

## OPTIMIZING STUDENT'S READING SKILL: AN EXPERIMENTAL STUDY ON THE INFLUENCE OF COMIC MEDIA ON ARABIC LANGUAGE LEARNING

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### Abstract

The low interest in learning and insufficient reading skills among students pose challenges in Arabic language education at Al-Falah Islamic Junior High School in Padang city. There is a need for engaging and innovative teaching media to address this issue. This research aims to determine the effectiveness of using comic media as a learning tool to enhance students' reading skills in the Arabic language subject. The study employs an experimental research design involving 66 students, with 33 students in the control group and 33 students in the experimental group. The research findings indicate that there is a significant variation in students' learning outcomes before and after using comic media in reading skill learning related to the material of *at-ta'aruf*. According to the findings, the average pretest scores for the experimental group and the control group were 63.12 and 63.15, respectively. Meanwhile, the average posttest scores for the experimental group and the control group were 79.6 and 69, respectively. The independent sample t-test for the difference in means yielded a significance value of 0.000. The decision-making criteria analysis of the independent sample t-test revealed a significant result, with a significance value (Sig) of  $0.000 < 0.05$ . This indicates sufficient evidence to support the alternative hypothesis ( $H_a$ ). These findings verify that the media has a substantial impact on improving students' reading skills in the context of the *at-ta'aruf* material.

*Keywords: Comic media; Reading skill; Arabic learning*

### Abstrak

Rendahnya minat belajar dan kemampuan siswa dalam keterampilan membaca yang kurang memadai merupakan problema yang terjadi dalam pembelajaran bahasa Arab di Madrasah Tsanawiyah Al-Falah kota Padang. Dibutuhkan media pembelajaran yang menarik dan baru bagi para siswa untuk mengatasi masalah ini. Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan media pembelajaran komik untuk meningkatkan kemampuan siswa dalam kemahiran membaca mata pelajaran bahasa Arab. Penelitian ini menggunakan desain penelitian eksperimen dengan melibatkan 66 siswa dimana 33 siswa sebagai kelompok kontrol dan 33 siswa sebagai kelompok eksperimen. Hasil penelitian menunjukkan bahwa terdapat variasi yang signifikan pada hasil belajar siswa sebelum dan sesudah menggunakan media komik dalam pembelajaran keterampilan membaca terkait materi *at-ta'aruf*. Berdasarkan temuan, rata-rata skor pretest kelompok eksperimen 63,12 dan kontrol 63,15, sedangkan rata-rata skor posttest pada kelompok eksperimen sebesar 79,6 dan kontrol 69. Uji perbandingan rata-rata tidak berpasangan (independent sample t-test) menunjukkan nilai signifikansi sebesar 0,000. Analisis kriteria pengambilan keputusan uji independent sample t-test yang relevan menunjukkan hasil yang signifikan, dengan nilai signifikansi (Sig) sebesar  $0,000 < 0,05$ . Hal ini menunjukkan terdapat bukti yang cukup untuk mendukung hipotesis alternatif ( $H_a$ ). Temuan ini memverifikasi bahwa media tersebut memiliki dampak yang cukup besar dalam meningkatkan keterampilan membaca siswa dalam konteks materi *at-ta'aruf*.

*Kata Kunci: Media komik; Keterampilan membaca; Pembelajaran bahasa Arab*

## INTRODUCTION

The skill of reading, known in Arabic as "maharah qiraah," constitutes one of the four primary language skills, alongside listening, speaking, and writing.<sup>1</sup> Reading skill extends beyond the mere pronunciation of letters or words, demanding concerted efforts to comprehend information embedded within a textual passage.<sup>2</sup> Communicating messages, whether orally or in writing, involves significant distinctions. Consequently, a profound understanding of reading skills is imperative to attain proficiency when acquiring a new language.<sup>3</sup> The learning process of "maharah qira'ah" encompasses the development of fluency in reading, comprehension of diverse text types, and the acquisition of analytical and interpretative skills applicable to various genres, such as literary, scientific, religious, and others.<sup>4</sup> This learning experience is enriched by diverse cultural contexts and textual content, providing readers with a deeper understanding of the Arabic language and the cultural values reflected in these texts.<sup>5</sup>

The utilization of instructional media can stimulate students' interest and motivation, render learning more interactive, and present information in a more engaging manner.<sup>6</sup> By harnessing instructional media, educators can provide varied resources, including digital, audio, or visual texts, thereby enriching students' reading experiences.<sup>7</sup> A fundamental teaching skill mastered by an educator is the skill of explanation.<sup>8</sup> One supportive element of this skill is the incorporation of media in the learning process. Furthermore, the use of instructional media can enhance students' abilities in comprehending texts, developing analytical skills, and exploring various text genres in accordance with their contexts.<sup>9</sup> Consequently, the integration of instructional

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<sup>1</sup> جلول، البشير، "المهارات اللغوية وطرق تنميتها"، ٢٠٢٢ and تهاني، علي راضي <http://localhost:8080/xmlui/handle/123456789/14228>.

<sup>2</sup> Penny Respati Yurisa, "مهارة القراءة وتعليمها ومؤشراتها," *International Journal of Arabic Language Teaching* 1, no. 01 (2019): 42–52, <https://doi.org/10.32332/ijalt.v1i01.1596>; Muhammad Jundi and Nabila Nabila, "Transformational-Generative Theory Perspective in Teaching The Four Language Skills of Arabic," *Al-Fusha: Arabic Language Education Journal* 5, no. 2 (June 30, 2023): 72–81, <https://doi.org/10.36835/alfusha.v5i2.1193>.

<sup>3</sup> Muhammad Jundi and Yuslin Kasan, "Gaya Dan Makna Bahasa Tulisan: Kajian Deskriptif Chat Mahasiswa Kepada Dosen," *Mardibasa: Jurnal Pembelajaran Bahasa Dan Sastra Indonesia* 1, no. 2 (September 2021), <https://doi.org/10.21274/jpbsi.2021.1.2.290-315>.

<sup>4</sup> Aqif Khilmia, "تعليم مهارة القراءة للناطقين بغيرها," *Arabia* 11, no. 2 (October 18, 2019): 29–42, <https://doi.org/10.21043/arabia.v11i2.5520>.

<sup>5</sup> Renni Hasibuan, Laily Fitriani, and Abdul Aziz, "Application of Jigsaw Strategy with Crossword Puzzle Media in Reading Skill Learning," *Al-Uslub: Journal of Arabic Linguistic and Literature* 7, no. 02 (July 8, 2023): 207–18, <https://doi.org/10.30631/al-uslub.v7i02.152>; Muhammad Jundi, Renni Hasibuan, and Suleman D. Kadir, "Probing the Fusion of Arabic and Gorontalo Dialect in the Daily Linguistic Landscape of Students at Al-Falah Islamic Boarding School," *Kitabina: Jurnal Bahasa & Sastra Arab* 4, no. 02 (December 8, 2023): 34–46, <https://doi.org/10.2345/kitabina.v4i02.20255>; Muhammad Jundi and Muhammad Dalle, "Bahasa Daerah Dan Bahasa Indonesia; Nasionalisme Atau Fanatisme," *Jurnal Ilmu Sosial Dan Ilmu Politik Malikussaleh (JSPM)* 3, no. 1 (May 29, 2022): 106, <https://doi.org/10.29103/jspm.v3i1.5987>.

<sup>6</sup> Renni Hasibuan and Laily Fitriani, "Innovative Approach to Reading Skill Development: Jigsaw Strategy and Crossword Puzzle Media," *Journal of Arabic Language Learning and Teaching (JALLT)* 1, no. 2 (December 12, 2023), <https://doi.org/10.23971/jallt.v1i2.98>.

<sup>7</sup> Erfan Karyadiputra et al., "Diversifikasi Media Pembelajaran Inovatif Untuk Meningkatkan Kompetensi Literasi Numerasi Pada Sdn Tabing Rimbah 1," *Community Development Journal: Jurnal Pengabdian Masyarakat* 4, no. 3 (August 30, 2023): 6709–15, <https://doi.org/10.31004/cdj.v4i3.18132>.

<sup>8</sup> Muhammad Jundi and Zohra Yasin, "Penilaian Sejawat Dalam Pembelajaran Keterampilan Dasar Mengajar Bagi Mahasiswa Pendidikan Bahasa Arab Pada Mata Kuliah Pembelajaran Mikro," *Maharaat: Jurnal Pendidikan Bahasa Arab* 2, no. 2 (September 28, 2020): 51–70, <https://doi.org/10.18196/mht.2217>.

<sup>9</sup> Muhammad Jundi, "تصميم برنامج أندرويد لتعزيز إتقان المفردات لدى طلاب المدرسة العالية," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 4, no. 2 (July 31, 2023): 140–58, <https://doi.org/10.35316/lahjah.v4i2.140-158>; Anwar Habibi Siregar, Renni Hasibuan, and Muhammad Jundi, "Exploring the Characteristics of Arabic Learning

media becomes imperative to achieve the holistic objectives of reading skills instruction.<sup>1</sup>

A number of students still face challenges in comprehending Arabic language lessons, partly attributed to their lack of interest in the subject.<sup>1</sup> This lack of interest has repercussions on their reading skills, where some students encounter difficulties in reading Arabic words or sentences.<sup>1</sup> It is crucial to motivate students by providing both instrumental and integrative motivational support.<sup>1</sup> Motivation can also be manifested through the implementation of reward and punishment methods.<sup>1</sup> The notion that learning Arabic is a challenging endeavor should be avoided, as the ultimate goal is to enable students to communicate fluently in Arabic with others and develop an Arabic environment.<sup>1</sup> By motivating students and altering their perceptions of learning Arabic, it is anticipated that their reading skills and interest in this subject can be enhanced.

The primary steps to address these challenges involve creating methods that foster students' interest and enthusiasm in learning the Arabic language.<sup>1</sup> When a strong interest is cultivated, students will find it easier to comprehend the material automatically.<sup>1</sup> This approach necessitates engaging and relevant learning experiences tailored to students' daily lives. Captivating approaches, such as utilizing interactive learning media, educational games, or compelling stories in Arabic, can be employed to make the learning process more enjoyable and pertinent for students.<sup>1</sup>

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Content on Tiktok and Instagram: A Qualitative Analysis,” *International Conference On Educational Theories, Practices, And Research* 1, no. 01 (October 18, 2023): 11–27; Ida Latifatul Umroh and Sampiril Taurus Tamaji, “Permainan Teka-Teki Silang Dalam Pembelajaran Membaca Dan Menulis Bahasa Arab,” *Al-Fakkar: Jurnal Ilmiah Pendidikan Bahasa Arab* 3, no. 2 (2022).

<sup>1</sup> Hasibuan, Fitriani, and Aziz, “Application of Jigsaw Strategy with Crossword Puzzle Media in Reading Skill Learning.”

<sup>1</sup> Hidayat Agusvian, Asep Sopian, and Nunung Nursyamsiah, “Development of Comic in Qiroah Learning Introduction Material for VII Grade at Mts Muallimin NW Pancor / Pengembangan Media Komik Pada Pembelajaran Qiroah Materi Perkenalan Kelas VII Mts Muallimin NW Pancor,” *Al Mahara: Jurnal Pendidikan Bahasa Arab* 7, no. 1 (June 30, 2021): 45–63, <https://doi.org/10.14421/almahara.2021.071-03>.

<sup>1</sup> Devi Afriyuni Yonanda, Yuyu Yuliati, and Dudu Suhandi Saputra, “Development of Problem-Based Comic Book as Learning Media for Improving Primary School Students’ Critical Thinking Ability,” *Elementary School Forum (Mimbar Sekolah Dasar)* 6, no. 3 (December 2019): 341–48.

<sup>1</sup> Andrew D. Cohen Henry Alastair, “Focus on the Language Learner: Styles, Strategies and Motivation 1,” in *An Introduction to Applied Linguistics*, 3rd ed. (Routledge, 2019).

<sup>1</sup> Renni Hasibuan and Muhammad Jundi, “إدارة البيئة العربية: تحليل تنفيذ الترغيب والترهيب في معهد دار العلوم الإسلامية,” *Islamic Manuscript of Linguistics and Humanity* 5, no. 2 (December 13, 2023): 76–95.

<sup>1</sup> Muhammad Dalle and Muhammad Jundi, “البيئة العربية في المدرسة العالية ثنائية اللغة باتو,” *Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 3, no. 2 (October 29, 2021): 57–68, <https://doi.org/10.47435/naskhi.v3i2.662>; Renni Hasibuan and Muhammad Jundi, “استراتيجيات إدارية مبتكرة لتحقيق نجاح برنامج تعلم اللغة العربية في مدرسة دار العلوم الإسلامية في سيياهو,” *Kitaba* 1, no. 3 (November 30, 2023): 135–46, <https://doi.org/10.18860/kitaba.v1i3.24218>; Muhammad Jundi and Mohommed Ali, “Assessing The Classroom Learning in Arabic Matriculation Program: Tutor and Student Perspective,” *Jurnal Al-Maqayis* 10, no. 2 (November 29, 2023): 21–36; Muhammad Jundi and Renni Hasibuan, “Enhancing Arabic Language Proficiency among Students: A Case Study of Language Matriculation Strategies at Al-Hasyimiyah Darul Ulum Sipaho Islamic Boarding School,” *Kilmatus: Journal Of Arabic Education* 3, no. 2 (October 31, 2023): 114–29, <https://doi.org/10.55352/pba.v3i2.619>.

<sup>1</sup> Richard M. Ryan and Edward L. Deci, “Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions,” *Contemporary Educational Psychology* 61 (April 1, 2020): 101860, <https://doi.org/10.1016/j.cedpsych.2020.101860>.

<sup>1</sup> Lidia Susanti, *Strategi Pembelajaran Berbasis Motivasi* (Elex Media Komputindo, 2020).

<sup>1</sup> Roy Watson Davis, “Strategi Pengajaran Kreatif,” 2011.

The utilization of comic media or comic books as an innovation in developing reading skills has opened new and effective opportunities.<sup>1</sup> Comics not only provide an engaging visual dimension but also present narrative texts contextually.<sup>2</sup> With supporting images that accompany the story, this media can assist students in developing contextual understanding and enhancing memory retention of the learning material.<sup>2</sup> The unique use of comics as a learning medium also encourages students to actively participate in the reading process, as they need to integrate information from both text and images. Additionally, the diversity of comic genres can be tailored to various levels of reading proficiency, ranging from beginners to advanced.<sup>2</sup> Thus, the innovative use of comic media in developing reading skills not only arouses students' interest but also provides an enjoyable and efficient learning experience.

Based on the preliminary interviews with the Arabic language teacher in this school, it has been noted that in the process of teaching reading skills, many students encounter difficulties when reading texts. Additionally, a lack of interest in learning has proven to be a significant challenge. The methods employed in teaching reading skills are currently confined to the use of PowerPoint presentations, resulting in students feeling drowsy, lacking motivation, and showing diminished interest in the reading learning process. Consequently, the learning experience becomes ineffective and induces boredom, as students are merely passive recipients of information, listening to and observing the teacher presenting texts using PowerPoint. There is a pressing need for a more diverse and interactive approach to engage and motivate students in the learning of reading skills.

Given the evident challenges, it is clear that an alternative approach is required to address the issues of students' lack of interest in reading Arabic language lessons and the absence of engaging media in Arabic language learning. One alternative method that can be employed is maximizing the use of media in the Arabic language learning process. In this regard, the researcher aims to implement comic-based media, as it can significantly assist educators in achieving their teaching objectives. Comics play a crucial role in the learning process, serving as a conduit for messages.

## METHOD

This research employs a quantitative, quasi-experimental approach with a pretest-posttest control group design.<sup>2</sup> Data collection techniques involve administering tests to both the control and experimental groups before implementing comic media in

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<sup>1</sup> Agusvian, Sopian, and Nursyamsiah, "Development of Comic in Qiroah Learning Introduction Material for VII Grade at Mts Muallimin NW Pancor / Pengembangan Media Komik Pada Pembelajaran Qiroah Materi Perkenalan Kelas VII Mts Muallimin NW Pancor."

<sup>2</sup> L. Maharani et al., "Toondoo Application Based on Contextual Approach: Development of Comic Learning Media," *Journal of Physics: Conference Series* 1155, no. 1 (February 2019): 012023, <https://doi.org/10.1088/1742-6596/1155/1/012023>.

<sup>2</sup> Anwar Senen et al., "The Use of Photo Comics Media: Changing Reading Interest and Learning Outcomes in Elementary Social Studies Subjects," *Cypriot Journal of Educational Sciences* 16, no. 5 (2021): 2300–2312.

<sup>2</sup> Anesa Surya, Jenny Indrastoeti Siti Poerwanti, and Muhammad Ismail Sriyanto, "The Effectiveness of the Use of Digital-Based Educational Comic Media in Improving Reading Interest in Elementary School Students" (3rd International Conference on Learning Innovation and Quality Education (ICLIQE 2019), Atlantis Press, 2020), 411–15, <https://doi.org/10.2991/assehr.k.200129.052>.

<sup>2</sup> Sugiyono, *Metode Penelitian Kuantitatif* (Yogyakarta: Alfabeta, 2021).

reading skill instruction.<sup>2</sup> Subsequently, the researcher applies the comic media method to the experimental group in teaching reading skills. Following the intervention, tests are re-administered to both the control and experimental groups.<sup>2</sup> Prior to administering the tests to students, the researcher conducts validity and reliability tests on the test items.<sup>2</sup> Data obtained are analyzed using descriptive statistical tests, normality tests, homogeneity tests, and independent sample t-tests.<sup>2</sup>

This study is conducted at Al-Falah Junior High School in Padang, with the population comprising all seventh-grade students at the school. The researcher utilizes random sampling techniques to select two groups: the control group and the experimental group.<sup>2</sup> The sample size is 66 students, with 33 students in the experimental group and 33 students in the control group. The research instrument consists of an objective multiple-choice test with 10 questions and 5 essay questions related to the at-ta'aruf material.

## RESULT AND DISCUSSION

The utilization of comic media in the teaching of reading skills involves three main stages: the preparatory phase, the core instructional activities, and the concluding segment.<sup>2</sup> In the preparatory phase, the instructor initiates the lesson with greetings, addresses the students, and offers prayers. The teacher also formulates a lesson plan involving a review of previous material and communicates the learning objectives to the students.<sup>3</sup> The introduction and initial explanation provided by the teacher at the commencement of the learning process are integral components deserving careful consideration.<sup>3</sup> Additionally, the teacher elucidates the relevance of the taught competencies to daily life and devises learning activities utilizing illustrated storytelling as a medium.

Within the core instructional activities of reading skill development using comic media, the teacher employs strategic steps. Initially, the instructor guides students to carefully observe the content of the comic, which encompasses textual passages.

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<sup>2</sup> John Rogers Révész Andrea, "Experimental and Quasi-Experimental Designs," in *The Routledge Handbook of Research Methods in Applied Linguistics* (Routledge, 2019).

<sup>2</sup> Donald T. Campbell and Julian C. Stanley, *Experimental and Quasi-Experimental Designs for Research* (Ravenio Books, 2015).

<sup>2</sup> S. M. Davis et al., *Remote Sensing: The Quantitative Approach*, New York, 1978, <https://ui.adsabs.harvard.edu/abs/1978mhi..book.....D>.

<sup>2</sup> Matthew L. Maciejewski, "Quasi-Experimental Design," *Biostatistics & Epidemiology* 4, no. 1 (January 1, 2020): 38–47, <https://doi.org/10.1080/24709360.2018.1477468>.

<sup>2</sup> Sugiyono, *Metode Penelitian Kuantitatif*.

<sup>2</sup> Ahdar Djamaluddin, *Belajar Dan Pembelajaran 4 Pilar Peningkatan Kompetensi Pedagogis* (Sulawesi Selatan: Kaffah Learning Center, 2018).

<sup>3</sup> Siti Aliyya Laubaha Laubaha et al., "Kesesuaian Materi Berdasarkan Teori Dan Praktek Pada Bahan Ajar Bahasa Arab," *Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 4, no. 2 (October 24, 2022): 10–21, <https://doi.org/10.47435/naskhi.v4i2.1198>; Muhammad Zikran Adam et al., "Studi Komparatif Kompetensi Dasar KMA 183 Dan KMA 164 Pada Mata Pelajaran Bahasa Arab Kelas VII MTs Pada Kompetensi Ranah Kognitif," *Assuthur: Jurnal Pendidikan Bahasa Arab* 2, no. 1 (July 2023); Muhammad Jundi and Najamudin Petta Solong, "Analisis Kesesuaian Indikator Dan Kompetensi Dasar Bahasa Arab KMA 183," *Tatsqify: Jurnal Pendidikan Bahasa Arab* 2, no. 1 (January 28, 2021): 61–70, <https://doi.org/10.30997/tjpb.v2i1.3642>.

<sup>3</sup> Muhammad Jundi, "Collaborative Learning: Boosting Qawaid Mastery With Stad Model," *Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan & Bahasa Arab* 11, no. 1 (July 1, 2023): 35–48, <https://doi.org/10.24952/thariqahilmiah.v11i1.7639>; Muhammad Jundi et al., "Himpunan Mahasiswa Jurusan Dan Matrikulasi Bahasa Arab Bagi Mahasiswa Baru," *Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 4, no. 1 (April 28, 2022).

Students are encouraged to respond to queries posed by the teacher regarding the meanings of new words, comprehend the storyline, and identify key elements within the images. Subsequently, through questioning, the teacher stimulates critical thinking among students, prompting inquiries about the meanings of unfamiliar words and detailed linguistic elements. Following this, students actively engage in reading the comic in front of the class, adjusting intonation, and ensuring accurate comprehension. Lastly, students translate the comic content and synthesize information with the guidance of the teacher. Through this approach, the integration of comic media in the core reading skill instruction serves to stimulate student interest and enhance their understanding of the reading material.<sup>3</sup>

The concluding phase involves several essential aspects. Firstly, the teacher encourages students to summarize the information presented through the comic as the final step in ensuring their comprehension. Furthermore, the teacher emphasizes the development of regular reading habits by motivating students to consider comics as one of their preferred reading sources. Additionally, the teacher provides feedback on student performance throughout the learning process, addresses any questions or difficulties that may arise, and plans for subsequent learning activities while continuing to leverage comic media as an effective tool for improving students' reading skills. Thus, the concluding segment serves not only as an opportunity to evaluate the learning process but also to stimulate positive reading habits and interests through the incorporation of comic media.<sup>3</sup>

Subsequently, the impact of implementing comic media on reading skills is examined through descriptive statistical tests, normality tests, and homogeneity tests using the Kolmogorov-Smirnov method, along with an independent sample t-test calculated using the SPSS software<sup>3</sup>. Prior to the application of comic media, the researcher administered a pretest to both the control and experimental groups to assess the initial abilities of students related to the theme of at-ta'aruf. The pretest results are presented in the following table.

Table 1. Descriptive Statistics of Pretest for Comic Media

|                    | N  | Min | Max | Modus | Mean  | Std.<br>Deviation |
|--------------------|----|-----|-----|-------|-------|-------------------|
| Pretest Eksperimen | 33 | 44  | 81  | 65    | 63,12 | 13,2              |
| Pretest Kontrol    | 33 | 45  | 81  | 60    | 63,15 | 15                |

The table above presents statistical data related to the pretest results of the experimental and control groups. The experimental pretest involved 33 participants with

<sup>3</sup> Agusvian, Sopian, and Nursyamsiah, "Development of Comic in Qiroah Learning Introduction Material for VII Grade at Mts Muallimin NW Pancor / Pengembangan Media Komik Pada Pembelajaran Qiroah Materi Perkenalan Kelas VII Mts Muallimin NW Pancor."

<sup>3</sup> Jamal, *Tips Efektif Cooperative Learning: Pembelajaran Aktif, Kreatif, Dan Tidak Membosankan* (Surabaya: Diva Press, 2016).

<sup>3</sup> Nilda Miftahul Janna and Herianto Herianto, "Konsep Uji Validitas Dan Reliabilitas Dengan Menggunakan SPSS," December 14, 2023, <https://doi.org/10.31219/osf.io/v9j52>; Maciejewski, "Quasi-Experimental Design."

a range of scores between 44 and 81, a mode of 65, a mean of 63.12, and a standard deviation of 13.2. Meanwhile, the control pretest included 33 participants with scores ranging from 45 to 81, a mode of 70, a mean of 63.15, and a standard deviation of 15. This data analysis provides an overview of the score distribution in both groups, comparing statistical measures such as central values (mode and mean) and dispersion (standard deviation). The differences in statistical characteristics between the two groups can serve as a basis for evaluating the effectiveness or changes that may occur during the experiment or intervention conducted on the experimental group.

Following the implementation of comic media in teaching reading skills (maharah qira'ah), students were given a series of test questions to evaluate the effectiveness of the comic media related to the material of at-ta'aruf. This step was taken with the aim of assessing the extent of improvement achieved through the application of comic media. The posttest results from the implementation of comic media in teaching speaking skills are then recorded in the following table to provide an overview of the students' reading skill levels in the material of at-ta'aruf after undergoing the learning process:

Table 2. Descriptive Statistics of Posttest for Comic Media

|                     | N  | Min | Max | Modus | Mean | Std.<br>Deviation |
|---------------------|----|-----|-----|-------|------|-------------------|
| Posttest Eksperimen | 33 | 50  | 100 | 90    | 79,6 | 5                 |
| Posttest Kontrol    | 33 | 50  | 95  | 70    | 69   | 9,1               |

The table above presents the posttest results of two groups, namely the experimental posttest group and the control posttest group. The experimental posttest group consists of 33 participants, with scores ranging from 50 to 100. The mode of this group is 90, while the mean or average score reaches 79.6, with a standard deviation of 5. These results reflect that the experimental group has a relatively high and concentrated set of scores, approaching the mode value, indicating the participants' concentration on higher scores.

On the other hand, the control posttest group, also comprising 33 participants, exhibits scores ranging from 50 to 95. The mode of the control group is 70, with a mean of 69 and a standard deviation of 9.1. These results depict a greater variation within the control group, with scores more widely distributed. A comparison between the two groups can provide insights into the differences in outcomes after an experiment and the extent of changes occurring in each group.

The subsequent step taken by the researcher is the normality test, aiming to examine whether the data follows a normal distribution or not. In this study, the researcher opted for the Kolmogorov-Smirnov approach to assess the normality of data using statistical software SPSS. Evaluation of normal distribution is based on the significance value (sig) generated from the normality test. This analysis is significantly relevant in ensuring that the statistical conditions required for conducting independent sample t-tests or mean difference tests are adequately met.

Thus, the results of the normality test play a crucial role in statistical data analysis by assisting the researcher in determining whether the obtained data can be considered a sample from a normally distributed population. Assessment is conducted by considering the significance value (sig), wherein if the sig value is greater than 0.05, the data is deemed to be normally distributed. The results of the normality test for the experimental group and the control group are presented in the following table, forming a critical basis for the subsequent data interpretation and statistical analysis.

Table 3. Result of Normality Test

| <b>Tests of Normality</b> |                 |                                 |    |       |               |    |      |
|---------------------------|-----------------|---------------------------------|----|-------|---------------|----|------|
| Kelas                     |                 | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk  |    |      |
|                           |                 | Statis<br>tic                   | Df | Sig.  | Statisti<br>c | df | Sig. |
| Hasil                     | Pre-Eksperimen  | ,145                            | 33 | ,200* | ,876          | 33 | ,111 |
|                           | Post-Eksperimen | ,160                            | 33 | ,155  | ,453          | 33 | ,213 |
|                           | Pre-Kontrol     | ,140                            | 33 | ,176  | ,765          | 33 | ,387 |
|                           | Post-Kontrol    | ,082                            | 33 | ,200* | ,874          | 33 | ,267 |

\*. This is a lower bound of the true significance.

#### a. Lilliefors Significance Correction

The table presents the results of normality tests, specifically the Kolmogorov-Smirnov and Shapiro-Wilk tests, conducted on the data from pre-experiment, post-experiment, pre-control, and post-control groups. The purpose of these tests is to assess whether the data in each group follows a normal distribution. The Kolmogorov-Smirnov statistics for pre-experiment, post-experiment, pre-control, and post-control groups are 0.145, 0.160, 0.140, and 0.082, respectively, with corresponding p-values of 0.200, 0.155, 0.176, and 0.200. Additionally, the Shapiro-Wilk statistics are 0.876, 0.453, 0.765, and 0.874, with corresponding p-values of 0.111, 0.213, 0.387, and 0.267. The results, marked with an asterisk (\*), suggest that in the pre-experiment and post-kontrol groups, the data may not follow a normal distribution. It's important to note that the significance levels should be interpreted with caution, considering the Lilliefors Significance Correction applied in the analysis.

The next stage involves hypothesis testing, as the prerequisite tests have been fulfilled. The research hypothesis is as follows:

$H_0$  : The utilization of comic media is not effective in enhancing students' reading skill learning outcomes



$H_a$  : The utilization of comic media is effective in improving students' reading skill learning outcomes

The Independent Sample T-test was conducted with the objective of assessing whether there exists a significant difference between the post-test results of students in the experimental group and the control group. In the context of this research, the aim was to ascertain whether the intervention or treatment provided to the experimental group had a distinct impact on the improvement of post-test results compared to the control group that did not receive a similar treatment. The results of the hypothesis testing calculations are presented in the following table:

Tabel 4. Result of Independent Sample T-Test

| Independent Samples Test       |  |                                               |      |                              |                |                            |                        |                                 |                                                                             |
|--------------------------------|--|-----------------------------------------------|------|------------------------------|----------------|----------------------------|------------------------|---------------------------------|-----------------------------------------------------------------------------|
|                                |  | Levene's Test<br>for Equality<br>of Variances |      | t-test for Equality of Means |                |                            |                        |                                 |                                                                             |
|                                |  | F                                             | Sig. | T                            | df             | Sig.<br>(2-<br>taile<br>d) | Mean<br>Differ<br>ence | Std.<br>Error<br>Differ<br>ence | 95%<br>Confidence<br>Interval of<br>the<br>Difference<br>Lo<br>wer<br>Upper |
| Equal variances<br>assumed     |  | 6,37<br>6                                     | ,113 | 5,3<br>41                    | 52             | ,000                       | 11,40<br>8             | 2,136                           | 7,1<br>11 15,7<br>05                                                        |
| Equal variances<br>not assumed |  |                                               |      | 5,5<br>22                    | 49<br>,7<br>51 | ,000                       | 11,40<br>8             | 2,066                           | 7,2<br>32 15,5<br>84                                                        |

The table above provides the results of an independent statistical test on two groups. In the t-test with the assumption of equal variance, a t-value of 5.341 was obtained with 52 degrees of freedom (df) and a significance value of 0.000. A significance value less than 0.05 indicates a significant difference between the post-experiment and post-control groups in terms of reading skill outcomes. Furthermore, the mean difference is 11.408 with a standard error difference of 2.136, and the 95% confidence interval for the mean difference between the two groups is between 7.111 and 15.705.

Subsequently, the following criteria are employed to make decisions based on the findings of the independent sample t-test in this research:

1. If the significance value (2-tailed) is  $> 0.05$ , then  $H_0$  is accepted and  $H_a$  is rejected.
2. If the significance value (2-tailed) is  $< 0.05$ , then  $H_a$  is accepted and  $H_0$  is rejected.

The independent sample t-test for the difference in means indicates a significance value of 0.000. From the research findings and discussion, it can be concluded that there is a significant variation in students' reading skill outcomes before and after the use of

comic media in reading skill instruction. The analysis of the decision-making criteria for the independent sample t-test indicates substantial results, with a significance value (Sig) of  $0.000 < 0.05$ . This suggests there is sufficient evidence to acknowledge and support the alternative hypothesis ( $H_a$ ). Therefore, it can be inferred that there is a significant difference in students' reading skill outcomes before and after implementing comic media in reading skill instruction for 7th-grade students at Madrasah Tsanawiyah Al-Falah Padang. This finding confirms that the media has a substantial impact on enhancing students' reading skills in the context of at-ta'aruf material.

Positive evidence regarding the consistent use of comic media can be found in the findings of Anwar Senen. The research indicates that the use of comic media can enhance students' interest in reading and academic performance. These positive outcomes are evident through a comparison before and after the implementation of comic media in education. This research suggests that comics are not only an effective tool in increasing students' interest in reading but also contribute to academic achievement.<sup>3</sup>

Similar findings are revealed in the study conducted by Umi Hijriah. In her research, Hijriah developed comic media specifically for use in teaching Arabic language reading skills. The results of the study show that the developed comic media is effective in improving students' learning outcomes and can capture their attention.<sup>3</sup> These findings provide additional support to the notion that comic media can be an effective tool in the context of developing reading skills, not only in the Indonesian language but also in foreign languages such as Arabic.

## CONCLUSION

Based on the research findings and discussions, it can be concluded that there is a significant variation in students' learning outcomes before and after using comic media in reading skill learning related to the material of at-ta'aruf. According to the findings, the average pretest scores for the experimental group and the control group were 63.12 and 63.15, respectively. Meanwhile, the average posttest scores for the experimental group and the control group were 79.6 and 69, respectively. The independent sample t-test for the difference in means yielded a significance value of 0.000. The decision-making criteria analysis of the independent sample t-test revealed a significant result, with a significance value (Sig) of  $0.000 < 0.05$ . This indicates sufficient evidence to support the alternative hypothesis ( $H_a$ ). These findings verify that the media has a substantial impact on improving students' reading skills in the context of the at-ta'aruf material. Future research endeavors are warranted to delve into more contemporary investigations regarding the development and utilization of visually-based Arabic language instructional media for students. This is essential to enhance student learning motivation and contribute to an elevation in their academic performance.

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<sup>3</sup> Senen et al., "The Use of Photo Comics Media."

<sup>3</sup> Umi Hijriyah et al., "Development of Digital Comic Media for Learning Qira'ah for Fifth Grade Students of Madrasah Ibtidaiyah," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 2 November (November 4, 2022): 693–710, <https://doi.org/10.29240/jba.v6i2.4361>.

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