

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Research Findings

In this chapter, the focus is on presenting the findings and discussing the research. This phase can be carried out once the analysis has been completed. In this subchapter, the researcher will discuss the relevant academic articles that contain practical steps for implementing digital comics to enhance students' reading comprehension. Based on (Krippendorff, 2018), content analysis can be utilized to identify and evaluate practical steps found in various sources. This method enables researchers to analyze texts and identify patterns or themes that emerge in relation to practical steps.

One of the five articles that can be examined in delving the practical steps to implement digital comics to enhance students' reading comprehension is:

**1. Rizki Amalia Asmara. (2021). The Implementation of Extensive Reading Using Line Webtoon To Enhance Students' Reading Comprehension in Narrative Story. Retain. Page 75-82**

In this first research the observation activity aims to observe the implementation of extensive reading using LINE Webtoon to enhance reading comprehension in a narrative story, and the practical steps in implementing digital comics to enhance students' reading comprehension are as follows:

- a. Pre-Reading Activity: on page 78 researcher highlighted that *“learning material about Narrative Text. The students were asked to read the module first.”* This is the initial step taken by the researcher in addition to opening the class. The researcher begins by assigning reading tasks on narrative texts to help students recall the previous material.
- b. Collaborative discussion: Foster collaborative discussions among students to encourage deeper understanding and critical thinking. Create opportunities for students to share their interpretations, discuss different perspectives, and ask questions about the digital comic. It is stated on page 78 that is *“After they have read the module, the teacher gave some opportunities to have a discussion online.”*
- c. Integrate to use digital comic in learning process: By integrating digital comics into the lessons, teachers create a dynamic and immersive learning environment that motivates students to actively engage with the reading material, ultimately enhancing their reading comprehension abilities. The statement is on page 78 *“The teacher shared a link to access the LINE Webtoon with the title “7 Wonders” that talks about “Jaka Tarub and Nawang Wulan” story. The teacher asked them to read some episodes of the Webtoon.”*
- d. Assess learning outcomes: Assessing the learning outcomes resulting from the use of digital comics is essential to evaluate the effectiveness of this learning medium. Teachers should design diverse assessment methods that enable

them to gauge students' reading comprehension. This first researcher conducting it with kahoot web, as they said *“For the following activity, the teacher gave a quiz through Kahoot!”*

- e. Critical Thinking Activities: Encourage students to develop critical thinking skills by analyzing the story, evaluating character decisions, or predicting further story developments. This is provided in page 104 *“In the last activity, they reviewed what they have learned today about Narrative Text. The teacher asked them to analyze each character involved, the messages that students could retrieve from the story, and the differences between the story in LINE Webtoon with the Jaka Tarub text.”*
- f. Reflection for improve: based on the research that *“Then, the teacher gave the reflection of the material to the students related to the generic structures of the text, the language features of narrative text and asked them to read more related to narrative text.”*

**2. Atika Diyah Saputri. (2021). "Digital Comics as A Media in EFL Reading Classrooms." Al- Ishlah. Page 1097-1102.**

Based on that article, it seems that it discusses the use of digital comics as a learning medium in L2 reading classrooms. While the practical steps are not explicitly mentioned, we can infer some potential steps based on the findings and discussions in the article. Here are some practical steps that could be taken:

- a. Introducing digital comics to students: It is crucial, as indicated by the research findings on page 1099, where *“79.2% of students do not know yet and*

*understand the existence of digital comics as learning media*". Students need to be informed about the interactive nature of digital comics, by providing comprehensive additional explanations, students will gain a better understanding of digital comics as a learning medium.

- b. Select appropriate digital comics: based on page 1101 "*Teachers must understand the selection of media and learning resources as a reference in the learning process*" researcher analyze it mean the comics should provide relevant and meaningful reading materials that can facilitate students' comprehension and language development. Additionally, teachers should assess the suitability of the language level and complexity of the digital comics to ensure they are appropriate for the students' proficiency level.
- c. Integrate digital comics in lessons: By integrating digital comics into the lessons, teachers create a dynamic and immersive learning environment that motivates students to actively engage with the reading material, ultimately enhancing their reading comprehension abilities. This can be in this list of practical steps by the 1099-page statement that is "*Teachers are expected to be able to integrate the use of digital media in online learning*".
- d. Provide guidance and support: on a page 1102 in researcher finding highlighted that "*18.6% of students think that digital comics are interactive. It can be explained that this digital comics media requires a player's role in operating it so that the player can choose the desired learning theme.*" Teachers play a crucial role in providing comprehensive guidance and support to students in

effectively accessing and navigating digital comics. It is essential for teachers to offer clear instructions on how to utilize the interactive features of digital comics, such as zooming in on specific panels, clicking on interactive elements for additional information, or accessing supplementary materials. By assisting students in developing the necessary skills to engage with digital comics, teachers empower them to fully benefit from this learning medium.

**3. Esti Ristia Widiyarti. (2021). “I Don’t Understand English Reading”: Utilizing Webtoon as Edutainment Medium to Foster Students’ Reading Comprehension. Silampari Bisa. Page 133-142.**

Based on the findings of data analysis, the conclusion of this research supports the acceptance of the hypothesis, which suggests a significant positive effect of using webtoons (digital comics) in teaching reading to first-grade students in a vocational state school in Majalengka. The successful implementation of webtoons as a teaching tool is evident from the observed outcomes and student performance. The utilization of webtoons has proven to be an effective strategy in enhancing reading skills and comprehension among students. This research validates the potential of digital comics, specifically webtoons, as an engaging and interactive medium for teaching and learning.

- a. Introduce digital comic as a reading tool: on page 140 stated that “*Based on researcher experience on teaching in experimental class, student worked in group to discuss what they did not understand*” (about webtoon). Therefore,

based on this understanding, teachers will initially introduce what webtoons (digital comics) are.

- b. Provide guidance and instructions: on page 140 *“The student who had not webtoon installed in their phone (are instructed) used search engine in google chrome to search the webtoon and read the webtoon from webtoon site.”* by this, it is expected teacher can guide students on how to navigate and interact with the digital comic platform or application. Teach them how to zoom in on panels, click on interactive elements, and access additional information or translations if available. Ensure that students understand how to use the digital comic effectively for reading and comprehension purposes
- c. Pre-Reading Activities: before using digital comic, we can see on page 104 that is *“when the researcher taught reading in control class using narrative text only, the students seem bored”* by this we can concluded this researcher also doing Pre-Reading activities that is reading narrative text only.
- d. Integrate digital comic in learning process by reading it through webtoon application. *“They assumed that reading webtoon in English is hard but they can help by the pictures to understand the plot and unfamiliar words.”* It can be inferred from the above statement that the researcher also integrated digital comics in their classroom.
- e. Use digital comic as motivational tool: by *“The researched noted that utilized webtoon as edutainment medium that provided the fun learning in teaching can foster students reading comprehension and motivation. It can be seen from*

*the students 'eagerness when taught by different medium"* it is found on page 140. That is, it means that Webtoon can be an effective motivational tool for students to enhance their reading skill. Teachers can combine the use of Webtoon with specific teaching methods that can boost students' motivation.

- f. Post-reading activities: After students have completed reading the digital comic, engage them in post-reading activities to consolidate their comprehension. By statement on page 104 *"In brief, from the description above mean score of post-tests in using webtoon as edutainment medium"* It means that the researcher also conducted a post-test activity related to reading comprehension. Furthermore, the results of this post-test served as the primary data for the research findings.
- g. Reflect and improve: on page 105 researcher concluded that *"English teacher supposed to be more creative in teaching students in order to increase teaching learning process and makes students active in learning, and webtoon is useful in order to make students become active and increase students' reading ability score."* This means to ensure continuous improvement; it is imperative for teachers to engage in reflection and feedback processes

**4. Fauzatul Ma'rufah Rohmanurmeta. (2020). Developing Digital Comics as Character Learning Media for Elementary School Students. Jurnal Ilmu. Page 47-53.**

- a. Pre-reading activity: The activity conducted prior to the main lesson is to ask students to observe pictures depicting examples of the natural environment. This is done to ensure that students are not rigid before entering the main

lesson, thus a pre-reading activity is carried out as a warm-up. It is stated on page 50, that is *“Students observed pictures showing examples of conditions in the surrounding natural environment”*.

- b. Integrated digital comic in learning process: Here we have reached the main learning process of reading digital comics, which is described by the following sentence *“students read digital comics, and the teacher appointed one student to read the reading and asks other students to listen”*
- c. Critical thinking activities: *“Mind maps were made based on information contained in digital comics”* that is encourage students to develop critical thinking skills by analyzing the story based on digital comic.
- d. Collaborative Discussion: which it is create opportunities for students to share their interpretations, discuss different perspectives, and ask questions about the digital comic. It is stated like *“Students were asked to discuss to know the rights, obligations, and human responsibilities to the envi-ronment.”*
- e. Last is Reflection to Improvement it is imperative for teachers to engage in reflection and feedback processes. By seeking student feedback, and adjustment for learning process with digital comic. By the word; *“Teacher and students summarized learning out-comes for a day. Teacher and students asked ques- tions about the material that has been learned (to find out the results of the achievement of the material). The teacher gave the opportunity for students to ex- press their opinions about the learning that has been followed.”*



**5. Sovia Ningsih. (2021). The Line Webtoon of Comic Application in Reading Skill at SMA YKHS Sepulu. STKIP PGRI Bangkalan.**

- a. Introducing Digital Comic: *“Before starting the lesson the teacher explained about the learning media that day.”* The use of the webtoon comic application is aimed at enhancing students' reading skills. In this statement, the teacher will educate students about learning to read using digital comics.
- b. Provide Guidance and Instruction: *“The teacher explained about the webtoon application about how to use it and asked all students to download the application on the play store before continuing learning activities”* Here, the researcher clearly provides guidance and instructs students on how to properly use the webtoon application, including the process of downloading it.
- c. Integrating Digital Comic in Learning Process by the sentence in the research is *“the teacher asks all students to look for a story in the webtoon entitled “Save Me”*. In this study, it is explicitly stated that the learning using digital comics was conducted through reading on a digital comic application, that is webtoon.
- d. Assess learning outcomes: *“In the second week meeting, the teacher continued about the previous webtoon material. The teacher asks all students to make voice notes about the sentence sent by the teacher to the class group”* by that assessing the learning outcomes resulting from the use of digital comics is essential to evaluate the effectiveness of this learning medium.

By all these practical steps above, teacher can effectively implement digital comics as an engaging and interactive tool to enhance students' reading comprehension skills.

## B. Discussion

This section presents a thorough examination of the research findings, specifically focusing on the practical steps outlined by the researcher. The analysis of the practical steps from the five articles is presented in a table format to facilitate discussion and enhance comprehension.

No	Author	Title	Year	Practical Steps
1	Rizki Amalia Asmara	The Implementation of Extensive Reading Using Line Webtoon To Enhance Students' Reading Comprehension in Narrative Story	2021	<ol style="list-style-type: none"> <li>1. Pre-Reading Activity learning about Narrative Text</li> <li>2. Collaborative Discussion related to Narrative Text</li> <li>3. Integrate Digital Comic in Learning Process</li> <li>4. Assesing students' learning outcomes in</li> </ol>

				<p>reading comprehension</p> <ol style="list-style-type: none"> <li>5. Critical Thinking Activities</li> <li>6. Reflecting at the end about the material</li> </ol>
2	Atika Diah Saputri.	Digital Comics as A Media in EFL Reading Classrooms	2021	<ol style="list-style-type: none"> <li>1. Introducing digital comics to students</li> <li>2. Select appropriate digital comics</li> <li>3. Integrate digital comics in lessons</li> <li>4. Provide Guidance and Support</li> </ol>
3	Esti Ristia Widiyarti.	<p>“I Don’t Understand English Reading”: Utilizing Webtoon as Edutainment Medium to Foster Students’  Reading Comprehension</p>	2021	<ol style="list-style-type: none"> <li>1. Introducing digital comics to students</li> <li>2. Provide guidance and instructions</li> <li>3. Pre-Reading Activities</li> <li>4. Integrate Digital Comic in Learning Process</li> <li>5. Use digital comic as motivational tool</li> </ol>

				<ol style="list-style-type: none"> <li>6. Post-Reading Activites</li> <li>7. Reflect to Improve</li> </ol>
4	Fauzatul Ma'rufah Rohmanurmeta	Developing Digital Comics as Character Learning Media for Elementary School Students	2021	<ol style="list-style-type: none"> <li>1. Pre-reading activities</li> <li>2. Guided reading (During the reading process with digital comic)</li> <li>3. Foster collaborative discussions among students</li> <li>4. Critical Thinking Activity</li> <li>5. Assess students' reading comprehension</li> <li>6. Reflect and adjust</li> </ol>
5	Sovia Ningsih	The Line Webtoon of Comic Application in Reading Skill at SMA YKHS Sepulu	2021	<ol style="list-style-type: none"> <li>1. Introducing Digital Comic to The Students</li> <li>2. Provide Guidance and Instruction</li> </ol>

				<p>3. Integrate Digital Comic in Learning Process</p> <p>4. Assesing Learning Outcomes</p>
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The implementation of digital comics to enhance students' reading comprehension involves a systematic approach, as observed in the research conducted by Atikah Dayah Saputri. Firstly, it is crucial to select appropriate digital comics prior to classroom instruction. Educators are advised to carefully choose content that is suitable for students, considering age-appropriate materials. Subsequently, the initial step in the classroom is to introduce digital comics to students, aiming to stimulate their curiosity and generate a high level of interest, knowing that digital comics will be utilized for learning purposes. This can be followed by engaging in Pre-Reading Activities to ensure students understand that the focus of the instruction is on reading comprehension. Once the pre-activities are completed, the learning process using digital comics can commence. During this phase, teachers play an important role in providing guidance and support to students, assisting them in navigating the digital comic platform effectively. Upon completion of the reading activities using digital comics, it is essential, as emphasized by Rizki Amalia Asmara's research, to incorporate Critical Thinking Activities, where students are prompted to analyze characters and extract messages from the stories. Collaborative discussions related to

the digital comic can also be conducted, fostering interaction between students and teachers. Subsequently, assessing students' learning outcomes in reading comprehension can be undertaken, incorporating methods outlined in Esti Ristia Widiyarti's research, including post-reading tests as a means of evaluating the effectiveness of the digital comic implementation. Moreover, teachers are encouraged to utilize digital comics as a motivational tool, inspiring students to further develop their reading comprehension skills. Finally, reflecting on the material learned, specifically in relation to reading comprehension, can be employed to reinforce understanding and promote self-reflection among students.

Regarding the practical steps implemented in the five studies, a total of 11 practical steps were identified for implement digital comics in enhancing students' reading comprehension. There are include the teacher must selecting appropriate digital comics then introducing digital comics to students in the claas and also providing and give guidance and support to students, recomendly do the pre-reading activity, and of course integrating digital comics in the learning process, at the end teacher can provide critical thinking activities then doing collaborative discussions related to digital comics and assessing students' learning outcomes in reading comprehension, teacher also doing post-reading activities and using digital comics as a motivational tool and reflecting at the end about the material. However, among these practical steps, only those that were more commonly utilized across multiple studies were selected. (Abdhul, 2023) emphasized to conclude research results is by summarizing various relevant research results based on the most frequently obtained results. So in this case,

a theoretical framework or literature review can be used as a researcher's framework to complete the research. The chosen practical steps are as follows:

1. Introducing digital comics to students (by researcher 1, 3, 4)
2. Providing Guidance and Support (by researcher 2, 3, 4, 5)
3. Pre-Reading Activity (by researcher 1, 3, 4)
4. Integrating Digital Comics in the Learning Process (1, 2, 3, 4, 5)
5. Collaborative Discussions related to Digital Comics (1, 4)
6. Assessing students' learning outcomes in reading comprehension (1, 5)
7. Reflecting at the end about the material (1, 3)

Note:

Researcher 1 is Rizki Amalia Asmara

Researcher 2 is Atika Diah Saputri.

Researcher 3 is Esti Ristia Widiyarti

Researcher 4 is Fauzatul Ma'rufah Rohmanurmeta

Researcher 5 is Sovia Ningsih