

# Improving Reading Skills by Comic for 2<sup>nd</sup> Grade Students in an Elementary School

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**Abstract**—This study aims to improve pupils' reading skill by comics in the 2nd grade students of Elementary School Muhammadiyah Sagan Yogyakarta in the academic year 2016/2017. This study is a classroom action research. This study used observation, and questionnaire as data collection techniques. The data collection instruments of this study were handbooks of observation, and questionnaire. The study result showed that after the pupils have used the medium of comic learning, their reading skills improved from 66% in the pre-action to 73% in the cycle 1, then improved to 86% in the cycle 2.

**Keywords**— *skill, reading skill, medium of learning, comic, 2nd grade students, elementary school*

## I. INTRODUCTION

A high quality education will be realized if learning is carried out in accordance with the instruction of the Preamble of the Constitution 1945 and Article 31 of the body of the Constitution 1945. Methods of effective learning, adequate media and facilities are highly needed in the process of learning. Media and facilities can be utilized to realize innovations of learning. Innovation is one of the efforts used in improving the quality of education.

Learning media will be more helpful for elementary school pupils in terms of receiving messages that were verbalistic messages previously into something more concrete. Other media can overcome space, time, energy and sensory limitations. The media can be useful for generating a learning motivation, a more direct interaction between students and the learning sources, enabling students to study independently according to their talent and visual, auditory and kinaesthetic abilities.

Based on the observation in the first semester of the academic year 2016/2017, most of the students were less skilled in reading. During the learning process, students did not listen when the teacher gave lectures, asked questions, . The students could not carry out the project assigned by the teacher.

Based on the background of the above problems, the study on "Improving reading skill by comic in the SD Muhammadiyah Sagan Yogyakarta" is very

important to prove whether this study can improve reading skill.

In relation to the background of the above problems, the problems in this study can be identified as follows: .

"Does the use of comic improve the reading skills of SD Muhammadiyah Sagan students?"

We focused on the students who were less skillful in reading, It needs a serious effort to solve the problems. Bergen, et al [1], Choi, et al [2] state that parents' roles at home is very supportive to overcome these problems because the relationship between the home literacy environment and the child's reading ability is often assumed to reflect a direct influence. The parents' roles are one of the basic factors affecting the reading fluency [1,2]. We argue that the parents' roles alone are not enough, but the roles of the visual media such as comic is also appropriate media to facilitate reading abilities in children. In understanding a book content, a strategy is needed so that students can understand the instructional material. To be able to understand it, reading comprehension should be empowered. Lonigan, et al [3], Allington, R. L., et al [4], Somadoyo [5] argue that reading is an interactive activity to obtain and to understand the meaning contained in the writing material. Learning to read is one aspect of Indonesian language skills taught in schools [4,5]. The above opinions are completed with the following Abidin's statement. According to Abidin [6] there are three main goals of learning in schools, namely: (1) enabling studentss to enjoy reading activities, (2) silent reading with flexible reading speeds, (3) and gaining a level of understanding upon the texts [6] .

### A. Basic Factors of Reading Fluency

External behavior is one factor that makes children less interested in reading [7]. In order to make the students interested in our learning, the target in this study is children, therefore it needs the right media to visualize it. The media is used as a message mediator. As Arsyad [8], Sadiman [9] say that the medium is a tool used to convey messages of teaching, from sender to receiver. The medium is very

important to use because it can stimulate the thoughts, feelings, attentions, and passions of the students in such a way that the learning process occurs. Teaching and learning activities require media that match the instructional material. If the media is in accordance with the instructional material, it can be said that it can be used as a mediator for learning.

We used comic media for this study, because we assumed that comics were a suitable medium to use for elementary students. The elementary students prefer books containing pictures and stories. As Mc Clouds [10] points out that comics are other images and symbols juxtaposed (placed side by side) in a certain order to convey information and or to achieve an aesthetic response from the reader. Comics fit perfectly with childhood because children get bored easily with long writing. Children prefer comics because comics only contains a little writing and many pictures so that it requires relatively short time for the children to proceed and adult readers have been able to complete the story reading. For the young readers, comics seem to be more beneficial because reading comics does not make them tired enjoy more pictures than the writing [11].

The learning media packaged in comic form can be used as one variation of instructional media. Comics have a potential of interactive learning with drawings, which make long and complex explanations of the text or topics of learning more easily understood and remembered. The students can understand and imagine what is really the core of the subject matter that he read through the existing pictures.

Instructional materials that are packaged in a clear storyline will make the materials last longer embedded in students' memories. Thus, in addition to improving learning motivation due to its interesting presentation, the comics also has the potential to improve students' understanding. The preference of comics as a solution in problem-solving of reading skills is in Brunner's opinion [12] There are three main levels of learning mode, namely direct experience, pictorial experience, abstract experience. It means, in this case, students are easier to understand lessons that are concrete rather than the abstract ones. Comics also have practical advantages, creates fun learning atmosphere, and matches the characteristics of second grade students who are in the concrete operational stage.

### *B. The Structure*

- Reading skills of second grade students of SD Muhammadiyah in Yogyakarta are still low. Most students still cannot read short texts with proper intonation and pronunciation.
- Theoretically the results of this study can be utilized for reference materials on how to improve reading skills. In addition, it can add to the students' repertoire, especially about

learning by using the comic medium in Elementary School. For educational practitioners, hopefully comic learning in this study can be an effective means to improve learning, especially learning of reading skills. It also attempts to provide information for teachers to apply teaching and learning using comics to improve the quality of reading skill learning at SD Muhammadiyah in Yogyakarta city.

- It also seeks to address how to improve reading skills using comics for 2<sup>nd</sup> grade students a Muhammadiyah Sagan elementary school in Yogyakarta.
- This study aims to improve reading skills using comic for the 2<sup>nd</sup> grade students of Muhammadiyah Sagan elementary school Yin the academic year 2016/2017
- This study will focus on the Ibn Nafis 2<sup>nd</sup> grade students of Muhammadiyah Sagan Elementary School, Yogyakarta in the academic year 2016/2017. The materials for teaching and learning in this study comprises reading short texts in Indonesian language lesson.

## II. LITERATURE REVIEW

### *A. Reading Skills*

Soemarjadi [13] mentions that the skill is synonymous with the word dexterity. Skilful or dexterous is the ability to do a job quickly and correctly. Jenkins [14] also writes the similar opinion: The most prominent characteristic of reading skill is the speed with which the text to be reproduced into spoken language. The characteristic in question is oral fluency, an oral text translation with speed and accuracy.

However, in a narrow sense, skills usually refer to certain activities. Skills are more than just understanding. Therefore, to be skilful it needs practical exercises that can provide stimulus on the brain, so that we become more accustomed to doing a certain type of tasks. Skills have the meaning of the ability to use the mind or reason, while the efficient and effective actions to achieve a certain result fall into creativity. Skills have several elements of ability, namely the ability to think (psychic) and the ability of action (physical) [15].

People have different ability and skills. In the context of the acquisition of language skills, especially reading skills, students can master a certain type of skills when they always practice his skills. Practicing these skills can be carried out from an early childhood. A lot of skills are generated, for example, storytelling skills, poetry reading skills, speech skills, etc.

Gillet et al [16] suggest that reading is one of the main abilities of all aspects of the language. The raw

materials in reading are sounds, words, sentences, and incentive communications are mostly the same as languages. Furthermore, Gillet et al [16] state that people who currently use all language terms recognize that reading is a language skill and should be taught, as it is very meaningful and related to all other aspects of language proficiency, including speaking, listening, writing, and thinking.

According to Hidayah [17] reading is essentially a complicated activity involving many things, not just pronunciation, but also involving visual, thinking, psycholinguistic, and metacognitive activities. Reading as a visual process, is the process of translating the written symbols (letters) into spoken words. Reading as a process of thinking, which includes word recognition activities, literal comprehension, interpretation, critical reading, and creative understanding. Jenkins [14] also wrote Logan's opinion that: reading is a complex performance requiring multiple coordination tasks simultaneously. To achieve simultaneous coordination among the tasks, the instantaneous execution of each component of the reading skill is required. With instantaneous execution, reading fluency is achieved so that performance is accelerated.

The above opinion is in accordance with Roe and Smith's statement [18] that: Reading is a very complex process. Complementing the opinion of Roe and Smith, Hodgson in Tarigan [19] states that reading is one of the processes undertaken and used by readers to obtain messages which would be conveyed by the author through the medium of words or written language. Hodgson statement is in accordance with Kucher's [20] statement that during the reading process, new information is found, the reader continues to evaluate the background knowledge that is used to support text comprehension. Readers, however, do not build their understanding only from what is already known. They also capitalize on the meanings and relationships that have been discovered through their engagement with the text. Simply by reading, the reader comes to see what was not previously seen.

The ability to read properly and correctly needs to be mastered by learners. According to Burn et al, written by Farida Rahim in her journal *Alfiahesty* [21], the first thing to do when a child learns to read is to focus, to stimulate reading hobby (according to his interests), and to foster reading motivation while reading. In addition, to be able to read well and correctly, it must be a lot of reading. A lot of reading will make people become good at reading. As Allington opinion that was written by Kaye [22] that people become good at reading by a lot of reading and they become better by doing more reading.

Reading is very important, because reading is a way to get information through written media.

Therefore, reading skills are very important to be mastered by learners. According to Bowman in Somadoyo [23] states that reading is an appropriate means to promote a life-long learning by teaching a child how to read, it means to give the child a future, that is to give a technique how to explore whatever "world" he chooses and provides an opportunity to gain his life purpose.

Santrok [24] argues that reading is the ability to understand written discourse. To construct meaning from text, according Torgesen [25], a child must have a thorough understanding of the language capability and the ability to recognize accurately and fluently each of the printed words.

Children can not be said to read if all they can do is to respond to a word card, as in an early child training program. Good readers have mastered the basic language rules of phonology, morphology, syntax, and semantics. Phonology is a sound system that is from a language, including the sounds used and how they can be combined. Morphology refers to the unit of meaning involved in the formation of letters, something that changes relatively simple words such as *heal* into *health*. Syntax involves combining words to form acceptable sentences. Semantics refers to the meaning of words and sentences. An important aspect of semantics is the vocabulary.

The above opinion on the same note with the statement Somadoyo [23] who states reading is an interactive activity to pick and understand the meaning contained in the writing materials. Reading skills have an important position because by reading a person can know a variety of information conveyed through writing media. Every language teacher should be aware of and understand thoroughly that reading is a complex, complicated skill that includes a range of smaller skills [19]. Broughton through Tarigan [19] states that reading skill includes three components, namely: (1) recognition of punctuation marks; (2) correlation of letters along with punctuation with formal linguistic elements; (3) further relationship of (1) and (2) with meaning.

Santrock [24] conveys Chall's views on the stages of reading. There are five stages in reading that is stage 0 (from birth to class 1). Stage 1 in first and second grade, many children start reading. They do so by voicing words (i.e., translating individual letters or groups of letters into sounds and combining the sounds into words). During this stage, they also finish learning about the name of the letter and the sound. Stage 2 in grades two and three, children are more eloquent in repeating individual words and other reading skills. Stage 3 in grades four through eight, children are becoming increasingly able to gain new information from writing. Stage 4 at the upper secondary school, many children become more competent in reading.

Reading as a skill must be mastered by the students. In this case, to improve students' reading skills, teachers should teach a variety of methods and strategies of good and proper reading.

### *B. Medium of Comic Learning*

Arsyad [8] states that the media is a tool for delivering messages of teaching. A similar opinion is also expressed by Sadiman [26] who mentions that the media can be used to distribute messages from the sender to the recipient. The use of media can stimulate the students' thoughts, feelings, attention, and passions and interests in such a way that the learning process takes place. Medium concepts are closely related to visual aids, teacher aids, *Audio Visual Aids* (AVA), or learning aids. AVA is a tool that teachers use when teaching, to support the subject matter to be more clear and prevent the occurrence of verbalism in students. Basically all of these terms can be categorized into the concept of media, because the concept of media is a further development of the concepts. Therefore, it can be explained that visual aids are tools used to demonstrate facts, concepts, physical, or specific procedures to be more real or concrete. Learning aids are used to facilitate the teacher's work during the process of learning. AVA emphasizes on audio and visual, while learning aids emphasizes on the learners. All of these terms can be summarized into a single term: learning media. Visual media, one of which is comic, can be used for learning tools indirectly [27]. Comics can also be used as a very practical media for learning [28]. Learning to read with the help of the use of visual media, suitable to use, can even be used to control other relevant factors such as intelligence [30]. Children who often read using visual media, have higher scores in terms of reading, the media have an indirect effect on reading skills [30]. The use of comics allows the opening of visual narration as a unique way to contextualize complex stories of teaching and learning [31]. Students' vocabulary can be improved after the application of reading teaching using Comic Strips [32]. Comic strips provide a quick and concise way to teach and apply reading skills for practice or remediation [33].

Gagne and Briggs [6] suggest that media refer to a component in the students' environment that can stimulate them to learn. Learning media include physical tools that are used to convey the content or material of the lesson, for example: books, *tape recorders*, tapes, and videos. It indicates that media are learning sources that contain instructional materials in a student environment and can attract students attention and stimulate them to learn. The learning media can enhance effectiveness and efficiency in achieving objectives of learning. It is expected that teachers can utilize various media effectively and efficiently in a classroom learning that can be developed. Most students believe that comics

can help to learn through simplifying a concept of science and making retention easier. In addition, comic strips seem to contribute to students' enjoyment of science and a perception of success in science. [34]. The most preferable materials among the pupils are books and terrifying stories, comics and cartoons, magazines on popular culture, and books and magazines on sport [35].

According to Gagne in Arsyad [6] learning media include physical tools used to convey the content of learning materials. The medium of learning as teachers' *teaching aids* in conveying the message so as to stimulate pupils to learn. The usual tools used in the form of visual aids, in the form of pictures, tapes, VCDs, cameras, *slide* films, computers, and tools that make a real contribution to facilitate teachers in delivering learning materials.

Learning contains an understanding as a series of events that affect learners to facilitate the learning [36]. According to Brown [37] learning is a change of attitude and is the result of repeated practice.

Learning in the view of Indaryati [38] is a combination composed of human elements, materials, facilities, equipment and procedures that influence each other to achieve the objectives of learning. Teachers should also be able to provide learning sources and media to learn, to design activities, to manage time allocation, to provide learning places, and to manage classroom management.

Although there is no one definition of learning by researchers and practitioners, but the general definition of learning is in line with cognitive focus. It also includes criteria that most education professionals perceive as the subject of learning. Schunk [39] defines learning as a change which persists in behavior, or in a capacity to behave in a certain way, resulting from practice or other forms of experience.

Furthermore, here are some notions of comic definition. The pictures within a comic are illustrated and are paired in a deliberate order, intended to convey information and / or to produce an aesthetic response. McCloud [40] states that if people fail to understand comics, it's because they know too little about the notion of comics. According to Sebastian Bartosch [41] that in comprehending comics, not only comic 'content' that is eventually dematerialized. Comics are actually easy to understand, because the language used in comics takes from our everyday language. As stated by Mario Saraceni [42] that comic language has many similarities with the language we use everyday.

Comic in Indonesian etymology derive from the word "*Komik*" which more or less semantically means "Funny", " Jokes" or the word *komikos* from *Komos* 'revel' Greek which appeared around the 16th century [43]. *Komik* comes from the French "*comique*" which refers to *funny* or *comical*. *Comique* itself

comes from the Greek *komikos*. At first, comics have characteristic humorous, funny, and entertaining. But in its development, the theme expands to other themes or genres so that adventurous, fantasy, action, horror and scientific fiction themes are emerged. Comics that is increasingly popular and attract the attention of many experts until it appears the tendency to approve comics as a medium of communication.

According to Buchori and Setyawati [44], the comic is a series of pictures that belong to a box that contains the whole set of stories. Mc Cloud [10] reveals that comics are a sequential art. The pictures will remain the individual pictures, but when the pictures are arranged in sequence, even if it just consists of two pictures, the pictures change their value to comic art. The storyline presented in the comic pictures will be clarified when pupils see the sequence of pictures contained in the picture. Thus, pupils can process the ideas based on the pictures that have been provided. In this case, pupils are required to be able to understand the material presented in the comics, to read well and correctly, and to reinforce the power of imagination so that they can write creatively.

### III. MATERIAL AND METHODOLOGY

#### A. Data

The techniques of data collection used were interview, observation, performance test or reading practice, evaluation test and questionnaire. The instruments of data collection are observation sheets, performance test questions, and reading score sheets.

#### B. Method

We use the process approach method to know students' attitudes while reading and the results are measured by the scores obtained during the evaluation and performance tests. Data collected in the study then analyzed by descriptive technique combined with quantitative analysis.

We undertake collaborative and participatory study methods. We do not work alone, but collaborate and participate with peers or colleagues who are interested in similar study issues. we work closely with peer teachers step by step. Starting from the orientation stage followed by planning, preparation, implementation of the first cycle, discussion, reflection, correction, or refinement of learning in the second cycle.

This action study as stated by Kemmis, Mc Taggart, and Nixon [45] consists of four stages, namely 1) plan, 2) action, 3) observation, and 4) reflection. The stages will terminate if the substantive action performed is already saturated and the condition is not possible. This action study uses a spiral model of Kemmis and Mc Taggart that was modified by Burn. Here is a spiral model from Kemmis, Mc. Taggart and Nixon [45].

The study was conducted in three months, from May to July 2017, covering all study activities from problem discovery to reporting. The series of preparations includes the preparation of proposals followed by development of study instruments conducted from March to April 2017.

The study was conducted in May and June 2017. It was carried out in the 2nd grade, Muhammadiyah Sagan Yogyakarta, to know reading skills the study is conducted during Indonesian lesson. The research participants consists of 30 students, 17 boys and 13 girls with their average age is 7-8 years.

The students mostly have a fairly good level of intellectual intelligence. The students have an ability of reading skills but most have not been able to use appropriate pronunciation and intonation

This study was carried out using the action research design developed by Kemmis, Mc Taggart and Nixon [45]. The model proposed by Kemmis, Mc Taggart, and Nixon consists of four stages: planning, action, observation and reflection. The four components of the strand are viewed as one cycle. Understanding the cycle in this case is a cycle of activities consisting of planning, action, observation, and reflection. The explanation of the action cycle through the spiral cycle images of Kemmis, Mc Taggart, and Nixon [45] as follows:

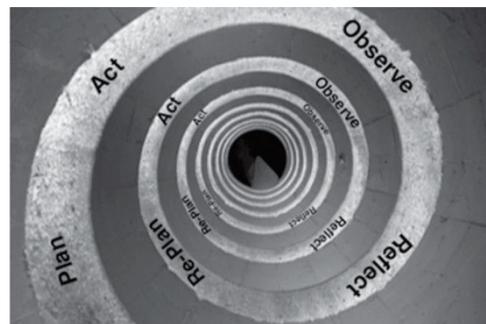


Fig. 1. Spiral model cycle of Kemmis, Mc Taggart & Nixon [45]

#### 1) Planning Stage

The classroom action planning stage is carried out as follows:

- Conducting curriculum analysis to determine the indicators to be used as a benchmark of Indonesian language learning
- Preparing instructional materials in the form of medium of comic learning containing short text reading materials (15-20 syllables).
- Developing a lesson plan
- Preparing students' worksheets for short text reading materials.
- Making test questions for short text reading materials (15-20 syllables)
- Guidelines for student activity observation for short text reading materials, Indonesian lessons.

- Providing explanations, socialization and training to teachers of collaborators

2) *Stage of Action Implementation*

- Initial activity
  - Students pay attention when teacher giving overview of the materials
  - Students pay attention to teachers conveying basic competencies and learning objectives
  - Students pay attention to teacher's explanation regarding purposes of learning
- Core activities
  - Students listen to teachers delivering materials in the form of short texts
  - Students receive the texts in forms of comic.
  - Students read and observe various materials.
  - Students discuss the materials of learning.
  - Students identify, summarize and describe the of learning materials (*summarizing*).
  - Each student presents or reads the materials of reading in front of the classroom.
  - Students provide clarification regarding questions, assisted by the teacher (*clarifying*).
  - Students make various predictions relating to materials of learning with practice questions (*predicting*)
- End activities
  - Students pay attention to teachers giving reinforcement, praying, and closing greetings.

3) *Observation Stage*

Observations weres made during the process of teaching and learning process in which the observer filled out the observation sheet of students' learning activities. In addition, each end of the action cycles the pupils also filled in questionnaires about their activities during the lesson. To know the score of reading skill,a series of written test was performed at the end of the action. The observations were documented using cameras and videos to find out the results of the action cycle.

4) *Reflection Stage*

- We analyzed the results of the implementation and observation to make a tentative conclusion to the implementation of teaching cycle I.

- We and the collaborative teachers discussed the results of the analysis of the study action implementation of cycle I.

We conducted the results of the discussion, analyzed the implementation of the results of pre-action and the results of the first cycle action to take corrective action on the implementation of study activities of cycle II.

C. *Table and Figure*

To see the improvement and the acquisition of the average value of students' ability in reading skills, the data are shown in table, picture, and calculated by the following formula:

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

Information:  
 P: Percentage  
 F: Scores obtained  
 N: Total score max

The results of calculations have been obtained, then analyzed, and interpreted into four levels. The reading skill scale uses a score of 1 to 4. Therefore, the value interval is determined in the following way:

Percentage of maximum score = (4: 4) x 100% = 100  
 Percentage of minimum score = (1: 4) x 100% = 62.5  
 Range of score percentage = 100 - 62.5 = 37.5

Based on the above calculations, the assessment criteria for an improved level of reading skill are as follows:

TABLE I. RATING CRITERIA FOR LEVELS OF READING SKILLS

Value Interval	Criterion
87.6 - 100	Very Good
75.5 - 87.5	Good
62.6 - 75	Enough
50 - 62.5	Less

The success criterion of this action was seen from the success of the process. The indicators of the process success are seen from several things, namely 1) the process of learning which is carried out interestingly and comfortably, 2) the students participate actively during the process of teaching and learning, and 3) the students understand about the learning materials. The successful indicators to measure learning process are seen from the improvement process of students' reading skill results, before and after the action. The indicator in this classroom action research is that students are able to read well and correctly, with an average score of at least 75 or 75% of the number of students who join the teaching and learning process.

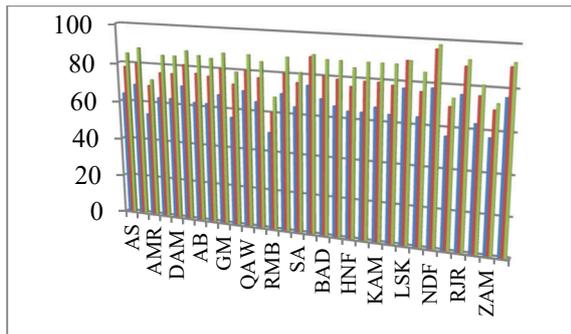


Fig. 2. Graph of Improvements of Reading Skill Results of Pre-action, Cycle I, and Cycle II.

#### IV. RESULT AND DISCUSSION

##### A. Result

##### The Reading Skills from Pre-action, Cycle I to Cycle II

The Students' Reading Skill Results are measured using a reading skill questionnaire. The questionnaire of students' reading skills is designed in four levels, which denotes 4 as the highest and 1 as the lowest. The questionnaire contains six indicators of short text reading skills.

TABLE II. RESULTS OF PRE-ACTION OBSERVATION

Score	Amount of Value	Criteria	Freq.	Total respondent	Percentage
10	87.6 - 100	Very Good	0	30	0%
8	75.5 - 87.5	Good	4	30	13%
7	62.6 - 75	Enough	18	30	60%
5	50 - 62.5	Less	8	30	27%

TABLE III. RESULTS OF CYCLE I OBSERVATION

Score	Amount of Value	Criteria	Freq.	Total respondent	Percentage
10	87.6 - 100	Very Good	4	30	13%
8	75.5 - 87.5	Good	18	30	60%
7	62.6 - 75	Enough	6	30	20%
5	50 - 62.5	Less	2	30	7%

TABLE IV. RESULTS OF CYCLE II OBSERVATION

Score	Amount of Value	Criteria	Freq.	Total respondent	Percentage
10	87.6 - 100	Very Good	10	30	33%
8	75.5 - 87.5	Good	16	30	53%
7	62.6 - 75	Enough	4	30	13%
5	50 - 62.5	Less	0	30	0%

Based on the data analysis of observation results, it can be reflected that the pre-action did not reached yet the expected results. The expected results comprise 60% of the research participants rated Good, 13% participants rated Very Good, which make into 73% in total have been achieved in cycle I. In cycle II, they improved, and achieved the expected results. 53% of the research participants rated Good, 33% rated Very Good, which make into 86% in total and already exceeded the determined MMC. The success and lack of learning in cycle I serve as a basis for improving cooperation and learning outcomes in cycle II. Some improvement plans in cycle II include improvements in stages of learning with the comic, performance during the learning should be improved, and teachers should approach the low achieving students personally.

##### B. Discussion

We conclude that comic as a learning media can improve students' reading skills. This is based on observational data of all indicators of short text reading in the cycle I of students' reading skill level, with their average score as much as 73%. The level of students' reading skill improved in cycle II, into 86%.

Based on the analysis of the observation results, it can be reflected that cycle II has achieved the expected results with better results compared with the results in cycle I. The results of the written test in the cycle II demonstrated that more than 75% of the students have reached MMC.

The results of written tests in cycle I were affected by the use of comics in Indonesian language lesson with the average score of 78.5. It has met the MMC and only a few students cannot meet the MMC yet. In the cycle II, the percentage improved with the average value of 85.0 and it has met the MMC.

#### V. CONCLUSION

In this study, we show that comic as learning media can improve students' reading skills. The implications of this study are practical implications, which can be beneficial for the students and teachers. These implications vary on planning, implementation and evaluation of the use of comic, especially in terms of management of the classroom. Classroom management emphasizes the interaction among students and between students and teachers. Teaching and learning process using comic has implications on their behaviour and attitude. This implication is manifested from the attitude change, especially in the aspects of the ability to read short texts from the pre-action, cycle I to cycle II which were significantly improved. It also contributes to achievement of minimal mastery criteria (MMC). This is manifested from changes in students' attitudes in a more structured and focused pattern of learning using comic in their learning.

Teachers are advised to use comics in teaching reading., considering that this medium can improve students' reading skills.

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