, "Digital Platforms and the Improvement of Learning Evidence Extracted from Meta-Analysis" *Sustainability*, (January 2023), 1-23.

¹⁶ Bates, A.W. "Teaching in a Digital Age-Second Edition". (Toni Bates Associated, 2019), 331-335.

¹⁷ S. McCloud. "Comics as communication". *Journal of Communication*, 43(3), (1993) 92-101.

elements to produce a compelling and immersive storytelling experience.

In another hand, the Cambridge Dictionary defines a comic strip as a collection of drawings that narrate a story, frequently seen in newspapers or magazines.¹⁸ This description highlights the sequential arrangement of images and the prevalent use of print media for comic strips. The illustrations are typically divided into panels and may incorporate recurring characters that appear in various strips, allowing for ongoing plotlines. In addition, dialogue and captions are commonly used alongside the drawings to communicate the story and to enhance the comedic or dramatic effect.

Overall, we can infer that digital comic-strips are a modern form of comic strips that are created and distributed digitally, often through websites or mobile applications. This format allows for greater flexibility in terms of the layout, design, and distribution of comic strips. Digital comic strips can include various forms of multimedia, such as animations, sound effects, and interactive features, that enhance the reader's experience. Despite their digital nature, digital comic strips still maintain the key characteristics of traditional comic strips, such as the use of sequential images, dialogue, and captions to tell a story. Overall, digital comic strips represent a dynamic and

¹⁸ Cambridge Dictionary. (2023). Comic Strip. Retrieved April 13, 2023, from <https://dictionary.cambridge.org/us/dictionary/english/comic-strip>.

evolving form of visual storytelling that is growing in popularity and transforming the world of comics.

b. Kinds of Digital Comic-Strips

1) Single Panel Comics:

Comics that consist of only one panel of images with speech bubbles or text to convey a message.

2) Multi-Panel Comics:

Comics that consist of several panels arranged sequentially to tell a story or event.

3) Webtoon Comics:

Digital comics published online, usually in a serial format and vertical panels.

4) Social Media Comics:

Comics that are uploaded and shared through social media platforms, such as Instagram, Facebook, or Twitter.

5) Blog or Website Comics:

Comics that are posted on blogs or websites, can be in the form of single comic strips or series.

c. Function of Digital Comic-Strips

Digital comic strips serve as engaging tools to improve reading comprehension and literacy skills, particularly for young audiences. They offer a diverse range of genres and titles, appealing to various interests, and are easily accessible on familiar digital platforms and

devices. In essence, digital comics enhance reading enjoyment and literacy development.



CHAPTER III

RESEARCH METHOD

In this chapter, details are provided on the methodology employed in this study. It includes descriptions of the research plan and process, the environment in which the research took place, the method used for gathering data, and the technique applied for analyzing the collected data.

A. Research Design

The research was conducted using Classroom Action Research (CAR) approach, which specifically addressed a problem within a classroom setting involving a group of students. The researcher used the Kemmis and Mc Taggart model classroom action research which consisted of four steps: planning, action, observation, and reflection. This model is shown in the following figure.¹⁹ Furthermore, Allwright & Bailey highlight that the research primarily focused on the classroom environment and aimed to examine the actual occurrences within it. They emphasize classroom interaction as the primary subject of investigation.²⁰ From this explanation,

¹⁹ Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, New York: Routledge, 2010), 9.

²⁰ Dick Allwright. Kathleen M. Bailey, *Focus On The Language Classroom An Introduction To Classroom Research For Language Teachers*, (Cambridge: Cambridge University Press, 1991), 2

²⁰ Matthew B. Miles, *Qualitative Data Analysis: A Methods Sourcebook* (New York: Sage Publications, 2014), 22.

²⁰ Sudjana, *Metode Statistika*, (Bandung: PT. Tarsito, 2002), 67

²⁰ H. Douglas Brown, *Language Assesment Principle and Classroom Practice*, (New York:Prentice Hall, 2001), 22-23

²⁰ Erwin HariKurniawan, "Improving Vocabulary Ability by Using Comic," *Journal Cendekia*, (June 2009): 1-17.

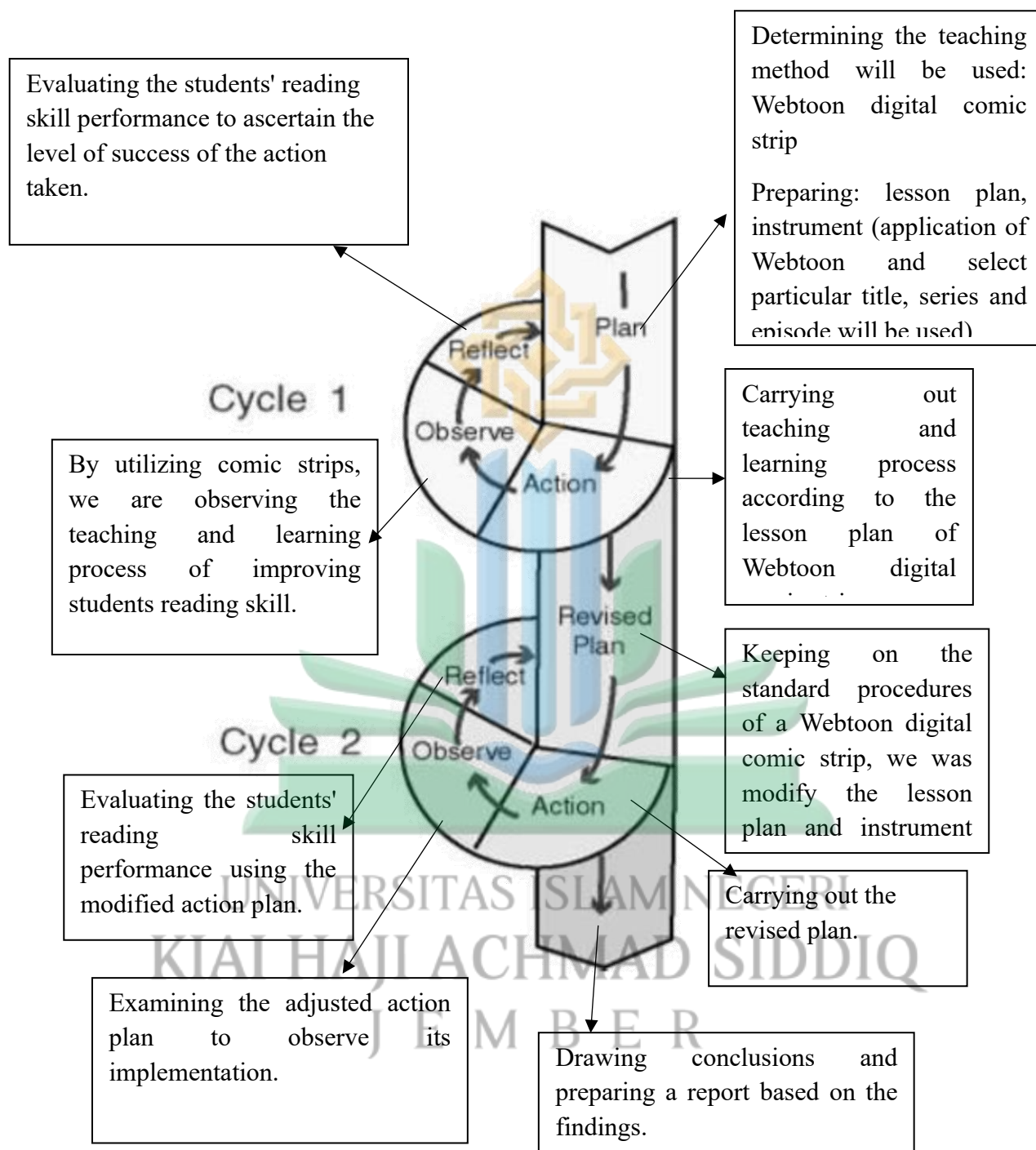
²⁰ Anne Burns, *Action Research in Second Language Teacher Education* (Cambridge: Cambridge University Press, 2009), 11.

we can deduce that CAR serve as a scientific approach to address issues faced by students in the teaching and learning process. It involves collecting and analyzing data to enable teachers to enhance student learning.

The Classroom Action Research design used in this research is a collaborative classroom action research. It means that the researcher collaborates with the English teacher of SMK Raudlatul Ulum as an observer and collaborator. During the research process, the researcher assumes the role of an English teacher specializing in reading skill. Meanwhile, the English teacher's role is that of an observer or collaborator, carefully observing the research activities while teaching and learning took place in the classroom. Additionally, the English teacher acts as a collaborator by assisting the researcher in designing lesson plans and engaging in reflective discussions.



²⁰ Robert Lado, language Teaching, A Scientific Approach, (Bombay-New Delhi: Tata McGraw-Hill Publishing Co.LTD,1979),121



Picture 3.1
Action Research Spiral Model from Kemmis and Mc. Taggart

The researcher will follow a series of steps in this study, which includes planning, implementing, observing, reflecting, and revising the plan. Here is a breakdown of each step's explanation:

1. Procedures of the Research

a. Planning Phase

After identifying and diagnosing the speaking problems of students in the class through observation and interviews with the English teacher, a planning phase is initiated. This phase will involve dividing the planning into two types: general planning and specific planning. The general planning will focus on organizing all aspects related to Classroom Action Research (CAR), while the specific planning aimed to organize the plan for each cycle. The organized planning was then transformed into a lesson plan based on the current syllabus being used. The lesson plan is specifically prepared for implementation in seco Grades of SMK Raudlatul Ulum and included instructions on teaching procedures, instructional media, resources, and evaluation.

During this phase, the researcher develops four lesson plans that aligned with the predetermined cycle and chosen teaching materials. Collaborating with the English Teacher, the researcher engaged in discussions regarding the utilization of comic strips as a medium to enhance students' speaking skills in English.

The action plan is designed to be as suitable as possible for the given situation. In this research, the researcher will implement the following planning activities:

- 1) Establishing research schedule:

Table 3.1
Research Schedule

No	Activities	January				February				March			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Teaching learning process 1 (cycle 1)												
2	Teaching learning process 2 (cycle 2)												
3	Post-test (cycle 1)												
4	Teaching learning process 1 (cycle 1)												
5	Teaching learning 2 (cycle 2)												
6	Post-test (cycle 2)												
7	Etc												

- 1) Planning

Planning for Cycle 1

- a) During the action planning phase in Cycle 1, the following tasks will be undertaken:
- b) Developing scenarios or action procedures

- c) Creating lesson plans, implementation plans, and evaluation sheets for learning purposes.
- d) Create research instruments such as observation sheets, test sheets, field sheets
- e) Establishing criteria of success.

b. Acting Phase

The main stage in classroom action research is acting. At this stage, the researcher teaches students by applying the digital comic strips learning method. The researcher explains the material on how to read comics, then explains how to understand and translate the story in the comic. The researcher divides students into several groups, one group consisting of two students. Then the researcher and students apply the procedures for understanding and translating digital comic strips after discussing the material explained by the researcher.

c. Observing Phase

In the stage, the researcher collaborated with the English teachers the observer (collaborator) observed the situation and activities in the class while teaching by using digital comic strips. They observed the students interactions enthusiastic participation in discussion and responses about their understanding the material.

d. Reflecting Phase

The objective of this phase is to review or assess the previous phase. This is accomplished by examining the collected data. During

this phase, the researcher is analyze the vocabulary mastery scores of the students using a formula that consider the average score and the percentage of students who achieved the minimum mastery level. This analysis is part of the data analysis process and is based on the criteria of success.

The purpose of the evaluation is to determine the actions the researcher should take in the subsequent cycle and to gain a better understanding of the improvements needed for the next planning or action. This step was involve analyzing all the actions undertaken by the researcher.

The chosen analytical approach is the Miles and Huberman model of field data analysis. The analysis is conducted concurrently with data collection, enabling the researcher to promptly analyze the data during the treatment or action phase. If the responses or observed behave deviate from expectations, the researcher has the opportunity to iterate and cycle through the process, ensuring the obtained data are genuinely reliable.²¹ In essence, the data analysis using the Miles and Huberman model involves three key stages: data reduction, data presentation, and drawing conclusions.

In the case of data derived from the English learning outcomes test, which is numerical in nature, a straightforward quantitative analysis method was employed. The data is processed to ascertain the

²¹ Matthew B. Miles, *Qualitative Data Analysis: A Methods Sourcebook* (New York: Sage Publications, 2014), 22.

comparison of growth in each cycle, the increase in the index, and its conversion into various graphs and diagrams. This approach is chosen due to the complexity of describing several indicators of skill improvement observed in the students' scores, making a narrative descriptive approach inadequate.

B. Research Setting

The study took place at SMK Raudlatul Ulum in the second grade of 2024/2025 academic year. The researcher selected this particular school with following considerations:

Throughout the English learning journey of researcher, the researcher never utilized digital comic strips (Webtoon) as a medium for learning.

The students in the second grade of the 2025/2025 academic year at SMK Raudlatul Ulum Jember Regency, who are in the second grade of vocational high school, are still encountering challenges in their English learning. As a result, they have not yet met the Minimum Completeness Criteria for learning outcomes.

The reason for selecting this particular school as the research setting is that students struggle to express themselves in English due to their limited vocabulary. Consequently, students feel stressed during English exams. To address this, using English digital comic strips (Webtoon) as an alternative and engaging learning medium could prove to be effective.

C. Research Subject

The researcher engaged the students of SMK Raudlatul Ulum, specifically the second-grade students, comprising a total of 20 students, all of whom were girls. The decision to select this particular school was based on the information provided by the teacher, who indicated that this specific class faced challenges in vocabulary and required appropriate interventions to enhance their vocabulary mastery.

D. Data Collection Technique

During this classroom action research, the researcher employed various data collection techniques, which included the following:

1. Observation

The researcher was conduct direct observations of the second grade students at SMK Raudlatul Ulum during the teaching and learning process in the 2023/2024 academic year. Both the researcher, who also served as a teacher, and the English teacher collaborate in observing students behavior in the classroom. The focus of these observations is on aspects such as student participation and their proficiency in vocabulary mastery.

2. Test

Examinations were structured processes comprising standardized written exercises that individuals are provided to respond to. The study incorporates both pre-test and post-test assessments to gauge student progress and achievements.

There are two kinds of written test used in the post-test. Each written test consists of 20 questions. Those are the followings written test:

a. Multiple Choice Synonyms and Antonyms.

In English, synonyms and antonyms are two important concepts in vocabulary. Synonyms are words that have similar meanings or are interchangeable in certain contexts. They can convey the same idea or concept, but may have slightly different connotations, nuances, or shades of meaning. Antonyms, on the other hand, are words that have opposite meanings. They can convey contrasting ideas or concepts.

The test is consist of:

- 1) Synonym questions, where students is asked to choose a word that has the same meaning as the given word.
- 2) Antonym questions, where students is asked to choose a word that has the opposite meaning to the given word.

b. Completing sentences with missing words

Also known as "fill-in-the-blank" exercises, is a language learning activity where students are given sentences with blank spaces and asked to fill them in with the correct words.

Students are encouraged to read the sentence carefully and understand the context. Then choose the correct words to fill in the

blank space. Next ensure the completed sentence makes sense and is grammatically correct..

3. Document Review

To gather relevant data for the research, the researcher was conduct a document review. This involves examining various documents, such as the students' attendance list, the school's profile (which included information about the school's background, visions, missions, and the number of teachers), as well as any other data pertinent to the research objectives.

E. Data Analysis Technique

The data analysis for this research includes observing students' activities during the teaching and learning process, as well as analyzing the results of interviews conducted before and after implementing Classroom Action Research. To analyze the data, the researcher was calculate the average score of students' speaking tests. This is done to assess the students' proficiency in speaking skills. The following formula is used for this calculation:

$$X = \frac{\sum x}{N}$$

Notes :

X = Mean

\sum = Total score of students

N = Number of students

Next, the researcher aimed to determine the percentage of students in the class who met the minimum mastery level criterion (73), which was adapted from the school agreement at SMK Raudlatul Ulum. To calculate this percentage, the researcher used the following formula:²²

$$P = \frac{E}{N} \times 100\%$$

Notes :

P = The class percentage

F = Score achieved

N = Number of students

F. Validity of the Data

Validity is a crucial requirement for evaluation instruments. It signifies that a test can be considered valid if it accurately measures what it is intended to measure. In other words, a test or data can be deemed valid if it can be substantiated and proven. The determination of validity should align with the specific purpose for which the test is being utilized. Therefore, validity pertains to the outcome of an evaluation procedure and its alignment with the intended objectives. Various types of validity exist, including content validity, construct validity, empirical validity, and consequential validity.

In this research, the researcher was focus on content validity. According to Brown, content validity refers to the extent to which a test adequately samples the subject matter under investigation, requiring the test-

²² Sudjana, *Metode Statwastika*, (Bandung: PT. Tarsito, 2002), 67

takers to exhibit the behavior being measured. This establishes content-related evidence of validity, commonly referred to as content validity²³ Essentially, content validity emphasizes the relevance and appropriateness of the test's content. The test administered to the students must be created by experts or individuals with a comprehensive understanding of the test's subject matter. Furthermore, the test should align with the curriculum and the material being taught.

G. The Criteria of Success

Classroom Action Research (CAR) is deemed successful if it could surpass the predetermined criteria. The researcher and the English teacher collaborate to establish the criteria for assessing the success of the learning process. In this study, two criteria for success are identified. Firstly, the research was considered successful if at least 75% of the students are able to pass the test, as agree upon by the researcher and collaborator. Secondly, the mastery level criterion (KKM) is set at 75. If the results do not meet the desired standards, further cycles was conducted. The cycles is continue until the students' results reach the KKM and the percentage of completion reached 75%.

²³ H. Douglas Brown, *Language Assesment Principle and Classroom Practice*, (New York: Prentice Hall, 2001), 22-23

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Description Of The Object

The area under study is SMK Raudlatul Ulum Pantj Jember, approximately 15 km north of the city center of Jember, located at Jl A. Yani No. 05, Suci Village, Pantj District. It was established in 2002 with an initial enrollment of 50 students and 7 teachers. Currently, the number of students at SMK Raudlatul Ulum is 102, with 11 teaching staff.

The purpose of establishing SMK Raudlatul Ulum was due to a proposal from the surrounding community to establish a high school in the Dusun Gaplek area of Suci Village, Pantj District. The aim was to provide a nearby alternative for secondary education without having to leave the pesantren environment and still be within reach of the local kiyai (religious leaders) within the pondok. Another objective was to support the government's mandatory 9-Year Education Program.

The school consists of 5 classroom buildings. The vision of SMK Raudlatul Ulum is "Realizing Quality Individuals, Pious, and Noble in Character." Its mission is to "establish an educational institution that stimulates students to master Science and Technology (IPTEK) based on faith and taqwa (IMTAQ), develop and implement education and training processes through quality learning that provides optimal services to students according to their talents and abilities, and enhance potential in extracurricular fields

according to the students' capabilities." As of the 2022-2023 academic year, SMK Raudlatul Ulum has a total of 102 registered students.

B. Research Finding

The research findings were obtained from the beginning to the end of the teaching and learning process. This research was conducted at SMK Radlatul Ulum during the academic year 2024/2025 in January 2025. The implementation of this action research was carried out in two cycles, with each cycle consisted of two meetings, and the final meeting of each cycle included a post-test. This was done to find out the expanding in students' vocabulary mastery. The following explanation can be seen below:

1. The First Cycle

In this section, the data from the first cycle of research will be discussed, consisting of two meetings, with each meeting allocated 1 hour or 2 meetings of 30 minutes each. This learning begins with several stages, namely:

a. Planning in cycle 1

Planning activities are used to create learning activities for teaching interventions. Among the tasks completed were creating lesson plans with carefully and relevantly selected teaching materials, observing students during the learning process, and completing observation sheets. The researcher and teacher developed the Lesson Plan (RPP) based on an oral presentation using the digital comic strip method, with material focused on vocabulary, and we used stories

from webtoons in our first meeting. The researcher and teacher scheduled two sessions to understand the story in the Webtoon comic by looking for difficult vocabulary, and one session to conduct the final test.

b. Implementation stage of cycle 1

During the action stage, the researcher conducted the learning process using digital comic strips. The researcher took on the role of a teacher, conducting actions in teaching second grade students at SMK Raudlatul Ulum using digital comic strips. Class activities consist of three main components: pre-activities, core activities, and post-activities. The opening activities include the initiation of the teaching and learning process, such as greetings, prayers, attendance, motivating students, and reviewing the final material. In the core activity, the researcher applies digital comic strips related to the material, and then students write down difficult vocabulary from the story to discuss together. The closing activity involves a review of the learning process. Here is a description of the actions taken.

1) First Meeting in Cycle 1

The first meeting will be held on Friday, January 17, 2025, from 7:00 to 8:00 AM. Classes start at 7:00 AM. a researcher and an English teacher enter the second grade classroom. The English teacher sat at the back as an observer. The researcher begins the learning process by greeting the students, exchanging pleasantries,

asking the students to pray, inquiring about their well-being, checking the attendance list, motivating the students, and reviewing the previous material that the students have learned, connecting it with the next material.

The process continued with an explanation of the activities they would undertake. It was also explained the teaching method used by the teacher, which is the digital comic strip method, that was applied during the learning process. The introduction of this method is necessary so that students understand what they need to do and what the purpose is, allowing the learning activities to progress smoothly, as expected by the teacher. The researcher explained to the students that the important thing in applying this method is for the students to be able to improve their vocabulary.

Then it continued with the learning process, the students observed the story on Webtoon Comic Strips. displayed by the researcher through a laptop, the researcher pointed out several students to try reading the dialogue of characters in the webtoon, other students observe and identify mistakes and reading methods of their friend, after that the researcher corrects the mistakes and reading methods of designated students.

Students are divided into several groups. They are asked to observe the webtoon story and discuss its content and plot with their

group members. They are also asked to note down unfamiliar vocabulary in their notebooks. in their respective notebooks.

The students listened to the explanation from the researcher and responded to the questions given by the researcher regarding the content the webtoon story, the researcher asked about the objects found in the webtoon story as well as difficult verbs that were unfamiliar to students, the researcher reviews the story in the webtoon.

In the group, the students take turns sharing parts of the dialogue sentences to be read and correcting each other's mistakes. reading errors encountered, Students Together with the researcher, they provide an evaluation regarding the results of the dialogue reading from each group, the researcher provides an evaluation of the reading results dialog and each vocabulary, adjective, noun, and verb difficult work within it. Before the lesson finished, the researcher also explained about the synonyms and antonyms in the comics that they had studied.

To conclude the meeting, the researcher and the students summarize and review the day's material and reflect on the entire activities. The researcher asked the students to study in their dormitories, then closed the meeting by reciting "hamdalah" and giving greetings.

1) Second Meeting in Cycle 1

The second meeting was held on January 18, 2025, from 07:00 to 08:00. The researcher and collaborator entered the

classroom, with the collaborator (English teacher) sitting at the back of the class. The researcher begins the learning session by greeting the students, inviting them to pray, checking the attendance list, motivating the students, and reviewing the last material related to the upcoming topic.

To ensure that the students still remember the material given in the first meeting, the researcher asks the students about their understanding of the comic that has been studied, and the researcher also provides explanations about adjectives, verbs, nouns, and adverbs. The goal is for students to understand the material that will be studied. However, since this is the second meeting, some students still have difficulty when the researcher uses English throughout the session. They seemed uninterested because they were still not familiar with some new vocabulary.

Just like the previous meeting, the researcher provided Webtoon stories to the students. However, this time the meeting was somewhat different from the previous one the researcher divided the students into several groups and assigned a different webtoon title to each group. The students were asked to discuss and understand the content of the story from the webtoon, students are asked to take notes on difficult vocabulary such as feelings, adjectives, verbs, and nouns, the researcher instructs each group to ask about vocabulary they do not know and the researcher also

gives the other group a chance to answer difficult vocabulary from their friends, After all the difficult vocabulary has been answered, like resigned, disappeared, embarrassing, message, etc. The researcher instructs to each group to present the content of the story from the excerpt from the webtoon strip.

Many students still cannot read vocabulary correctly, especially how to pronounce it, for example when they read “message” which should be pronounced ‘mesej’ but some of them still pronounce it as ‘message’. But there has been a slight improvement since the previous meeting. The students are also becoming braver and more confident in reading Webtoon stories in front of their friends.

Before closing the meeting, the researcher, along with the students, summarized and reviewed the day's material. The researcher encouraged the students to study at their respective pesantren, then closed the meeting by reciting "hamdalah" and saying goodbye.

2) Third Meeting in Cycle 1

The third meeting took place from 08:00 to 09:00 on Monday, January 20, 2025. An English teacher sat at the back of the class when the researcher and collaborator entered. The researcher greets the students, leads a prayer, takes attendance, and inspires the class. After the prayer activity, the researcher

administered the final test to the students. Post test 1 was conducted for 60 minutes with 20 participants. In this written test, students are asked to choose synonyms and antonyms that the researcher has given in the questions and students are also asked to fill in the missing sentences in the story that has been given by the researcher in the second question.

Then, at the third meeting, the researcher closed the meeting by reciting "hamdalah" together and saying goodbye.

c. Observing the Action

Observation was conducted to observe student activities during the teaching and learning process using the digital comic strip learning method, including student participation, enthusiasm, and responses throughout the teaching process.

Based on the observation, it can be concluded that many students actually pay attention to the researcher as a teacher. However, as students, they are less focused on the application of the digital comic strip method, especially when asked to read the story in the comic. They are less enthusiastic about looking for vocabulary in the story, often saying "I don't know, ma'am" and also saying "it's difficult, ma'am." Many students still have difficulty with reading, for example, when they read "I like this food" with incorrect pronunciation of the word 'food' which should be pronounced 'fud'

but some of them still pronounce it as 'food'. They also say 'like' for 'like' which should be pronounced 'laik'.

The situation in the classroom is still not fully conducive, there are still some students who often talk to their friends during the teaching and learning process. Based on the observation notes taken by the English teacher (observer), researchers are advised to pay more attention to the students and provide additional motivation. Students also appeared shy and lacked confidence when speaking English while reading stories in comics. As seen in the table, only 52% of students are interested in participating in the teaching and learning process using the digital comic strip method.

d. Evaluating and Reflecting

Reflection is the final stage of the cycle or evaluation process or feedback that involves action. At this stage, data was collected from observations during the teaching and learning process related to the test results conducted by the students. At this phase, the researcher and the teacher evaluate and reflect on the actions taken in Cycle 1. In the final meeting of Cycle 1, the researcher conducted post-test 1 on Monday, January 20, 2025, from 08:00 to 09:00 AM. This test aims to assess the expand in students' vocabulary mastery. The data for the students' post-test scores are as follows:

Table 4.1
Students Score in Post-Test 1

No	Name	Score	Criteria
1.	AA	50	Unsuccessful
2.	AND	60	Unsuccessful
3.	AM	85	Successful
4.	AR	65	Unsuccessful
5.	ASK	80	Successful
6.	ATH	60	Unsuccessful
7.	AW	40	Unsuccessful
8.	FNL	80	Successful
9.	HA	80	Successful
10.	IN	50	Unsuccessful
11.	IJB	75	Successful
12.	MH	50	Unsuccessful
13.	MSI	75	Successful
14.	MIY	75	Successful
15.	NCH	50	Unsuccessful
16.	SK	75	Successful
17.	SNA	75	Successful
18.	TP	80	Successful
19.	UK	40	Unsuccessful
20.	YF	85	Successful

From the table above, the results of post-test 1 in Cycle 1 show that the total student score is 1370 and the number of students who took the test is 20, so the average score is:

$$x = \frac{\sum x}{n} \times 100\%$$

$$= \frac{1370}{20} \times 100\%$$

$$= 68.5 \%$$

The percentage of students passing post-test 1 was:

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{11}{20} \times 100\%$$

$$= 65\%$$

Based on the table above, the average student score is 1370, indicating that students still have low speaking scores. Only 11 out of 20 students managed to reach the target score of 75. This means that additional efforts are needed to meet the success criteria of 75%. The percentage of students who passed the Minimum Completeness Criteria (KKM) is 11 students, with 9 students below the 75% success criteria.

From the results of observations and test scores in Cycle 1, it can be concluded that the learning process using the chain story game technique has not yet met the research success criteria. This failure is evident from the meeting in Cycle 1, where only 11 out of 20 students actively participated in class. Cycle 1 has been completed, but the results have not yet met the success criteria. Students still lack confidence when speaking in front of their peers. This is due to their incorrect pronunciation and limited vocabulary. It seems that the teacher only provides the material to the students and gives a few examples of how to pronounce the words. Some students are still confused with the material presented. It seems they need a more in-depth explanation of the material.

Therefore, in the next cycle, the researcher needs to make further improvements. The English teacher (as an observer) suggested

that the researcher manage time and the class effectively, motivate students, and be more active in sentence construction. The English teacher (as an observer) and the researcher still need to make additional efforts to help students achieve their target grades. The researcher plans to prepare the material thoroughly, provide more explanations, and offer more examples related to the material. They also agreed to use videos in Cycle 2 to capture students' attention and make it easier for them to tell stories. Because the results of the observation and post-test showed that the actions in the first cycle did not meet the success criteria, the researcher decided to conduct Cycle 2 to achieve better improvement.

2. The Second Cycle

a. Planning in cycle 2

At this stage, a new lesson plan tailored to the students' needs is created by the researcher and the observer (the English teacher). The researcher is provide a short story, then explain several words in the story that include verbs, adjectives, adverbs. The researcher explain in detail and ask which parts the students do not yet understand. Based on the assessment and reflection from the first cycle, this uses appropriate methods to ensure that students fully understand the lesson material.

b. Acting in Cycle 2

The action in cycle 2 was carried out on January 24, 2025. In cycle 2, the researcher taught the students using the same method,

namely the digital comic strip method. At this stage, the teaching and learning process is the same as in the previous cycle, including pre-activity, core activity, and post-activity. The activities conducted include an opening such as greetings, prayers, checking attendance, reviewing previous material, and motivating students to learn English better than before. There is a slight difference in the core activities; the researcher will first explain and then provide several different short stories for the students to translate and write down which words are adjectives, nouns, and verbs. The next activity is to review the learning process. The actions taken are explained as follows:

1) First meeting in cycle 2

The first meeting was held on Friday, January 24, 2025, from 07:00 to 08:00. The researcher started the class by greeting the students, leading a prayer, taking attendance, motivating the students, and reviewing the previous material related to the upcoming lesson.

To ensure that students still remember the material given in the previous meeting in cycle 1, the researcher asked the students about their understanding of vocabulary using digital comics. In the first meeting, the researcher asked one of the students to read a webtoon story titled "The Dog Diaries".

Then, the researcher asked the other students to listen and correct their friend's pronunciation while reading the story. After

the student finished reading the story, the researcher explained the content of the story and corrected any mispronunciations. After that, the researcher explained which words were verbs, adjectives, and adverbs in the story.

The researcher then asked the students to ask about anything they did not understand. One student asked how to differentiate between adverbs of place and adverbs of time, and the researcher explained how to distinguish them and provided examples.

Before the researcher concludes the meeting, they, along with the students, summarize and discuss the material of the day. The researchers encouraged the students to study at their pesantren and at home. Then, the researcher concluded the meeting by reciting "hamdalah" together and saying goodbye.

2) Second meeting in cycle 2

The second meeting was held on January 25, 2025, from 07:00 to 08:00. The researcher and collaborator entered the classroom, with the collaborator (the English teacher) sitting at the back of the class. The researcher begins the learning session by greeting the students, inviting them to pray, checking the attendance list, motivating the students, and reviewing the last material related to the upcoming topic.

To ensure that the students still remember the material given in the first meeting, the researcher asked the students about their understanding of the comic that had been studied, and the researcher also provided a re-explanation and more detailed information about adjectives, verbs, nouns, and adverbs. The goal is for the students to understand the material that will be studied. Just like the previous meeting, the researcher provided Webtoon stories to the students. However, this time the meeting was somewhat different from the previous one; the researcher divided the students into several groups and assigned a different webtoon title to each group. The students were asked to discuss and understand the content of the webtoon, and they were instructed to note down difficult vocabulary such as feelings, adjectives, verbs, and nouns. The researcher instructed each group to ask about vocabulary they did not know, and the researcher also gave other groups the opportunity to answer.

There are some of the students still cannot read vocabulary correctly, especially in terms of pronunciation, for example, when they read "afternoon" which should be pronounced as 'afternun' but some of them still pronounce it as 'afternoon'. But there has been some progress since the previous meeting. The students are also becoming bolder and more confident in reading Webtoon stories in front of their friends.

Before closing the meeting, the researcher, along with the students, summarized and reviewed the day's material. The researcher encouraged the students to study at their respective pesantren, then closed the meeting by reciting "hamdalah" and saying goodbye.

3) Third meeting in cycle 2

The third meeting took place from 08:00 to 09:00 on Monday, January 27, 2025. An English teacher sat at the back of the classroom when the researcher and collaborator entered. The researcher greets the students, leads a prayer, takes attendance, and inspires the class. After the prayer session, the researcher administered the final exam to the students. Post test 2 was conducted for 60 minutes with 20 participants. In this written test, students were asked to interpret the story in the questions and to identify adjectives, verbs, and adverbs.

After finishing, in the third meeting, the researcher concluded the session by reciting "hamdalah" together and saying goodbye.

c. Observing the Action in cycle 2

In this stage, observations were conducted by the researcher. Several observations had been made, such as observing student activities and observing evaluation results. At this stage, students were

more active and enthusiastic in participating in the teaching and learning process.

Based on the observation, it can be concluded that many students truly pay attention to the researcher as a teacher. However, some students are less focused on applying the digital comic strip method, especially during the lesson. They are less enthusiastic about looking for vocabulary in the story. Based on the observation notes made by the English teacher (observer), it is recommended that the researcher pay more attention to the students and provide them with more motivation. The students also began to appear more confident in speaking English when they had to continue the story. As seen in the table, only 80% of students are interested in participating in the teaching and learning process using the digital comic strip method.

d. Evaluating and Reflecting

Reflection is the final stage of the cycle. Reflection is the process of evaluation or feedback in the form of action. In this process, data will be collected from observations during the teaching and learning process regarding students' written test results. At this stage, the researcher and the teacher evaluate and reflect on the actions of cycle 2. At the final meeting of cycle 2, the researcher conducted post-test 2, which was held on Monday, January 27, 2025, from 08:00 to 09:00 WIB. This test was conducted to assess the expand of students' English vocabulary.

The data for the post-test 2 scores are as follows:

Table 4.2
Students Score in Post-Test 2

No	Name	Score	Criteria
1.	AA	90	Successful
2.	AND	75	Successful
3.	AM	90	Successful
4.	AR	70	Unsuccessful
5.	ASK	85	Successful
6.	ATH	70	Unsuccessful
7.	AW	75	Successful
8.	FNL	85	Successful
9.	HA	85	Successful
10.	IN	85	Successful
11.	IJB	50	Unsuccessful
12.	MH	70	Successful
13.	MSI	80	Successful
14.	MIY	80	Successful
15.	NCH	70	Unsuccessful
16.	SK	75	Successful
17.	SNA	55	Unsuccessful
18.	TP	80	Successful
19.	UK	90	Successful
20.	YF	80	Successful

From the table above, the results of post-test 2 in Cycle 2 show that the total student score is 1575 and the number of students who took the test is 20, so the average score is:

$$x = \frac{\sum x}{n} \times 100\%$$

$$= \frac{1540}{20} \times 100\%$$

$$= 77\%$$

The percentage of students passing post-test 2 was:

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{15}{20} \times 100\%$$

$$= 75\%$$

The results of cycle 2 show that the students have met the Minimum Completeness Criteria (KKM). The average post-test score in the second cycle is 77. This score is better compared to the average score of the first cycle. In the second cycle, the average post-test score showed a significant increase from 66.5 to 77. This shows that students have expand their scores in vocabulary mastery. The researchers concluded that the application of the digital comic strips method can expand students' vocabulary mastery, thereby enhancing their written test scores.

Table 4.5
The Improvement Of Students' Vocabulary Mastery

No	Initial name	Pre-test score	Post-test score 1	Post-test score 2
1.	AA	40	50	90
2.	ADN	75	60	75
3.	AM	75	85	90
4.	AR	75	65	70
5.	ASK	75	80	85
6.	ATH	45	60	70
7.	AW	35	40	75
8.	FNL	75	80	85
9.	HA	75	80	85
10.	IN	45	50	85
11.	IJB	50	75	50
12.	MH	40	50	70
13.	MSI	75	75	80

14.	MIY	65	75	80
15.	NCH	40	50	70
16.	SK	75	75	75
17.	SNA	60	75	55
18.	TP	65	80	80
19.	UK	20	40	90
20.	YF	75	85	80
	MEAN	59	66.5	77
	PERCENTAGE	45%	55%	75%

From the table above, the pre-test resulted in an average student score of 59 and a passing percentage of 45%. This means there are 9 students who meet the success criteria and 11 students who do not. In post-test 1, the average student score was 66.5 with a passing percentage of 55%. This shows that there are 11 students who meet the success criteria and 9 students who do not. Additionally, in post-test 2, the average student score is 75%. This shows that there are 15 students who meet the success criteria and 5 students who do not.

Additionally, when students apply the digital comic strip method, they must practice speaking with their classmates. They must be able to understand English stories. If there are any pronunciation or vocabulary mistakes, the researcher immediately provides the correct vocabulary, and the students repeat it. A relaxed and enjoyable atmosphere makes students enjoy the learning process, no longer feeling nervous, thus making it easier for them to learn the material. This situation certainly has a positive impact on their vocabulary mastery. It can be said that by applying the digital comic strip method, the classroom atmosphere becomes better, making it easier for students

to learn the material, especially vocabulary. This means that there are significant results from the application of the digital comic strip method that can expand students' vocabulary mastery, especially in pronunciation.

Additionally, in post-test 2, students' scores significantly increased and reached the target score. The scores on post-test 2 were satisfactory, and most students achieved high scores because after implementing the digital comic strip method, they felt that learning was very enjoyable. As a result, they felt relaxed and enjoyed the learning process. It can be concluded that practicing the digital comic strip method can expand students' vocabulary mastery. Proper teaching and activities make them accustomed to speaking in English. This makes their English fluent and their grammar correct.

C. Discussion of the Research

This section presents a discussion on research findings related to theory. To achieve better learning outcomes, teachers must be more creative in presenting and facilitating students in the right way. There are many methods and techniques that teachers can choose from. One of the popular methods is cooperative learning. Barkley et al. (2005) state that cooperative learning techniques can be loosely categorized based on the skills each enhances, although it is important to recognize that many cooperative learning exercises can be developed to fit into several categories, including discussion, reciprocal teaching, graphic organizers, writing, and problem-solving.

One of these categories is graphic organizers, which aim to transform complex information into meaningful displays. They can provide a framework for understanding and organizing information. This research focuses on digital comic strips to improve vocabulary mastery among second grade students at SMK Raudlatul Ulum Panti Jember. The researcher conducted interviews with the second grade English teacher. In the preliminary study, most students were reluctant to read short stories and were not interested. After identifying several issues with the students, the researcher decided to use digital comic strips as a medium to improve the students' vocabulary mastery. English teacher said that many students are not interested and lack motivation, so to improve students' vocabulary mastery, media must be created to make them more interested in reading and understanding vocabulary.²⁴

In the interview, the researcher discussed with the English teacher who wanted to provide material themes related to second grade students. Therefore, the researcher chose digital comic strip material. From there, students must read, understand, and write vocabulary in the context of a short story.

To collect data, the researcher used a short story created by the researcher in the pre-test and used a digital comic strip in the post-test, interviews, document reviews, and field notes. This research is classified as classroom action research (CAR) that adopts the theory of Kemmis and Mc.

²⁴ Erwin HariKurniawan, "Improving Vocabulary Ability by Using Comic," *Journal Cendekia*, (June 2009): 1-17.

Taggart, which consists of four stages: action planning, action implementation, action observation, and action reflection.²⁵

In addition, the results of the students' written test scores in post-test 1 showed an average score of 66.5, with 55% of the students meeting the minimum completeness criteria (KKM 75). Meanwhile, 9 students are below the criteria. It can be said that it was unsuccessful because the students' written test scores in post-test 1 did not meet the criteria.

Based on the results of the students' written test scores in post-test 2, it was found that the average score was 77, with 75% of the students meeting the minimum completeness criteria (KKM 75). Meanwhile, 5 students are below the criteria. It can be said to be successful because the students' written test scores meet the success criteria.

The application of the digital comic strip method can help improve students' vocabulary. This is evident from the gradually increasing student scores. Initial study data shows an average student score of 45%, indicating that students' vocabulary skills are still low.

The use of digital comic strip methods is undoubtedly beneficial for improving students' vocabulary skills. Researchers found that students became more focused on learning vocabulary within the story. All the students were enthusiastic about completing the tasks and sharing ideas, and they were able to do so well.

²⁵ Anne Burns, *Action Research in Second Language Teacher Education* (Cambridge: Cambridge University Press, 2009), 11.

This is evident from how the students enjoyed the learning process as they read the stories and searched for vocabulary within them. In terms of vocabulary, their ability improved compared to before implementing the digital comic strip method. They started to understand the meaning of words because the researcher provided more vocabulary after explaining the material, and then asked them to pronounce the words together.

According to Lado's theory, there are several steps that can be taken in learning vocabulary: listening to the word, pronouncing the word, understanding its meaning, creating sentence illustrations, practicing expressing its meaning, saying the word out loud, and writing the words.²⁶ In the digital comic strip method, students are asked to read the story and understand its meaning to practice their pronunciation and vocabulary.

Vocabulary and pronunciation not only need to be known but also must be ready to be used. If they know the vocabulary and pronunciation, they can speak fluently and feel confident speaking in front of their friends. The students also showed improvement in their English vocabulary reading skills. Before applying the digital comic strip method, students pronounced with incorrect grammar. However, after practicing and studying the material, as well as applying the digital comic strip method, students can read stories with correct pronunciation.

The researcher obtained data from previous studies, in cycle 1 and cycle 2. The research conducted by these researchers shows that the digital

²⁶ Robert Lado, *language Teaching, A Scientific Approach*, (Bombay-New Delhi: Tata McGraw-Hill Publishing Co.LTD,1979),121

comic strip method is effective in vocabulary teaching and learning. This can be seen from the development of the students' vocabulary percentage from pre-test to post-test 2. The research results show an increase in students' vocabulary. This can be seen in the table below:

Tabel 4.4
The percentage of students' skill

Test	Total of students who got the score 75	Percentage
Pre test	9	45%
Post test 1	11	55%
Post test 2	15	75%

Based on the table above, there is an increase in students' vocabulary scores using the digital comic strip method. The results show an increase in student scores from the pre-test to the post-test of the second cycle. In the pre-test, 9 out of 20 students scored 75 (45%). In post-test 1, 11 out of 20 students scored 75 (55%). And in post-test 2, 15 out of 20 students scored 75 (75%).

From the data obtained, the researcher concluded that students were more active and confident when speaking in front of their peers. It was concluded that the application of the digital comic strip method in English vocabulary learning is better than before, especially in pronunciation and word meaning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the conclusion obtained from post test and the expand students' vocabulary mastery through digital comic strips, The descriptions are based on research finding and discussion.

A. Conclusion

This research uses the digital comic strip method to teach vocabulary to second grade students at SMK Raudlatul Ulum Panti Jember in the 2024/2025 academic year. Based on the research results, the researchers concluded that the application of the digital comic strip method improved the students' vocabulary better than before.

There was an improvement in student test scores from the pre-test to post-test 2. In the pre-test, the percentage of students who met the Minimum Completeness Criteria (KKM) was 45%. The percentage of students who passed in cycle I was 55%, then in cycle II, it increased to 75%. Seventeen students passed the Minimum Completeness Criteria (KKM). In conclusion, the students' vocabulary gradually improved with the application of the digital comic strip method.

B. Suggestion

The researcher wants to provide suggestions related to this research that may be useful for other English teachers at vocational high school and other researchers. The suggestions are as follows:

1. For English Teachers, it is hoped that the most suitable methods or media for to be applied in the learning process. This becomes important point as the key to success for students in learning.
2. For the Students, researcher hopes this media is useful to expand vocabularies mastery.
3. For another researcher, researcher hopes this media can be used as a reference in learning English about vocabularies mastery.



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UNIVERSITAS ISLAM NEGERI
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Appendix 1

RESEARCH MATRIX

TITLE	VARIABLE	INDIKATORS	DATA RESOURCES	RESEARCH METHOD	PROBLEM
“Improving Students Reading Skill Through Digital Comic Strips at The Second Grades of SMK Raudlatul Ulum in Academic Year 2024/2025”	Reading Digital Comic Strip	1. Vocabulary 2. Pronounciation 3. Grammar 4. Fluency 1. Digital Comic Strips 2. Proyektor	1. Respondent: - The second grade students of SMK Raudlatul Ulum (pre-test and post-test) 2. Informants: - The head master - English Teacher 3. Document Review - RPP - Student’s Score	1. Research Design Classroom Action Reearch 2. Type of Research - Field Research 3.Data Collection Technique a) Observation b) Interview c) Document Review 4. Data Analysis technique: a. Qualitative Stage of CAR: 1) Planning 2) Acting 3) Observing 4) Reflecting 5. Criteria of Succes: 75%	How is Digital Comic-Strips improving students' reading skill at the Second Grades of SMK Raudlatul Ulum?

Appendix 2

THE RESULT OF OBSERVATION

(Field Note)

Time and Place Of Interview

Day : Monday

Date : 16th December 2024

Time : 08.00 – finish

Respondent

1. English Teacher
2. Students of class XI

Note

R : Researcher

ET : English Teacher

S : Student

THE SCRIPT OF INTERVIEW WITH ENGLISH TEACHER

R : bagaimana perkembangan Bahasa Inggris pada siswa kelas XI bu?

ET : pembelajaran bahasa inggris kelas XI masih sangat kurang diminati oleh siswa karena bagi mereka pelajaran bahasa inggris itu sangat sulit.

R : apa yang membuat mereka merasa sulit dalam pembelajaran bahasa inggris?

ET : karena memang bahasa inggris adalah bahasa asing yang mulai dari penulisan dan cara membacanya itu sudah sangat berbeda, belum lagi mereka harus belajar mengartikan serta menyusun kalimat dan lain-lain.

R : Bagaimana kemampuan *membaca bahasa inggris* siswa kelas XI bu?

ET : mungkin sekitar 45% siswa rendah di *kosakatanya*.

R : menurut ibu, faktor apa yang saja yang membuat mereka rendah atau kesulitan dalam *membaca bahasa inggris*?

ER : menurut saya mbak, karena mereka sudah terlanjur tidak suka, tidak tertarik dan menganggap bahasa inggris itu pelajaran yang sulit sehingga membuat

mereka agak malas ketika pelajaran sehingga apa yang kami sampaikan sulit mereka terima. Seperti ketika disuruh menghafal kosakata mereka itu susah sekali. Padahal saya sudah memberi arahan kepada mereka agar menulis kosakata yang saya berikan pada buku kecil agar mudah dibawa sehingga memudahkan mereka untuk menghafal. Tetapi mereka mengentengkan dan beralasan di pondok banyak hafalan, kegiatan dan lain-lain sehingga mereka jarang setor hafalan kosakata dan mereka juga jarang praktik. Sehingga sewaktu-waktu disuruh membaca atau berbicara di depan kelas mereka tidak percaya diri, takut salah dan malu dengan temannya karena lingkungan kita masih belum terbiasa. Mereka takut di ejek temannya. Untuk membuat kalimat saja mereka hanya menggunakan kosakata yang familiar untuk kosakata yang jarang mereka temui masih kurang, akhirnya ketika disuruh maju mereka bingung harus pakai kosakata yang mana yang harus mereka pakai.

R : ohh begitu ya bu, kosakata memang hal yg sangat penting Bu dalam belajar bahasa inggris, jadi memang seharusnya mempelajari kosakata terlebih dahulu sebelum berbicara, lalu bagaimana untuk *metode* atau *teknik* yang sudah ibu aplikasikan untuk meningkatkan *membaca* siswa disini?

ET : saya jarang sekali menggunakan *metode* atau *teknik* mbak, saya hanya menjelaskan materi melalui buku paket dari sekolah. Kadang praktik satu persatu atau berpasangan ke depan kelas mbak. Karena saya mengejar materi dan target. Jadi itu saja mbak, kalau semisal mbak mau menggunakan *metode*, *teknik* atau yang lainnya silahkan justru itu sangat bagus dan saya sangat berterima kasih.

R : saya berencana akan menggunakan *media komik strip digital* bu untuk mengajar *reading*, jadi anak-anak biar tidak bosan dengan pelajarannya, bagaimana menurut ibu jika saya menggunakan *media* atau *metode* tersebut di kelas XI?

ET : kalau digital biasanya membutuhkan proyektor ya mbak? Kebetulan di aula ada smart TV untuk fasilitas mengajarnya, nanti bisa belajar disana saja kalau memang membutuhkan mbak.

R : boleh bu kebetulan memang juga membutuhkan proyektor.

ET : iya monggo mbak tidak apa-apa, asalkan *metode* yang akan mbak terapkan dapat meningkatkan *membaca* siswa dan memudahkan saya juga nantinya

R : baik bu, untuk jadwal mengajar di kelas XI di hari apa saja dan waktunya jam berapa nggeh bu?

ET : hari senin jam 08.00-09.30, hari jum'at jam 07.00-08.20, dan hari sabtu jam 07.00-08.10

R : baik bu terimakasih atas waktunya, mohon maaf sudah mengganggu waktu jenengan, jika ada yang masih ingin saya tanyakan mohon izin saya akan menghubungi ibu kembali nggeh.

ET : iya mbak sama-sama, sampean bisa wa saya saja nanti. Semoga di beri kelancaran mbak semuanya.

R : enggeh aamiin, terimakasih banyak ibu.



THE SCRIPT OF INTERVIEW WITH THE STUDENTS

R : kalian suka bahasa inggris atau tidak?

S : tidak suka kak.

R : kenapa tidak suka bahasa inggris? Memang menurut kalian bahasa inggris itu sulit?

S : iya kak, sulit banget

R : kenapa kok merasa sulit. Alasannya apa?

S1 : gak bisa cara bacanya kak

S2 : gak tahu artinya kak

S3 : cara bacanya kadang tidak sesuai sama tulisannya kak, jadi bingung bikin pusing.

R : itu artinya kalian kurang banyak mengetahui kosakata bahasa inggris jadi kalian bilang bahasa inggris sulit, nanti kalau sudah paham dan bisa cara bacanya pasti kalian suka. Pokoknya harus sering belajar dan menghafal kosakata bahasa inggris, bisa juga dengan cara nonton film inggris yg ada subtitle nya atau bisa juga membaca komik berbahasa inggris, setelah itu baru praktik berbicara sama temannya biar bisa lancar dan percaya diri kalau berbahasa inggris.

S : ohh gitu ya kak, baik kak

R : semisal nih kakak mau berbagi biar kita semua bisa berbicara bahasa inggris dan tentunya bisa meningkatkan membaca bahasa inggris kalian dengan cara yg tidak membosankan mau apa tidak?

S : mau banget kak

R : baik, nanti kita coba ya. Tapi sebelumnya kakak mau mengucapkan terimakasih karena kalian mau menjawab pertanyaan kakak, dan kakak juga minta kerjasamanya untuk penelitian kakak supaya penelitiannya berjalan dengan lancar.

S : iya kak siap.

Appendix 3

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah : SMK Raudlatul Ulum Mata Pelajaran : Bahasa Inggris Kelas/Semester : XI/ Genap	Alokasi Waktu : 2 JP
KD : 3.7 Mengidentifikasi dan mengartikan kata-kata baru dalam konteks teks naratif visual, dengan memberi informasi terkait synoni, antonim, kata benda, sifat, kerja, dan keterangan, sesuai dengan konteks penggunaannya.	4. 7 Menggunakan kata-kata baru dalam kalimat yang tepat dengan bantuan teks naratif visual. secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks sesuai dengan konteks penggunaannya.
Materi : Teks Naratif Visual, dengan memberi informasi terkait sinonim, antonim, kata benda, sifat, kerja, dan keterangan, sesuai dengan konteks penggunaannya	

Pertemuan PertamaTujuan Pembelajaran :

Setelah mendengarkan penjelasan dari guru dan mengkaji referensi, peserta didik mampu mengartikan dan membedakan antara sinonim dengan antonim juga bisa membedakan antara kata sifat, benda, kerja dan keterangan. Peserta didik mampu mengerjakan tugas dengan benar setelah menggunakan metode komik strip digital. Peserta didik juga mampu bersikap toleransi, disiplin, tanggung jawab dan kerja sama.

Langkah-langkah pembelajaran:

Kegiatan Pembelajaran	
Metode : 1. Menjelaskan 2. Diskusi Kelompok 3. Tanya jawab 4. Penugasan	PENDAHULUAN (Lampiran Permen No 22 Tahun 2016) ❖ Guru melakukan pembukaan dengan salam. ❖ Guru mempersiapkan peserta didik secara fisik untuk mengikuti proses pembelajaran dengan melakukan presensi serta mengecek kebersihan kelas dan psikis dengan meminta peserta didik untuk berdoa bersama. ❖ Guru memberi motivasi: Menghubungkan materi hari ini dengan manfaatnya bagi kehidupan sehari – hari. ❖ Guru melakukan apersepsi dengan melakukan tanya jawab dengan mengaitkan materi untuk menggali pengetahuan awal siswa. ❖ Guru menjelaskan tujuan pembelajaran yang akan dicapai. ❖ Guru menyampaikan cakupan materi yang akan dipelajari kepada peserta didik. ❖ Guru Menjelaskan langkah – langkah pembelajaran.
Media Pembelajaran : 1. Webtoon comic 2. Lembar kerja	KEGIATAN INTI : 1. Guru menampilkan cerita Webtoon di depan. 2. Guru menyuruh salah satu peserta didik untuk membaca cerita tersebut dan peserta didik yg lain menuliskan kosakata yg sulit bagi mereka. 3. Guru membagi menjadi beberapa kelompok untuk mengamati dan mendiskusikan isi dari cerita tersebut. 4. Kemudian guru menjelaskan arti dari cerita tersebut dan menjelaskan arti kata yg sulit bagi mereka 5. Guru menjelaskan tentang sinonim dan antonim dengan memberikan contoh yg ada dalam cerita.
Alat Pembelajaran 1. Proyektor 2. Buku tulis 3. Laptop	
Bahan ajar : Buku Pegangan Guru dan LKS	PENUTUP ❖ Guru mengulang sedikit materi dan menyimpulkan. Peserta didik diminta bertanya mengenai kesulitannya. ❖ Guru melakukan refleksi baik proses maupun hasil.

	<ul style="list-style-type: none"> ❖ Guru melakukan post test ke peserta didik dengan memberikan beberapa pertanyaan mengenai materi yang dipelajari. ❖ Guru menyampaikan materi pembelajaran yang akan dibahas untuk pertemuan selanjutnya ❖ Guru menutup proses pembelajaran dengan berdoa bersama.
Penilaian	<ol style="list-style-type: none"> 1. Penilaian Sikap : Observasi 2. Pengetahuan : Tes tulis 3. Keterampilan : Unjuk kerja (Kosakata)

Kepala Madrasah

Wahyudi, S.PdJember, 6 Januari 2024
Guru Bidang Studi

Aminatus Suha Miyah, S.Pd.


UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah : SMK Raudlatul Ulum Mata Pelajaran : Bahasa Inggris Kelas/Semester : XI/ Genap	Alokasi Waktu : 2 JP
KD : 3.7 Mengidentifikasi dan mengartikan kata-kata baru dalam konteks teks naratif visual, dengan memberi informasi terkait synoni, antonim, kata benda, sifat, kerja, dan keterangan, sesuai dengan konteks penggunaannya.	4. 7 Menggunakan kata-kata baru dalam kalimat yang tepat dengan bantuan teks naratif visual. secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks sesuai dengan konteks penggunaannya.
Materi : Teks Naratif Visual, dengan memberi informasi terkait sinonim, antonim, kata benda, sifat, kerja, dan keterangan, sesuai dengan konteks penggunaannya	

Pertemuan Kedua

Tujuan Pembelajaran :

Setelah mendengarkan penjelasan dari guru dan mengkaji referensi, peserta didik mampu mengartikan dan membedakan antara sinonim dengan antonim juga bisa membedakan antara kata sifat, benda, kerja dan keterangan. Peserta didik mampu mengerjakan tugas dengan benar setelah menggunakan metode komik strip digital. Peserta didik juga mampu bersikap toleransi, disiplin, tanggung jawab dan kerja sama.


Langkah-langkah pembelajaran:

Kegiatan Pembelajaran	
Metode : 1. Menjelaskan 2. Diskusi Kelompok 3. Tanya jawab 4. Penugasan	PENDAHULUAN (Lampiran Permen No 22 Tahun 2016) ❖ Guru melakukan pembukaan dengan salam. ❖ Guru mempersiapkan peserta didik secara fisik untuk mengikuti proses pembelajaran dengan melakukan presensi serta mengecek kebersihan kelas dan psikis dengan meminta peserta didik untuk berdoa bersama. ❖ Guru memberi motivasi: Menghubungkan materi hari ini dengan manfaatnya bagi kehidupan sehari – hari. ❖ Guru melakukan apersepsi dengan melakukan tanya jawab dengan mengaitkan materi untuk menggali pengetahuan awal siswa. ❖ Guru menjelaskan tujuan pembelajaran yang akan dicapai. ❖ Guru menyampaikan cakupan materi yang akan dipelajari kepada peserta didik. ❖ Guru Menjelaskan langkah – langkah pembelajaran.
Media Pembelajaran : 1. Webtoon comic 2. Lembar kerja	KEGIATAN INTI : 1. Guru menjelaskan tentang kata benda, kata sifat, kata kerja dan kata keterangan. 2. Guru memberikan beberapa cerita Webtoon dan membagi menjadi beberapa kelompok untuk mengamati dan mendiskusikan isi dari cerita tersebut. 3. Kemudian guru menjelaskan arti dari cerita tersebut dan menjelaskan arti kata yg sulit bagi mereka
Alat Pembelajaran 1. Proyektor 2. Buku tulis 3. Laptop	
Bahan ajar : Buku Pegangan Guru dan LKS	
	PENUTUP ❖ Guru mengulang sedikit materi dan menyimpulkan. Peserta didik diminta bertanya mengenai kesulitannya. ❖ Guru melakukan refleksi baik proses maupun hasil. ❖ Guru melakukan post test ke peserta didik dengan memberikan beberapa pertanyaan mengenai materi yang dipelajari. ❖ Guru menyampaikan materi pembelajaran yang akan dibahas

	untuk pertemuan selanjutnya ❖ Guru menutup proses pembelajaran dengan berdoa bersama.
Penilaian	4. Penilaian Sikap : Observasi 5. Pengetahuan : Tes tulis 6. Keterampilan : Unjuk kerja (Kosakata)

Kepala Madrasah

**Wahyudi, S.Pd**
 Jember, 6 Januari 2024
 Guru Bidang Studi


Aminatus Suhainiyah, S.Pd.


RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah : SMK Raudlatul Ulum Mata Pelajaran : Bahasa Inggris Kelas/Semester : XI/ Genap	Alokasi Waktu : 2 JP
KD : 3.7 Mengidentifikasi dan mengartikan kata-kata baru dalam konteks teks naratif visual, dengan memberi informasi terkait synoni, antonim, kata benda, sifat, kerja, dan keterangan, sesuai dengan konteks penggunaannya.	4. 7 Menggunakan kata-kata baru dalam kalimat yang tepat dengan bantuan teks naratif visual. secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks sesuai dengan konteks penggunaannya.
Materi : Teks Naratif Visual, dengan memberi informasi terkait sinonim, antonim, kata benda, sifat, kerja, dan keterangan, sesuai dengan konteks penggunaannya	

Pertemuan Ketiga

Tujuan Pembelajaran :

Setelah mendengarkan penjelasan dari guru dan mengkaji referensi, peserta didik mampu mengartikan dan membedakan antara sinonim dengan antonim juga bisa membedakan antara kata sifat, benda, kerja dan keterangan. Peserta didik mampu mengerjakan tugas dengan benar setelah menggunakan metode komik strip digital. Peserta didik juga mampu bersikap toleransi, disiplin, tanggung jawab dan kerja sama.

Langkah-langkah pembelajaran:

Kegiatan Pembelajaran	
Metode : 1. Menjelaskan 2. Diskusi Kelompok 3. Tanya jawab 4. Penugasan	PENDAHULUAN (Lampiran Permen No 22 Tahun 2016) ❖ Guru melakukan pembukaan dengan salam. ❖ Guru mempersiapkan peserta didik secara fisik untuk mengikuti proses pembelajaran dengan melakukan presensi serta mengecek kebersihan kelas dan psikis dengan meminta peserta didik untuk berdoa bersama. ❖ Guru memberi motivasi: Menghubungkan materi hari ini dengan manfaatnya bagi kehidupan sehari – hari. ❖ Guru melakukan apersepsi dengan melakukan tanya jawab dengan mengaitkan materi untuk menggali pengetahuan awal siswa. ❖ Guru menjelaskan tujuan pembelajaran yang akan dicapai. ❖ Guru menyampaikan cakupan materi yang akan dipelajari kepada peserta didik. ❖ Guru Menjelaskan langkah – langkah pembelajaran.
Media Pembelajaran : 1. Webtoon comic 2. Lembar kerja	KEGIATAN INTI : 1. Guru menampilkan cerita Webtoon di depan. 2. Guru menyuruh salah satu peserta didik untuk membaca cerita tersebut sementara peserta didik yg lain menyimak serta memperbaiki kata yg salah saat diucapkan. 3. Guru menjelaskan isi cerita dan memperbaiki kesalahan pengucapan. 4. Guru memberitahu kata apa saja yg termasuk dalam kata kerja, sifat, benda dan keterangan dalam cerita tersebut.
Alat Pembelajaran 1. Proyektor 2. Buku tulis 3. Laptop Bahan ajar : Buku Pegangan Guru dan LKS	
	PENUTUP ❖ Guru mengulang sedikit materi dan menyimpulkan. Peserta didik diminta bertanya mengenai kesulitannya. ❖ Guru melakukan refleksi baik proses maupun hasil. ❖ Guru melakukan post test ke peserta didik dengan memberikan beberapa pertanyaan mengenai materi yang dipelajari. ❖ Guru menyampaikan materi pembelajaran yang akan dibahas

	untuk pertemuan selanjutnya ❖ Guru menutup proses pembelajaran dengan berdoa bersama.
Penilaian	7. Penilaian Sikap : Observasi 8. Pengetahuan : Tes tulis 9. Keterampilan : Unjuk kerja (Kosakata)

Kepala Madrasah

Wahyudi, S.PdJember, 6 Januari 2024
Guru Bidang Studi

Aminatus Suhanayah, S.Pd.


RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah : SMK Raudlatul Ulum Mata Pelajaran : Bahasa Inggris Kelas/Semester : XI/ Genap	Alokasi Waktu : 2 JP
KD : 3.7 Mengidentifikasi dan mengartikan kata-kata baru dalam konteks teks naratif visual, dengan memberi informasi terkait synoni, antonim, kata benda, sifat, kerja, dan keterangan, sesuai dengan konteks penggunaannya.	4. 7 Menggunakan kata-kata baru dalam kalimat yang tepat dengan bantuan teks naratif visual. secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks sesuai dengan konteks penggunaannya.
Materi : Teks Naratif Visual, dengan memberi informasi terkait sinonim, antonim, kata benda, sifat, kerja, dan keterangan, sesuai dengan konteks penggunaannya	

Pertemuan Keempat

Tujuan Pembelajaran :

Setelah mendengarkan penjelasan dari guru dan mengkaji referensi, peserta didik mampu mengartikan dan membedakan antara sinonim dengan antonim juga bisa membedakan antara kata sifat, benda, kerja dan keterangan. Peserta didik mampu mengerjakan tugas dengan benar setelah menggunakan metode komik strip digital. Peserta didik juga mampu bersikap toleransi, disiplin, tanggung jawab dan kerja sama.

Langkah-langkah pembelajaran:

Kegiatan Pembelajaran	
Metode : 5. Menjelaskan 6. Diskusi Kelompok 7. Tanya jawab 8. Penugasan	PENDAHULUAN (Lampiran Permen No 22 Tahun 2016) ❖ Guru melakukan pembukaan dengan salam. ❖ Guru mempersiapkan peserta didik secara fisik untuk mengikuti proses pembelajaran dengan melakukan presensi serta mengecek kebersihan kelas dan psikis dengan meminta peserta didik untuk berdoa bersama. ❖ Guru memberi motivasi: Menghubungkan materi hari ini dengan manfaatnya bagi kehidupan sehari – hari. ❖ Guru melakukan apersepsi dengan melakukan tanya jawab dengan dengan mengaitkan materi untuk menggali pengetahuan awal siswa. ❖ Guru menjelaskan tujuan pembelajaran yang akan dicapai. ❖ Guru menyampaikan cakupan materi yang akan dipelajari kepada peserta didik. ❖ Guru Menjelaskan langkah – langkah pembelajaran.
Media Pembelajaran : 3. Webtoon comic 4. Lembar kerja	
Alat Pembelajaran 4. Proyektor 5. Buku tulis 6. Laptop	
Bahan ajar : Buku Pegangan Guru dan LKS	
	KEGIATAN INTI : 4. Guru menjelaskan tentang kata benda, kata sifat, kata kerja dan kata keterangan. 5. Guru memberikan beberapa cerita Webtoon dan membagi menjadi beberapa kelompok untuk mengamati dan mendiskusikan isi dari cerita tersebut. 6. Kemudian guru menjelaskan arti dari cerita tersebut dan menjelaskan arti kata yg sulit bagi mereka
	PENUTUP ❖ Guru mengulang sedikit materi dan menyimpulkan. Peserta didik diminta bertanya mengenai kesulitannya. ❖ Guru melakukan refleksi baik proses maupun hasil. ❖ Guru melakukan post test ke peserta didik dengan

	<p>memberikan beberapa pertanyaan mengenai materi yang dipelajari.</p> <ul style="list-style-type: none"> ❖ Guru menyampaikan materi pembelajaran yang akan dibahas untuk pertemuan selanjutnya ❖ Guru menutup proses pembelajaran dengan berdoa bersama.
<u>Penilaian</u>	<p>10. Penilaian Sikap : Observasi</p> <p>11. Pengetahuan : Tes tulis</p> <p>12. Keterampilan : Unjuk kerja (Kosakata)</p>

Kanala Madrasah



Wahyudi, S.Pd

Jember, 6 Januari 2024
Guru Bidang Studi

Aminatus Suhairiyah, S.Pd



Instrumen Penilaian

Scoring Rubric of Reading Test

Aspek yang dinilai	50 point	35 point	20 point	5 point
Ketepatan dalam menjawab soal (synonim dan antonim)	Siswa dapat menjawab 10 \geq (synonim dan antonim) dengan benar	Siswa dapat menjawab 10 \geq namun hanya sebagian yang benar	Siswa dapat menjawab 5 \geq namun sedikit yg benar	Siswa tidak dapat menemukan 5 \geq dengan benar
Ketepatan dalam mengisi kalimat rumpang dalam cerita	Siswa dapat mengisi 10 \geq kalimat rumpang dengan benar	Siswa dapat mengisi 10 \geq kalimat rumpang namun hanya sebagian yang benar	Siswa dapat mengisi 5 \geq kalimat rumpang namun sedikit yg benar	Siswa tidak dapat mengisi 5 \geq kalimat rumpang dengan benar
Ketepatan dalam menentukan noun, adjective dan verb	Siswa dapat menentukan 20 \geq noun, adjective dan adverb dengan benar	Siswa dapat menentukan 15 \geq noun, adjective dan adverb namun hanya sebagian yang benar	Siswa dapat menentukan 10 \geq noun, adjective dan adverb namun sedikit yang benar	Siswa tidak dapat menentukan 5 \geq noun, adjective dan adverb dengan benar

Nilai maksimal = 20

$$\text{Nilai} = \frac{\text{Nilai yang di dapat}}{\text{Nilai maksimal}} \times 10$$

Profile of SMK Raudlatul Ulum

SMK Raudlatul Ulum was established by the caretakers of The Raudlatul Ulum Islamic boarding school, Suci Panti Jember. SMK Raudlatul Ulum is located Street A. Yani No 05 Suci Panti Jember. This school was built 2013 on land area of 1.200 m² .Which consist 14 classroom buildings, a computer laboratory, a library, a prayer room, a teacher's office room, a canteen, 2 toilets of female, 2 toilets of male, and 2 toilets of teachers. This school has been accredited "C" and also applied Merdeka curriculum.

1. SMK Raudlatul Ulum's Vision and Mission

a. Vision

1. The creation of Islamic behavior and achievements in academic and non-academic fields
2. Students behave well towards the community and the madrasah environment
3. Able to develop their potential according to the talents and interests of the students

b. Mission

1. Increasing Faith in Allah SWT.
2. Enhancing the spirit of seeking knowledge and practicing it
3. Improving the quality of learning
4. Creating achievements in academic and non-academic fields
5. Creating cooperation between the Madrasah and the community
6. Developing children's potential according to their talents and interests

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Appendix 4**READING PRE-TEST****Put the cross (x) on the most correct answer**

1. What is a synonym for the word "big"?

- a) Small
- b) Large
- c) Happy
- d) Sad

Jawaban: b) Large

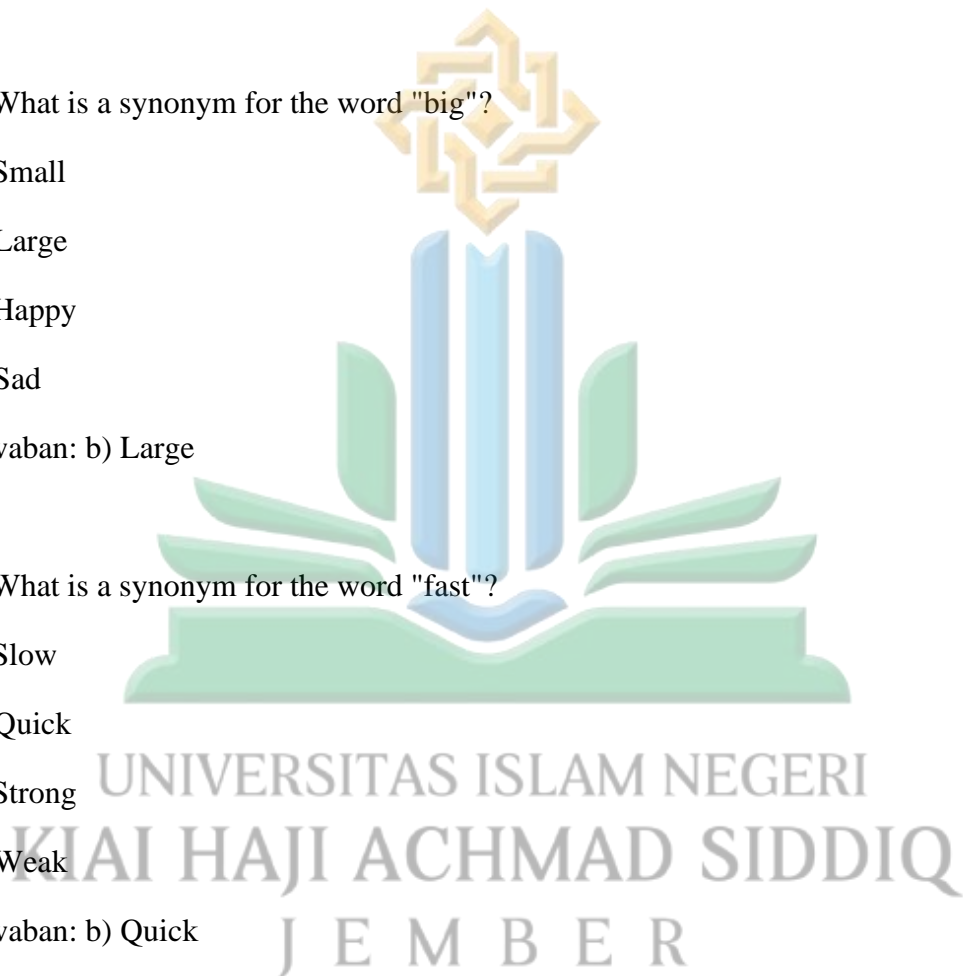
2. What is a synonym for the word "fast"?

- a) Slow
- b) Quick
- c) Strong
- d) Weak

Jawaban: b) Quick

3. What is a synonym for the word "difficult"?

- a) Easy
- b) Challenging
- c) Simple
- d) Complicated



Jawaban: b) Challenging

4. What is a synonym for the word "beautiful"?

- a) Ugly
- b) Pretty
- c) Big
- d) Small

Jawaban: b) Pretty

5. What is a synonym for the word "quiet"?

- a) Loud
- b) Silent
- c) Happy
- d) Sad

Jawaban: b) Silent

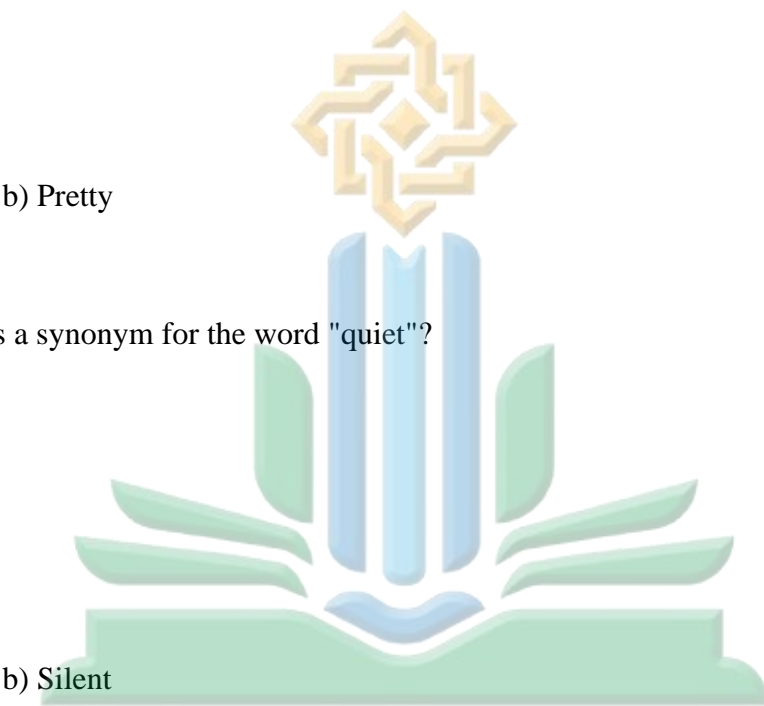
6. What is an antonym for the word "hot"?

- a) Cold
- b) Warm
- c) Sunny
- d) Cloudy

Jawaban: a) Cold

7. What is an antonym for the word "fast"?

- a) Quick



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- b) Slow
- c) Strong
- d) Weak

Jawaban: b) Slow

8. What is an antonym for the word "big"?

- a) Large
- b) Small
- c) Happy
- d) Sad

Jawaban: b) Small

9. What is an antonym for the word "loud"?

- a) Quiet
- b) Noisy
- c) Happy
- d) Sad

Jawaban: a) Quiet

10. What is an antonym for the word "expensive"?

- a) Cheap
- b) Costly
- c) Valuable
- d) Priceless

Jawaban: a) Cheap



READING POST TEST

Post test 1:

Put the cross (x) on the most correct answer

1. The sun was **shining** brightly in the sky.

What is the synonym of "shining"?

- a) Dark
- b) Glowing
- c) Cloudy
- d) Rainy

2. The **big** house on the hill was impressive.

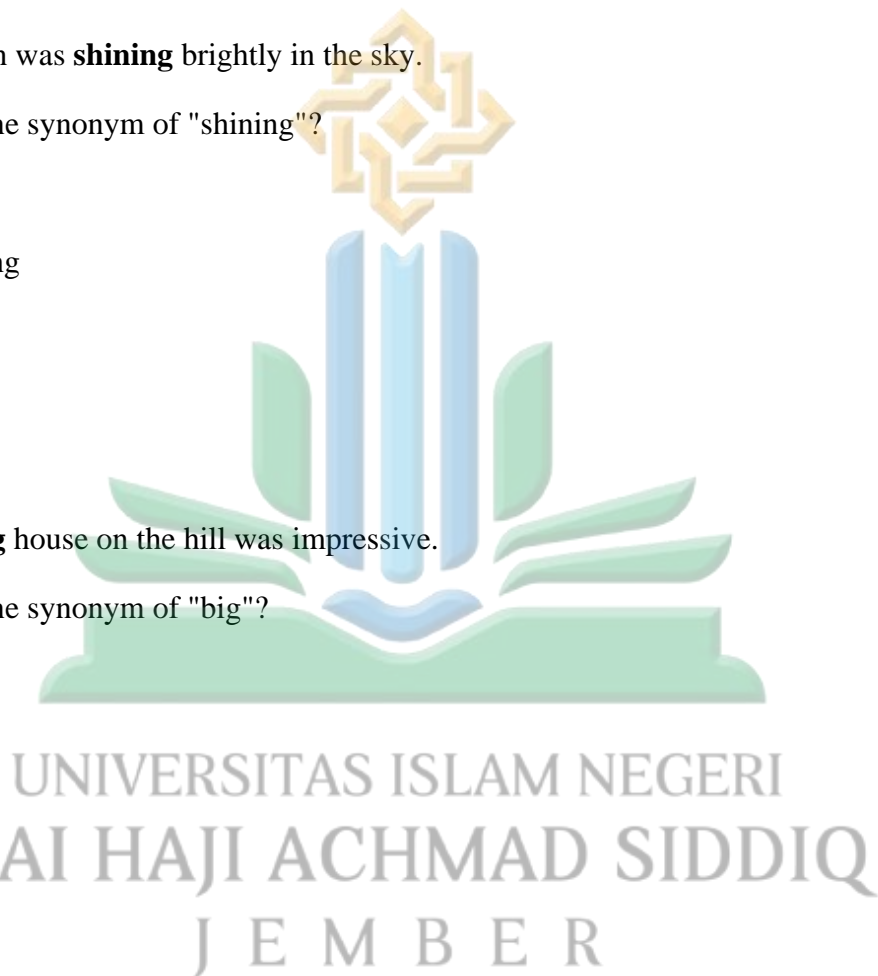
What is the synonym of "big"?

- a) Small
- b) Large
- c) Old
- d) New

3. She was **happy** to see her friends.

What is the synonym of "happy"?

- a) Sad
- b) Joyful
- c) Angry
- d) Tired



4. The **fast** car sped down the highway.

What is the synonym of "fast"?

- a) Slow
- b) Quick
- c) Old
- d) New

5. The **beautiful** flower bloomed in the garden.

What is the synonym of "beautiful"?

- a) Ugly
- b) Pretty
- c) Old
- d) Wilting

6. The **quiet** room was perfect for studying.

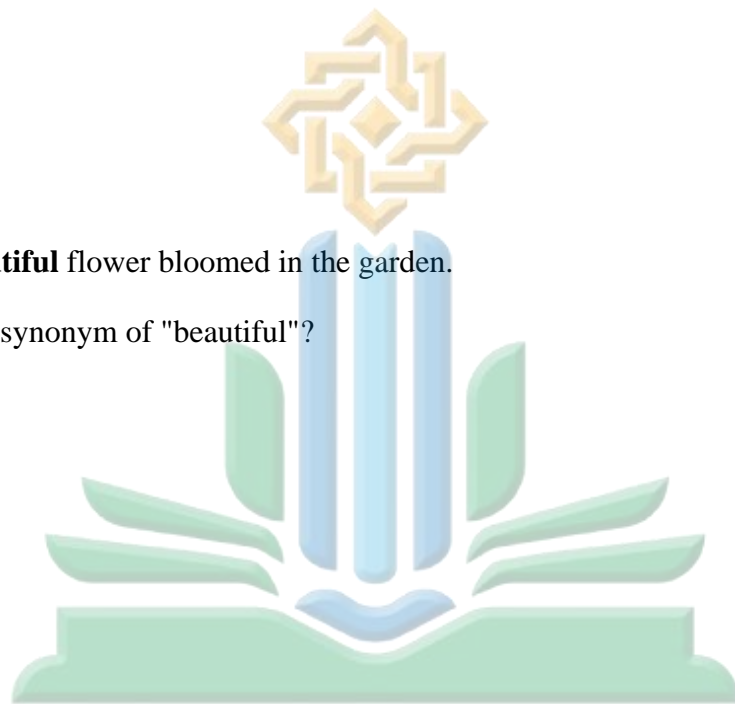
What is the synonym of "quiet"?

- a) Noisy
- b) Silent
- c) Peaceful
- d) Calm

7. The **hot** coffee warmed my hands.

What is the synonym of "hot"?

- a) Cold



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- b) Warm
- c) Icy
- d) Freezing

8. The **full** bucket was heavy to carry.

What is the synonym of "full"?

- a) Empty
- b) Complete
- c) Partial
- d) Half

9. The **strong** athlete lifted the heavy weights.

What is the synonym of "strong"?

- a) Weak
- b) Powerful
- c) Fast
- d) Slow

10. The **new** phone was a great gift.

What is the synonym of "new"?

- a) Old
- b) Modern
- c) Used
- d) Refurbished



11. The **fast** runner sprinted across the finish line.

What is the antonym of "fast"?

- a) Quick
- b) Slow
- c) Strong
- d) Weak

12. The **hot** summer days were unbearable.

What is the antonym of "hot"?

- a) Cold
- b) Warm
- c) Cool
- d) Sunny

13. The **big** box was hard to move.

What is the antonym of "big"?

- a) Large
- b) Small
- c) Heavy
- d) Light

14. The **loud** music was disturbing the neighbors.

What is the antonym of "loud"?

- a) Quiet
- b) Noisy



- c) Soft
- d) Gentle

15. The **full** glass of water was refreshing.

What is the antonym of "full"?

- a) Empty
- b) Complete
- c) Partial
- d) Half

16. The **strong** smell of the perfume was overpowering.

What is the antonym of "strong"?

- a) Weak
- b) Powerful
- c) Fragrant
- d) Odorless

17. The **new** employee was nervous on his first day.

What is the antonym of "new"?

- a) Old
- b) Experienced
- c) Modern
- d) Fresh

18. The **beautiful** sunset was a perfect ending to the day.



What is the antonym of "beautiful"?

- a) Ugly
- b) Pretty
- c) Attractive
- d) Gorgeous

19. The **quiet** student rarely spoke up in class.

What is the antonym of "quiet"?

- a) Noisy
- b) Talkative
- c) Silent
- d) Reserved

20. The **expensive** watch was beyond my budget.

What is the antonym of "expensive"?

- a) Cheap
- b) Costly
- c) Pricy
- d) Valuable

Jawaban:

Soal 1-10 (Sinonim):

1. b) Glowing
2. b) Large
3. b) Joyful

- 4. b) Quick
- 5. b) Pretty
- 6. b) Silent
- 7. b) Warm
- 8. b) Complete
- 9. b) Powerful
- 10. b) Modern

Soal 11-20 (Antonim):

- 11. b) Slow
- 12. a) Cold
- 13. b) Small
- 14. a) Quiet
- 15. a) Empty
- 16. a) Weak
- 17. a) Old
- 18. a) Ugly
- 19. b) Talkative
- 20. a) Cheap



Post test 2:**Read the story below and answer the questions****"The Happy Family"**

The Smiths are a happy family. They live in a big house with a beautiful garden. Mr. Smith is a kind father who loves to play with his children. Mrs. Smith is a wonderful mother who cooks delicious meals for her family. Their children, Jack and Lily, are very playful and love to run around in the garden. One sunny day, they decided to have a picnic in the park. They brought sandwiches, fruits, and juice boxes. Jack and Lily were excited to play on the swings and slide.

Question

1. What is the noun in the phrase "big house"?
2. What is the noun in the phrase "beautiful garden"?
3. What is the noun in the phrase "delicious meals"?
4. What is the adjective in the phrase "happy family"?
5. What is the adjective in the phrase "kind father"?
6. What is the adjective in the phrase "delicious meals"?
7. What is the verb in the sentence "They live in a big house"?
8. What is the verb in the sentence "Mr. Smith loves to play with his children"?
9. What is the verb in the sentence "They decided to have a picnic"?
10. What is the verb in the sentence "Jack and Lily were excited to play"?
11. What is the noun in the phrase "sunny day"?
12. What is the adjective in the phrase "wonderful mother"?
13. What is the verb in the sentence "They brought sandwiches"?
14. What is the noun in the phrase "swings and slide"?
15. What is the adjective in the phrase "playful children"?

16. What is the verb in the sentence "Jack and Lily love to run"?
17. What is the noun in the phrase "picnic in the park"?
18. What is the adjective in the phrase "big house"?
19. What is the verb in the sentence "Mrs. Smith cooks delicious meals"?
20. What is the noun in the phrase "juice boxes"?



Appendix 5

RESEARCH JOURNAL ACTIVITIES

Name : Intan Choironnisa'

NIM : T20186115

Title : Improving Students Reading Skill Through Digital Comic Strips at The
Second Grades of SMK Raudlatul Ulum in Academic Year 2024/2025

Location : SMK Raudlatul Ulum Suci

No	Day/Date	Activity	Intitials
1.	Monday, 2 th December 2024	The researcher gives a “Surat permohonan penelitian” to the school and discusses with English Teacher	
2.	Friday, 17 th January 2025	The researcher implemets the action (first meeting) in cycle one	
3.	Saturday, 18 th January 2025	The researcher implements the action (second meeting) in cycle one	
4.	Monday, 20 th January 2025	The researcher gives a writing test to the students (post test 1)	
5.	Friday, 24 th January 2025	The researcher implements the action (first meeting) cycle two	
6.	Saturday, 25 th January 2025	The researcher implements the action (second meeting) in cycle two	
7.	Monday, 27 th January 2025	The researcher gives a writing test to the students (post test 2)	
8.	Thursday, 30 th January 2025	The researcher asks for a letter of research finishing	

Jember, 22nd March
2025

The Head Master of
SMK Raudlatul Ulum



Wahyudi, S.Pd

Appendix 6

The Presence of XI Class

NO	INITIAL NAME
1.	AA
2.	AND
3.	AM
4.	AR
5.	ASK
6.	ATH
7.	AW
8.	FNL
9.	HA
10.	IN
11.	IJB
12.	MH
13.	MSI
14.	MIY
15.	NCH
16.	SK
17.	SNA
18.	TP
19.	UK
20.	YF

Appendix 7

INSTRUMENT VALIDITY

INSTRUCTION

1. Put a check mark (✓) in the column according to your opinion
2. If there is a need to be revised, please write in the column

	Aspek yang di nilai	Skala penilaian				Catatan
		1	2	3	4	
A	ISI					
	1. Isi materi yang diberikan sesuai dengan kompetensi inti dan kompetensi dasar			✓		
	2. Test yang diberikan sesuai dengan indikator materi			✓		
	3. Petunjuk pelaksanaan test vocabulary sesuai dengan yang telah dipaparkan.			✓		
	4. Pedoman skor penilaian sesuai dengan rubrik yang telah diberikan.			✓		
	5. Kesesuaian alokasi waktu dengan test yang diberikan.				✓	
B	KONSTRUK					
	1. Test disusun menggunakan vocabulary test untuk mengetahui vocabulary materi siswa.				✓	
	2. Soal disusun sesuai dengan teori <i>simple present tense</i>			✓		
	3. Soal <i>speaking test</i> disusun sesuai dengan teori <i>speaking</i> yang mana mengharuskan siswa untuk bicara			✓		
	4. Penilaian kemampuan <i>speaking</i> siswa di adaptasi dari buku H.			✓		

4.	Petunjuk test menggunakan kaidah bahasa inggris yang benar dan sesuai.				✓	
5.	Bahasa pada test yang digunakan dapat dimengerti dan dipahami.				✓	
6.	Menggunakan Bahasa yang tidak mempersulit siswa.				✓	

Note :

4 : Sangat Baik

3 : Baik

2 : Kurang

1 : Sangat Kurang

Jember, 12th Maret 2025

 AMINATUS SUHAIRIYA, S.Pd



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INSTRUMENT VALIDITY

INSTRUCTION

3. Put a check mark (✓) in the column according to your opinion

4. If there is a need to be revised, please write in the column

	Aspek yang di nilai	Skala penilaian				Catatan
		1	2	3	4	
A	ISI					
	6. Isi materi yang diberikan sesuai dengan kompetensi inti dan kompetensi dasar			✓		
	7. Test yang diberikan sesuai dengan indikator materi			✓		
	8. Petunjuk pelaksanaan test vocabulary sesuai dengan yang telah dipaparkan.			✓		
	9. Pedoman skor penilaian sesuai dengan rubrik yang telah diberikan.			✓		
	10. Kesesuaian alokasi waktu dengan test yang diberikan.				✓	
B	KONSTRUK					
	5. Test disusun menggunakan vocabulary test untuk mengetahui vocabulary materi siswa.				✓	
	6. Soal disusun sesuai dengan teori <i>simple present tense</i>			✓		
	7. Soal <i>speaking test</i> disusun sesuai dengan teori <i>speaking</i> yang mana mengharuskan siswa untuk bicara			✓		
	8. Penilaian kemampuan <i>speaking</i> siswa di adaptasi dari buku II. Douglas Brown			✓		
C	BAHASA					

	Douglas Brown					
C.	BAHASA					
	1. Petunjuk test menggunakan kaidah bahasa inggris yang benar dan sesuai.				✓	
	2. Bahasa pada test yang digunakan dapat dimengerti dan dipahami.				✓	
	3. Menggunakan Bahasa yang tidak mempersulit siswa.				✓	

Note :

4 : Sangat Baik

3 : Baik

2 : Kurang

1 : Sangat Kurang

Jember, 12th Maret 2025

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 Siti Khodijah, M.Pd

Appendix 8

Students Reading Score Pre-Test

No	Students Initial Name	Score
1.	AA	40
2.	AND	75
3.	AM	75
4.	AR	75
5.	ASK	75
6.	ATH	45
7.	AW	35
8.	FNL	75
9.	HA	75
10.	IN	45
11.	IJB	50
12.	MH	40
13.	MSI	75
14.	MIY	65
15.	NCH	40
16.	SK	75
17.	SNA	60
18.	TP	65
19.	UK	20
20.	YF	75
	MEAN	59
	PERCENTAGE	45%

Appendix 9



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-12796/In.20/3.a/PP.009/06/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMK Raudlatul Ulum

Jl. A. Yani nomor 05 Gaplek Suci

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186115
 Nama : INTAN CHOIRON NISA
 Semester : Semester empat belas
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai IMPROVING STUDENTS`
 READING SKILL THROUGH DIGITAL COMIC STRIPS AT THE SECOND GRADES
 OF SMK RAUDLATUL ULUM IN ACADEMIC YEAR 2024/2025 selama 60 (enam puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Wahyudi, S.Pd

Demikian atas berkenan dan kerjasamanya disampaikan terima kasih.

Jember, 02 Desember 2024
 an. Dekan,
 Wakil Dekan Bidang Akademik.



KHOTIBULLAH

Appendix 10



YAYASAN PENDIDIKAN ISLAM RAUDLATUL ULUM
SEKOLAH MENENGAH KEJURUAN RAUDLATUL ULUM
 Alamat : Jl A.Yani 05 suci Panti 085237085245 Kab. Jember 68153
 Email : raudlatululum03@yahoo.com

SURAT KETERANGAN

Nomor :E/01/SMKRU/IV/2025

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Kejuruan Raudlatul Ulum Kecamatan Panti Kabupaten Jember menerangkan bahwa :

Nama	: Intan Choiron Nisa'
NIM	: T20186115
Jenis Kelamin	: Perempuan
Fakultas	: Fakultas Tarbiyah dan Ilmu Keguruan
Prodi	: Tadris Bahasa Inggris

Adalah benar-benar telah melaksanakan penelitian di SMK Raudlatul Ulum, Terhitung mulai tanggal 02 Desember 2024 s/d 30 Januari 2025. Guna memperoleh data dalam rangka penyusunan skripsi dengan judul "Improving Students Reading Skill Through Digital Comic Strips at The Second Grades of SMK Raudlatul Ulum in Academic Year 2024/2025"

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.



Jember, 12 Maret 2025
 Kepala Sekolah

Wahyudi, S.Pd

Appendix 11

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Intan Choiron Nisa'
 Place, date of birth : Jember, 17 November 1999
 Address : Mayang, Jember
 Faculty : Education and Teacher Training
 Program : English Education

State the thesis entitled “Improving Students Reading Skill Through Digital Comic Strips at The Second Grades of SMK Raudlatul Ulum in Academic Year 2024/2025” is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, 11th of June 2025
 Author

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INTAN CHOIRON NISA'
 NIM. T20186115

PICTURES

CYCLE 1



Student read Webtoon stories in front of the class



The researcher explain the story and provide materials

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CYCLE 2



The student read a story in front



Students ask about material they don't understand

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JEMBER

Appendix 12

CURRICULUM VITAE



Name : Intan Choiron Nisa'

Place, Date of Birth : Jember, 17th November 1999

Adress : Mayang-Jember

Gmail Adress : intan171199@gmail.com

Educational Background

1. SDN Merawan 05 (2006-2012)
2. MTs Al-Qodiri 1 Jember (2012-2015)
3. MA Al-Qodiri Jember (2015-2018)

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