ELTR Journal, e-ISSN 2579-8235, Vol. 8, No. 1, January 2024, pp. 1-17

English Language Teaching and Research Journal
http://apspbi.or.id/eltr
English Language Education Study Program Association, Indonesia

VISUAL LITERACY: COMIC STRIPS AS TEACHING MEDIA IN SIMPLE PRESENT TENSE

Eri Setianingsih[1*] and Sri Wiyanah[2]
[1,2]Universitas PGRI Yogyakarta, Indonesia
erisetianingsih3@gmail.com[1] and sriwiyanah@upy.ac.id[2]
[*]correspondence: erisetianingsih3@gmail.com
https://doi.org/10.37147/eltr.v8i1.182
received 8 December 2023; accepted 4 January 2024

Abstract
This study aims to measure the effectiveness of using comic strips as learning media for seventh-grade students in Simple Present Tense at SMPN 2 Sewon. The problem in this study was the students' understanding of grammar, especially in simple present tense, was low. This research is Quantitative, with a quasi-experimental pre-test and post-test as the research design. The comic strips used in this study were made by the researcher herself. The sample of this study was seventh-grade students, The total amount was 64 students, who were divided into two classes, namely experiment and control. The experiment class was given treatment in the form of comic strips as teaching media after the pre-test, while the control class was not. The results showed sig. (2-tailed) 0.000 < 0.05 and T_{count} (-8.633) < T_{table} (-2.039). Based on the result, it can be concluded that there is a significant difference between the learning outcomes in the pre-test and post-test in the experimental class. Comic Strips proved to be effective to be used as teaching media to help students' learning process in English grammar, especially simple present tense.

Keywords: comic strips, learning grammar, simple present tense, teaching media

Introduction

English, as a global language, is spoken by a quarter of the world's human population (Harmer, 2010). English is a universal language that is implicated in all kinds of sectors, such as business, politics, technology, education, entertainment, sports, and more. Learning a language involves the development of four skills: listening, speaking, reading, and writing. Speaking and writing are productive skills. Listening and reading are receptive skills. One of the elements of language is grammar. The four language skills, such as listening, speaking, reading, and writing, have a close relationship with grammar. Grammar is closely related to terms that evoke slightly negative images, such as rules, exercises, and exams (Sekelj & Rigo, 2011). Then, efficient and successful language learning will only occur with good grammar knowledge (Sekelj & Rigo, 2011). Learners use grammatical rules to construct sentences and express themselves accurately,

so grammar plays an important role in second language acquisition (Mart, 2013 in Cabrera et al., 2018).

In the junior high school of Merdeka curriculum, students are included in phase D. The learning outcomes consist of some elements such as Listening-Speaking, Reading-Viewing, and Writing-Presenting. In the seventh grade, in the early semester, students have several learning materials, namely greeting, introducing themselves and others, describing hobbies, and daily activities.

Based on the researcher's observation, most of the seventh-grade students still do not understand how to structure sentences in English, even the most basic ones. Less interesting grammar learning for students is possible because there is no varied learning media in learning activities in the classroom. Every student in seventh grade is not exposed to English, and not all elementary school students get English materials. In many cases, teachers do not provide any teaching media and only teach based on school textbooks (Utomo & Ahsanah, 2020). This makes students bored, their interest in learning English decreases, and they feel discouraged when English lessons come around. According to Krashen (1982) in Celce and Murcia (2001, p.262), if the input is comprehensible and sufficient in number, the necessary grammar will be unconsciously acquired, just as young children learn grammar from their mother tongue.

The researcher used comic strips as teaching media in the class. This decision is supported by several theories stated by several figures. Grammar can be taught excitingly by using comic tools in the classroom (Mitra & Keziah, 2019). Comic strips as a media that concatenates text (words) and visuals (images) in constructing specific meanings (Jacobs, 2013 in Utomo & Ahsanah, 2020). The narrative structure of comics can make the content more accessible to understand because it has a structure that is similar to everyday life situations (Özdemir & Eryılmaz, 2019). Cimermanová (2015) says that comic strips can improve vocabulary, expression, grammar, and composition knowledge in language learning. Comic strips can be used to introduce and practice new grammar points (Wijaya et al., 2021). According to Saefudin et al. (2023), Sin Po Magazine is a comic strip that first appeared and became the oldest in Indonesia in 1947. On the other hand, Lessons will be more easily understood by students in teaching and learning activities with the use of picture stories (Saputra, 2020). According to Özdemir and Eryılmaz (2019), comic strips are an effective teaching method because they make learning context-based and, consequently, meaningful. Therefore, comic strip media is in line with the learning objectives stated in the ATP and also in line with the objectives of the independent curriculum to improve learners' numeracy and literacy competencies.

Comics are a unique and powerful medium in the classroom and strongly interpret the definition of visual literacy (Mcvicker, 2018). This research has the purpose of knowing the effectiveness of comic strips as teaching media in learning Simple Present Tense for seventh-grade students at SMPN 2 Sewon.

Visual Literacy

In 1969, the term visual literacy was first used by John Debes, an American who organized the first conference on the subject. He stated that visual literacy is important in all fields of study, especially in linguistics, psychology, arts, and media education (Arbuckle, 2004). He conveys that visual literacy is a visual

competence by integrating sensory experience. The development of these competencies is very important. They enable a visually literate person to distinguish and interpret visual actions, objects, and symbols, natural and man-made that he encounters in the environment. Creatively, he can understand and enjoy the masterpiece of visual communication (Arbuckle, 2004).

Visual literacy is education about understanding the role and function of images in representation and communication, especially in the media. The image creates a sense of "reality," "truth," and "proof" of the object being represented. Visual literacy encourages an understanding of how visual forms construct meaning (Newfield, 2011). Visual Literacy refers to a “group of vision-competencies a human being can develop by seeing and at the same time having and integrating other sensory experiences. Comics are a unique and powerful medium in the classroom and strongly interpret the definition of visual literacy (Mcvicker, 2018). Visual literacy is education about understanding the role and function of images in representation and communication, especially in the media.

Teaching media

Teaching media can be used as learning media as a tool or supplement that teachers use while connecting with pupils. The tool is known as instructional media, and the delivery system is known as communication. Learning media assists students in constructing knowledge in a variety of institutions that provide global education (Permatasari & Aryani, 2023).

There are various advantages of employing media in the educational process. First, the directive was clarified such that it would not be verbalized. Second, keep in mind the constraints of space, time, and senses. Third, adopting suitable and varied media can make pupils less passive. Last but not least, the teacher will be able to provide equal motivation, experience, and perception (Sari & Putri, 2018).

Comic strips

Comic strips combine words and images to represent a story. According to Saefudin et al. (2023), Sin Po Magazine is a comic strip that first appeared and became the oldest in Indonesia in 1947.

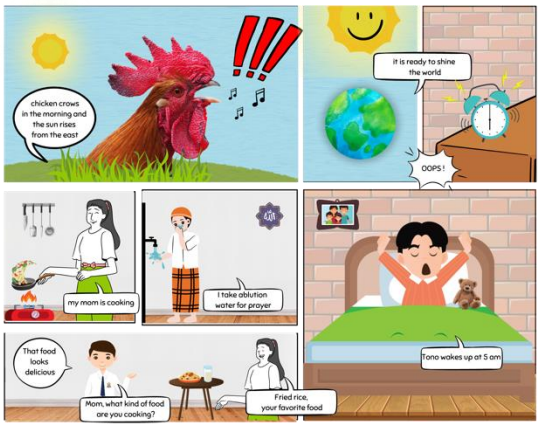


Figure 1. My day today

The use of this comic makes the process of learning English for students more fun and interesting (Wijaya et al., 2021). Comic strips can be used to

introduce and practice new grammar points (Wijaya et al., 2021). Teachers can choose comic strips with a grammar that is familiar to students. Therefore, students can read comic strips and understand the use of grammar in context. So that students can practice different tenses. Comic strips can be cozy media for learning grammar because the verbs used are illustrated in pictures as visual shapes, which makes it easier for students to understand the meaning. Therefore, the students could recognize the structures or grammar of a language through the dialogues presented in the comic strips (Wijaya et al., 2021).

Comics are a unique combination of event explanation and drawing art. Comic strips can be used to generate mental images of sentence structures, which can aid L2 students in visualizing the links between sentence elements and understanding the roles of the pieces about the whole (Koleini & Hashemian, 2021)

Grammar

According to Richards and Schmidt in Effendi et al. (2017), Grammar is a view of the structure of a language and how language units, such as words and phrases, are shaped into sentences. Traditional grammar is how sentence structures are used in school, based on classical grammar. In further, Grammar is one of the most crucial aspects of language. Grammar is crucial because it is the portion of language that allows us to discourse about language. Grammar describes the various sorts of words and word combinations that comprise sentences in any language (Rakhmawati, 2018). Learning English grammar is essential since understanding the usage of grammar allows one to properly construct sentence patterns, making it simpler to communicate and comprehend one another (Octaviani et al., 2022)

Simple present tense

The simple present tense is one of the structures in grammar that was learned by junior high school students in their first level. This is usually to express in daily life for simple communication. In writing and speaking English, this structure is generally used to communicate in daily communication (Solihat & Syahrizal, 2020). To describe an event, action, and situation that occurs all the time can be called a Simple Present Tense (Aki & Rorintulus, 2023).

Method

Setting and participants

This research was carried out in one month which was in September 2023 at SMPN 2 Sewon. Participants came from seventh grade C and seventh grade F and were selected through the probability sampling technique with random sampling. In each class, 32 students of the experimental class and 32 students of the control class were invited as samples.

Research design

Quantitative research problems need to explain how one variable affects another variable (Creswell, 2012). To find out the effect of a particular treatment or treatment on something, the experimental method is suitable if applied by

researchers to their research (Sugiyono, 2013). The researcher conducted a Quasi-Experimental research design with Pre- and Post-test Design.

The techniques for collecting the data are observation and testing. The researcher conducts classroom observation to summarize potential issues that may arise and observe how teachers and students engage in teaching and learning activities. After that, the researcher distributed pre-test instruments to the students in each class. Then, researchers will continue with conventional learning activities in the control class and learning activities using Comic Strips as teaching media in the experiment class. After three learning meetings, then performed a post-test on both groups to determine the assessed difference between the two groups (Creswell, 2012).

Research instrument

The main component of the research was data. The research instrument will be used to conduct measurements to generate accurate quantitative data (Sugiyono, 2013). The required data for this research will be gathered through a test.

Table 1. Guidelines for pre-test and post-test speaking skills

Learning Outcomes	Learning Objectives	Assessment Indicator of Grammar	Item
Phase D Reading Elements - Viewing Learners read and respond to familiar and unfamiliar texts containing learned structures and familiar vocabulary independently. They locate and evaluate the main idea and specific information in different types of text. These texts can be print or digital, including visual, multimodal, or interactive texts. They identify the purpose of the text and begin to make inferences to understand the implied information in a text.	a. Learners read the Comic Strips provided and analyze the Simple Present Tense sentence structure. b. Learners complete the missing sentences in the conversation in the Comic Strips.	Learners can categorize verbs and subjects of verbal sentences used in positive sentences.	4
		Learners can categorize verbs and subjects used in negative sentences.	3
		Learners can categorize verbs and subjects of verbal sentences used in interrogative sentences.	3
		Learners can categorize to be and the subject of nominal sentences used in positive sentences.	4
		Learners can categorize to be and the subject of nominal sentences used in negative sentences.	3
		Learners can categorize to be and the subject of nominal sentences used in interrogative sentences.	2

	Learners can categorize adjectives, nouns, and adverbs in nominal sentences.	4
	Learners can combine words of greeting or greetings according to the context of the sentence.	4
	Learners can mention someone's hobby or favorite according to the Simple Present Tense sentence structure.	3
	Total	30

In the Merdeka Curriculum, the determination of score intervals uses the following procedure:

1. Discuss with peers, in the same phase.
2. Requesting consideration from the school principal to ensure the provision of an interval scale, whether it is by the situation and conditions of the education unit.
3. Considering the competence and interests of the students.

Table 2. Interval score

Interval Score	Description	Follow-up
0 - 59	Not Yet Achieved	Remedial teaching
60 - 69	Partially Achieved	Remedial teaching on material that has not been understood.
70 - 85	Completed	-
86 - 100	Full Completion	Enrichment learning is provided.

The way of marking is as follows:

$$Final\ score = \frac{GAINED\ SCORE}{MAX\ SCORE} \times WEIGH$$

$$= \frac{30}{30} \times 100 = 100$$

Validity and reliability of the instrument

Validity

Construct validity is a test that is a representation of the subject matter from which conclusions will be drawn, and students are required to take the test to demonstrate the behavior to be measured (Brown & Lee, 2015, p.498). In this research, construct validity was done using the SPSS 25 version.

Decision criteria:

If $r_{hitung} > r_{table}$, it means valid

If $r_{hitung} < r_{table}$, it means invalid

Content validity can be tested by asking for opinions from judgment experts (Sugiyono, 2013). Research instruments were consulted with an expert lecturer as the expert judgment. The items were prepared by the researcher i.e., 30 items consisting of multiple choices which were given to 32 students, and the items were considered valid.

Reliability

Reliability is the consistency and stability of data findings. So if there are other researchers repeating research on the same object and method, it will produce the same data (Sugiyono, 2013).

Researchers used internal reliability with Cronbach's Alpha formula.

Table 7 Instrument Reliability Correlation Coefficient Criteria

Decision criteria:

If $r_{11} > r_{table}$, it means reliable

If $r_{11} < r_{table}$, it means unreliable

Data analysis technique

T-tests as statistical data analysis techniques are used in quantitative research. This was done to answer the formulation of the problem and test the hypothesis that has been proposed (Sugiyono, 2013). SPSS Version 25 was used in this study to calculate research data.

Assumption test

a. In inferential statistics, if you want to test a parametric hypothesis, the data collected must be normally distributed. This is an absolute requirement for t-test testing. The normality test that was used in this research is the One-Sample Kolmogorov- Smirnov Test.
b. Homogeneity refers to the assumption that the variability of the groups being compared in a statistical analysis is not significantly different from each other, which means they are equal. The homogeneity test was Levene's Test for Equality of Variances.

Statistical hypothesis test "T-test"

The t-test is part of parametric statistics. The t-test is conducted to determine whether there is a difference in the average score between two samples (between the control class and the experiment class). The processed data is normally distributed and has an interval scale. This hypothesis was tested using the t-test formula. Two types of t-tests are as follows:

a. Paired sample t-test

A Paired sample t-test was used to answer the problem formulation. In this study, the average value of two groups of data was analyzed using the t-test. The sample t-test was conducted based on a one-group pretest-posttest design.

"Is comic strips effective as teaching media in the simple present tense for seventh-grade students at SMPN 2 Sewon?

According to, the t-test formula for paired samples is:

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

Hipotesis:

H_0 = There is no significant effect of comic strips as teaching media on seventh-grade students at SMPN 2 Sewon (rejected).

H_a = There is a significant effect of comic strips as teaching media on seventh-grade students at SMPN 2 Sewon (accepted).

Decision criteria:

1) If Sig. (2-tailed) > 0,05 then there is no significant difference between learning outcomes in the pre-test and post-test.
2) If Sig. (2-tailed) < 0,05 then there is a significant difference between the learning outcomes in the pre-test and post-test.

b. Independent sample t-test

An Independent sample t-test will be conducted to see if there is a difference in student scores after being treated using Comic Strips as a teaching medium and not being treated using this learning medium. However, normally distributed and homogeneous data is an absolute requirement before this test is conducted.

According to, the t-test formula for independent samples is:

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Hypothesis:

H_0 = There is no difference in students' scores after treatment using comic strips and not treatment using this learning media on seventh-grade students at SMPN 2 Sewon.

H_a = There is a difference in students' scores after treatment using comic strips and not treatment using this learning media on seventh-grade students at SMPN 2 Sewon.

Decision criteria:

1) H_0 = If Sig. (2-tailed) > 0,05 or $T_{count} < T_{table}$, H_0 was accepted, and H_a was rejected.
   It means that there was no difference in students' scores after treatment using Comics Strips and not treatment using this learning media on seventh-grade students at SMPN 2 Sewon.
2) H_a = If Sig. (2-tailed) < 0,05 or $T_{count} > T_{table}$, H_0 was rejected, and H_a was accepted.
   It means that there was a difference in students' scores after treatment using Comics Strips and not treatment using this learning media on seventh-grade students at SMPN 2 Sewon.

Findings and Discussion

Findings

The data of experiment class

Comic Strips as teaching media were used as treatment in the classroom. The data is presented in Table 3:

Table 3. Students' scores of experimental class

No	Students	Pre-Test	Post-Test
1.	ADP	29	82
2.	AYNF	24	72
3.	ARAS	62	91
4.	ARJ	35	32
5.	AN	63	82
6.	AK	38	75
7.	AEA	69	79
8.	AQA	75	84
9.	CAF	58	84
10.	DMNA	58	81
11.	ENS	60	65
12.	GYS	45	84
13.	GAV	46	65
14.	HFW	28	76
15.	HMA	46	75
16.	IHA	68	93
17.	KSK	71	85
18.	LR	60	80
19.	MKN	43	84
20.	MHK	24	57
21.	MH	43	49
22.	MIPA	70	68
23.	MRZR	53	59
24.	MK	38	91
25.	NF	69	85
26.	NAZ	58	68
27.	NRA	47	70
28.	NMS	61	82
29.	REBP	42	66
30.	RPD	54	93
31.	SA	60	87
32.	SBH	67	75
	MAX	75	93
	MIN	24	32
	MEAN	52	75,59375
	SD	14,63755664	13,39200381

Conventional learning was applied by the teacher in teaching simple present-tense subjects. The data is presented in Table 4.

Table 4. Students' Scores of Control Class

No	Students	Pre-Test	Post-Test
1.	APF	19	76
2.	ARP	61	81
3.	ASS	39	51
4.	ANT	61	73
5.	ADC	56	66
6.	BDF	34	76
7.	BBBP	52	81
8.	DHP	70	81
9.	DZMA	67	61
10.	FPDA	47	75
11.	FNA	45	62
12.	GAJP	70	67
13.	IS	71	64
14.	JBWA	44	54
15.	KRP	71	81
16.	LAF	57	66
17.	MAND	40	76
18.	MAR	44	52
19.	REP	85	91
20.	RMS	59	76
21.	RYP	67	86
22.	SN	58	84
23.	SAP	73	82
24.	SMF	60	78
25.	SAP	55	84
26.	SMF	69	72
27.	SAS	64	60
28.	TJLA	71	81
29.	TV	58	77
30.	ZP	51	58
31.	ZAH	48	74
32.	ZDKR	62	46
	MAX	85	91
	MIN	19	46
	MEAN	57,125	71,625
	SD	13,61391603	11,4264831

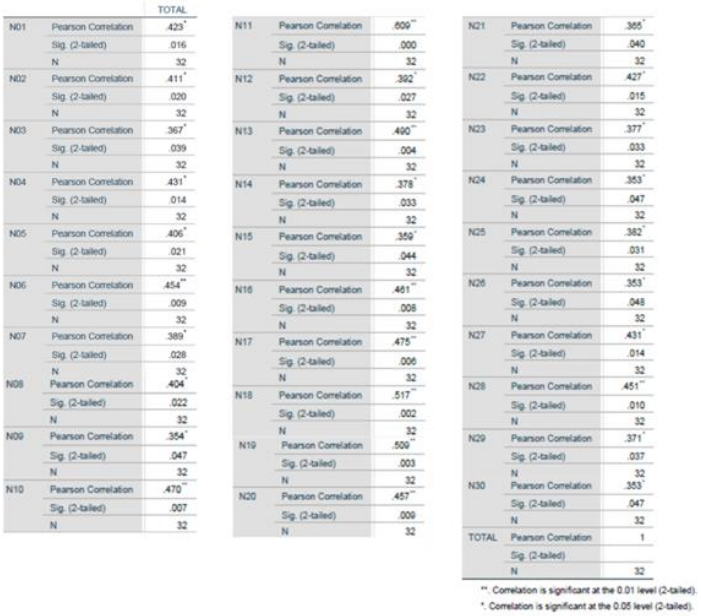
Based on the results of the pre-test experiment class, the lowest score was 24, and the highest score was 75, with an average of 52. In the experiment post-test, there was a lowest score of 32 and a highest score of 93, with an average of 75,6. Based on the results of the control class pre-test, the lowest score was 19, and the highest score was 85, with an average of 57. In the control class post-test, there was a lowest score of 46 and a highest score of 91, with an average of 71,6.

Validity and reliability of the instrument

1. *Content Validity*

In the construct validity test, the test results can be seen in the image below:

Table 5. Content validity pre-test



		TOTAL
N01	Pearson Correlation	.423*
	Sig. (2-tailed)	.016
	N	32
N02	Pearson Correlation	.411*
	Sig. (2-tailed)	.020
	N	32
N03	Pearson Correlation	.367*
	Sig. (2-tailed)	.039
	N	32
N04	Pearson Correlation	.431*
	Sig. (2-tailed)	.014
	N	32
N05	Pearson Correlation	.406*
	Sig. (2-tailed)	.021
	N	32
N06	Pearson Correlation	.454**
	Sig. (2-tailed)	.009
	N	32
N07	Pearson Correlation	.389*
	Sig. (2-tailed)	.028
	N	32
N08	Pearson Correlation	.404*
	Sig. (2-tailed)	.022
	N	32
N09	Pearson Correlation	.354*
	Sig. (2-tailed)	.047
	N	32
N10	Pearson Correlation	.470**
	Sig. (2-tailed)	.007
	N	32

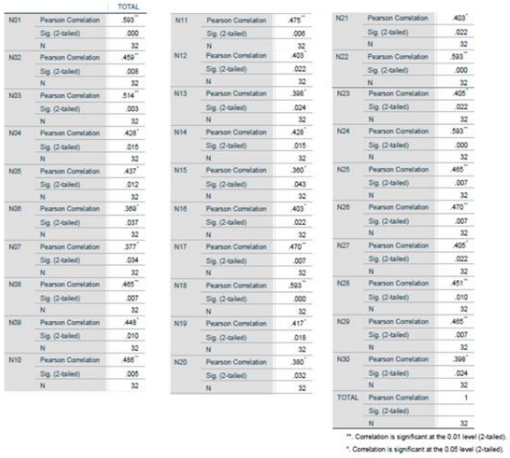
N11	Pearson Correlation	.609**
	Sig. (2-tailed)	.000
	N	32
N12	Pearson Correlation	.392*
	Sig. (2-tailed)	.027
	N	32
N13	Pearson Correlation	.490**
	Sig. (2-tailed)	.004
	N	32
N14	Pearson Correlation	.378*
	Sig. (2-tailed)	.033
	N	32
N15	Pearson Correlation	.359*
	Sig. (2-tailed)	.044
	N	32
N16	Pearson Correlation	.461**
	Sig. (2-tailed)	.008
	N	32
N17	Pearson Correlation	.475**
	Sig. (2-tailed)	.006
	N	32
N18	Pearson Correlation	.517**
	Sig. (2-tailed)	.002
	N	32
N19	Pearson Correlation	.509**
	Sig. (2-tailed)	.003
	N	32
N20	Pearson Correlation	.457**
	Sig. (2-tailed)	.009
	N	32

N21	Pearson Correlation	.355*
	Sig. (2-tailed)	.040
	N	32
N22	Pearson Correlation	.427*
	Sig. (2-tailed)	.015
	N	32
N23	Pearson Correlation	.377*
	Sig. (2-tailed)	.033
	N	32
N24	Pearson Correlation	.353*
	Sig. (2-tailed)	.047
	N	32
N25	Pearson Correlation	.382*
	Sig. (2-tailed)	.031
	N	32
N26	Pearson Correlation	.353*
	Sig. (2-tailed)	.048
	N	32
N27	Pearson Correlation	.431*
	Sig. (2-tailed)	.014
	N	32
N28	Pearson Correlation	.451**
	Sig. (2-tailed)	.010
	N	32
N29	Pearson Correlation	.371*
	Sig. (2-tailed)	.037
	N	32
N30	Pearson Correlation	.353*
	Sig. (2-tailed)	.047
	N	32
TOTAL	Pearson Correlation	1
	Sig. (2-tailed)	
	N	32

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Output of validity test, shows question item N01 is declared valid, because $r_{count} > r_{table}$ that is 0.423 > 0.349. It means the test was valid.

Table 6. Content validity pre-test



		TOTAL
N01	Pearson Correlation	.593**
	Sig. (2-tailed)	.000
	N	32
N02	Pearson Correlation	.459**
	Sig. (2-tailed)	.008
	N	32
N03	Pearson Correlation	.514**
	Sig. (2-tailed)	.003
	N	32
N04	Pearson Correlation	.428*
	Sig. (2-tailed)	.015
	N	32
N05	Pearson Correlation	.437*
	Sig. (2-tailed)	.012
	N	32
N06	Pearson Correlation	.360*
	Sig. (2-tailed)	.037
	N	32
N07	Pearson Correlation	.377*
	Sig. (2-tailed)	.034
	N	32
N08	Pearson Correlation	.465**
	Sig. (2-tailed)	.007
	N	32
N09	Pearson Correlation	.448*
	Sig. (2-tailed)	.010
	N	32
N10	Pearson Correlation	.486**
	Sig. (2-tailed)	.005
	N	32

N11	Pearson Correlation	.475**
	Sig. (2-tailed)	.006
	N	32
N12	Pearson Correlation	.403*
	Sig. (2-tailed)	.022
	N	32
N13	Pearson Correlation	.398*
	Sig. (2-tailed)	.024
	N	32
N14	Pearson Correlation	.428*
	Sig. (2-tailed)	.015
	N	32
N15	Pearson Correlation	.360*
	Sig. (2-tailed)	.043
	N	32
N16	Pearson Correlation	.403*
	Sig. (2-tailed)	.022
	N	32
N17	Pearson Correlation	.470**
	Sig. (2-tailed)	.007
	N	32
N18	Pearson Correlation	.593**
	Sig. (2-tailed)	.000
	N	32
N19	Pearson Correlation	.417*
	Sig. (2-tailed)	.018
	N	32
N20	Pearson Correlation	.380*
	Sig. (2-tailed)	.032
	N	32

N21	Pearson Correlation	.403*
	Sig. (2-tailed)	.022
	N	32
N22	Pearson Correlation	.593**
	Sig. (2-tailed)	.000
	N	32
N23	Pearson Correlation	.405*
	Sig. (2-tailed)	.022
	N	32
N24	Pearson Correlation	.593**
	Sig. (2-tailed)	.000
	N	32
N25	Pearson Correlation	.465**
	Sig. (2-tailed)	.007
	N	32
N26	Pearson Correlation	.470**
	Sig. (2-tailed)	.007
	N	32
N27	Pearson Correlation	.405*
	Sig. (2-tailed)	.022
	N	32
N28	Pearson Correlation	.451**
	Sig. (2-tailed)	.010
	N	32
N29	Pearson Correlation	.465**
	Sig. (2-tailed)	.007
	N	32
N30	Pearson Correlation	.398*
	Sig. (2-tailed)	.024
	N	32
TOTAL	Pearson Correlation	1
	Sig. (2-tailed)	
	N	32

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Output of validity test, shows question item N01 is declared valid, because $r_{count} > r_{table}$ that is 0.593 > 0.349. It means the test was valid.

2. *Reliability*
   The formula used for reliability testing is Alpha Cronbach, show the results below:

Table 7. Pre-test reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.865	30

This research instrument is said to be reliable because $r_{11} > 0.6$ that is 0.865 > 0.6.

Table 8. Post-test reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.681	30

This research instrument is said to be reliable because $r_{11} > 0.6$ that is 0.681 > 0.6

Data analysis technique

1. Assumption Test

a. Normally Test

The normality test was carried out using the Kolmogorov-Smirnov Test.

Table 9. Normality of control class

One-Sample Kolmogorov-Smirnov Test			
		Pre_Control	Post_Control
N		32	32
Normal Parameters[a,b]	Mean	57.13	71.63
	Std. Deviation	13.614	11.426
Most Extreme Differences	Absolute	.094	.149
	Positive	.092	.077
	Negative	-.094	-.149
Test Statistic		.094	.149
Asymp. Sig. (2-tailed)		.200[c,d]	.068[c]

The data table above shows the value of Asymp. Sig. (2-tailed) pre-test 0.200 and post-test 0.068 can be written as a probability value (p-value) = 0.200> 0.05 and 0.068> 0.05. The control Class is normally distributed.

Table 10. Normality of experiment class

One-Sample Kolmogorov-Smirnov Test			
		Pre	Pro
N		32	32
Normal Parameters[a,b]	Mean	52.00	75.59

	Std. Deviation	14.638	13.392
Most Extreme Differences	Absolute	.159	.139
	Positive	.071	.097
	Negative	-.159	-.139
Test Statistic		.159	.139
Asymp. Sig. (2-tailed)		.038[c]	.122[c]

The data table above shows the value of Asymp. Sig. (2-tailed) pre-test 0.038 and post-test 0.122 can be written as a probability value (p-value) = 0.038> 0.05 and 0.122> 0.05. The Experiment Class is normally distributed.

b. Homogeneity Test

In the independent sample t-test, SPSS will automatically test assumptions with Levene's test for equal variances.

2. Statistical Hypothesis Test "T-Test"

a. Paired Sample T-Test

Table 11. Paired sample t-test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PreTest_Control - PostTest_Control	-14.500	14.939	2.641	-19.886	-9.114	-5.491	31	.000
Pair 2	PreTest_Experiment - PostTest_Experiment	-23.594	15.460	2.733	-29.168	-18.020	-8.633	31	.000

Interpretation of a Paired Sample T-Test :

1) Based on pair 1, it shows sig (2-tailed) 0.000 < 0.05 and T_{count} (-5.491) < T_{table} (-2.039), so H_o is rejected. It can be interpreted that there is a significant difference between the learning outcomes in the pre-test and post-test of conventional learning in the control class.
2) Based on pair 2, it shows sig (2-tailed) 0.000 < 0.05 and T_{count} (-8.633) < T_{table} (-2.039), so H_o is rejected. It can be interpreted that there is a significant difference between the learning outcomes in the pre-test and post-test of treatment in the experiment class.

The conclusion from the interpretation of pair 2 is that Ha is accepted and Ho is rejected. There is a significant effect on pre-test and post-test in the experimental class. This can be seen from the difference in the average pre-test and post-test learning outcomes. So comic strips are effectively used as a learning media for Simple Present Tense in seventh-grade students at SMPN 2 Sewon.

b. Independent Sample T-Test

Table 12. Group Statistics of Independent Sample T-Test Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Pre-Test	Experiment	32	52.00	14.638	2.588
	Control	32	57.13	13.614	2.407
Post-Test	Experiment	32	75.59	13.392	2.367
	Control	32	71.63	11.426	2.020

The first table, Group Statistics, shows descriptive statistics for both groups (control and experimental) separately. The mean scores of the two classes look different, so the researcher will check the t-test in the next table.

Table 13. Independent sample t-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil_Belajar	Equal variances assumed	.110	.742	1.275	62	.207	3.969	3.112	-2.252	10.190
	Equal variances not assumed			1.275	60.501	.207	3.969	3.112	-2.255	10.193

The second table, the Independent Samples Test, provides two statistical tests. Levene's test in the left column is not a t-test, it only assesses the assumption that the variances of the two groups are equal (homogeneity). From the table output above, the significance is 0.742. Since the significance value is greater than 0.05, it can be concluded that the data is homogeneous.

Then, the result of the Independent Sample T-Test shows Sig. (2-tailed) 0.207 > 0.05 or $T_{count}(1.275) < T_{table}(1.998)$, so H_0 is accepted and H_a is rejected. This means that at the 95% confidence level, it can be concluded that there is no significant difference in student learning outcomes after treatment using comic strips and not treatment using this learning media on seventh-grade students at SMPN 2 Sewon.

Discussion

To answer the research problem, the data was obtained from students in seventh grade C and F of SMPN 2 Sewon. The researcher focused on students' grammar scores which were then subdivided into Simple Present Tense sentence structure knowledge. Data from the pre-test and post-test results in the form of student scores showed that the average post-test score of the experimental class was higher than the average pre-test score. The mean score of the experimental class pre-test was 52.00, while the mean score of the post-test was 75.59. While in the control class, the post-test score was higher than the mean score of the pre-test. The mean value of the pre-test was 57.13 while the mean value of the post-test was 71.63.

Moreover, it is proven again by the hypothesis testing using paired sample t-test. It shows sig (2-tailed) 0.000 < 0.05 and T_{count} (-8.633) < T_{table} (-2.039), so H_o is rejected. So, it means that there is a significant score difference in grammar comprehension between the experimental class students (who were taught by using comic strips) and the control class (who were taught by conventional methods). In other words, comic strip as a learning media is effective. This finding is in line with Wijaya et al. (2021) wrote that comic strips are an effective teaching method because they make learning context-based and, consequently, meaningful.

There are several reasons why the use of comic strip media has a positive effect on students' grammar skills in simple present tense. First, comics have a strong visual appeal, so they can attract students' attention, supported by pictures and illustrations that help students understand complex topics more easily. Second, comics have a chronology similar to everyday situations. So when EFL students learn by looking at the pictures, reading them chronologically, and understanding the message, it will improve their reading process as critical thinkers. Third, comic strips are a convenient medium for learning grammar because the verbs used are illustrated in visual form in the form of pictures, making it easier for students to understand their meaning. Therefore, students can recognize the structure or grammar of a language through the dialogues presented in the comic strip.

Although the experimental research showed a successful result, the researcher realizes that this study still has many limitations. First, in the aspect of hypothesis, which is only limited to revealing the effectiveness of comic strips as teaching media. Second, the type of tenses used in the comic strips made by the researcher only focuses on the simple present tense. Future researchers could use other types of tenses so that the stories studied are more complex. Third, the research sample was applied as teaching media for teachers in seventh grade. It is possible to get different results if applied in other classes.

Conclusion

Based on the results of research data analysis and calculations that have been carried out using SPSS version 25, it can be concluded that students achieved better results in grammar knowledge after being taught using comic strips as teaching media in the first semester. It proved that the use of comic strips is effective for teaching simple present tense, and the analysis shows that there is a significant effect of using comic strips as teaching media on seventh-grade students at SMPN 2 Sewon in terms of structure sentences of simple present tense.

In connection with the above conclusions, the researcher provides some suggestions that are expected to be beneficial for students, English lecturers, and other researchers. Students, researcher recommends that the students focus on learning, and improve their knowledge and experience in reading. You can also look for other comics to find out which comic strips are grammatically appropriate. The teacher is expected to emphasize sentence structure in learning grammar and find out the meaning of each word to increase vocabulary insight. It is hoped that comic strips can be used as an alternative teaching medium. Ultimately, for further researchers who want to examine similar issues, it is advisable to conduct research by paying attention to other variables to get more

in-depth results. The researcher hopes that the results of this study can be used as study material for further researchers.

References

Aki, A. N., & Rorintulus, O. A. (2023). A systematic review: The use of pictures in teaching simple present tense sentence construction to junior high school students. *Journal of English Language Teaching, Literature and Culture*, *2*(1), 40–50. https://doi.org/10.53682/jeltec.v2i1.6231

Arbuckle, K. (2004). The language of pictures: Visual literacy and print materials for adult basic education and training (ABET). *Language Matters*, *35*(2), 445–458. https://doi.org/10.1080/10228190408566228

Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy*. New York: Pearson Education.

Cabrera, P., Castillo, L., González, P., Quiñónez, A., & Ochoa, C. (2018). The impact of using Pixton for teaching grammar and vocabulary in the EFL Ecuadorian context. *Teaching English with Technology*, *18*(1), 53–76.

Celce-Murcia, M., & Heinle, H. (2001). Teaching English as a second or foreign language. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 219–232). Boston, MA: Heinle & Heinle.

Cimermanová, I. (2015). Using comics with novice EFL readers to develop reading literacy. *Procedia - Social and Behavioral Sciences*, *174*, 2452–2459. https://doi.org/10.1016/j.sbspro.2015.01.916

Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). New York, NY: Pearson Education.

Effendi, M. S., Rokhyati, U., & Rachman, U. A. (2017). A study on grammar teaching at an English education department in an EFL context. *International Journal on Studies in English Language and Literature*, *5*(1), 42–46. https://doi.org/10.20431/2347-3134.0501005

Harmer, J. (2010). *The practice of English language teaching* (4th ed.). Essex: Pearson Longman.

Koleini, N., & Hashemian, M. (2021). Comic strips and grammar development among Iranian teenage EFL learners. *International Journal of Research in English Education*, *6*(4), 18–35. https://doi.org/10.52547/ijree.6.4.18

Mcvicker, C. J. (2018). Visual literacy and learning to read: Using comic strips for reading instruction. *Journal of Visual Languages & Computing.*

Mitra, M., & Keziah, S. (2019). Advantages of using comics pedagogy in English language teaching - A practical approach. *Pramana Research Journal*, *9*(6), 1441–1451.

Newfield, D. (2011). From visual literacy to critical visual literacy: An analysis of educational materials. *English Teaching*, *10*(1), 81–94.

Octaviani, W., Angraini, N., & Ulfah, B. (2022). The use of Instagram as a media for learning simple present tense of the eighth-grade students of SMP N 3 Palembang in the 4.0 era. *ULIL ALBAB: Jurnal Ilmiah Multidisiplin*, *2*(1), 300–310. https://doi.org/10.56799/jim.v2i1.1213

Özdemir, E., & Eryılmaz, A. (2019). Comics in science teaching: A case of speech balloon completing activity for heat related concepts. *Journal of Inquiry Based Activities (JIBA)*, *9*(1), 37–51.

Permatasari, D., & Aryani, F. (2023). Duolingo: An enchanting application to learn English for college students. *ELTR Journal*, *7*(2), 101–109. https://doi.org/10.37147/eltr.v7i2.176

Rakhmawati, D. (2018). The effectiveness of English comic in teaching grammar (present and past tense). *Jurnal Smart*, *4*(1), 52–60. https://doi.org/10.26638/js.599.203x

Saefudin, D. P., Mulyadi, M., & Santosa, P. P. P. (2023). The analysis of flouting maxim in the @pepekomik comic strip. *SALEE: Study of Applied Linguistics and English Education*, *4*(2), 367–379. https://doi.org/10.35961/salee.v4i2.764

Saputra, M. A. (2020). A comparison on motivation in learning English between who taught by using picture stories and who taught by using conventional technique of the second year students' of Madrasah Tsanawiyah Darul Hikmah Pekanbaru. *SALEE: Study of Applied Linguistics and English Education*, *1*(01), 39–50. https://doi.org/10.35961/salee.v1i01.76

Sari, M. K., & Putri, Y. (2018). The implementation of using picture media on teaching present continuous tense. *LANGUAGE CIRCLE: Journal of Language and Literature*, *13*(1), 1-7.

Sekelj, A., & Rigo, I. (2011). Teaching English grammar in primary school. *Tabula: časopis Filozofskog fakulteta, Sveučilište Jurja Dobrile u Puli, 9*, 188–199. https://doi.org/10.32728/tab.09.2011.14

Solihat, A., & Syahrizal, T. (2020). The implementation of Jigsaw method in teaching simple present tense. *PROJECT (Professional Journal of English Education)*, *3*(2), 252-258. https://doi.org/10.22460/project.v3i2.p252-258

Sugiyono, P. D. (2013). *Metode penelitian kuantitatif, kualitatif, dan tindakan*. Bandung: Alfabeta.

Utomo, D. T. P., & Ahsanah, F. (2020). Utilizing digital comics in college students' grammar class. *Journal of English Language Teaching and Linguistics*, *5*(3), 393-403. https://doi.org/10.21462/jeltl.v5i3.449

Wijaya, E. A., Suwastini, N. K. A., Adnyani, N. L. P. S., & Adnyani, K. E. K. (2021). Comic strips for language teaching: The benefits and challenges according to recent research. *ETERNAL (English, Teaching, Learning, and Research Journal)*, *7*(1), 230-248. https://doi.org/10.24252/eternal.v71.2021.a16