



The Effect of Digital Comic on the Students' Mastery in English Simple Present Tense

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Article Info	Abstract
Article History Received: 2025-05-13 Revised: 2025-06-23 Published: 2025-07-03	This research was conducted in order to discover the effect of digital comic on the students' mastery in English simple present tense in writing context. This research used quantitative research with pre-experimental design. One-group Pretest-Posttest Design was selected. In this design, one group of students was selected in order to measure their level of progress before and after the treatment. There were 23 students who participate in the pre-test in day 1. After that, they participated in the treatment process by reading the digital comic from day 2 to day 7. In day 8, the students participate in the posttest to determine their progress after reading the digital comic. The researcher also applied a normality test to ensure the data was normally distributed and then continued by conducted the paired sample T-test. The mean value from the pretest was only 55.52. However, in the posttest, the mean value reached 62.56. From this change, it can be concluded that the digital comic that was used in this research can improve the students' mastery in English simple present.
Keywords: <i>Effect;</i> <i>Digital Comic;</i> <i>Simple Present Tense.</i>	

Artikel Info	Abstrak
Sejarah Artikel Diterima: 2025-05-13 Direvisi: 2025-06-23 Dipublikasi: 2025-07-03	Penelitian ini dilakukan untuk mengetahui pengaruh komik digital terhadap penguasaan siswa dalam simple present tense bahasa Inggris dalam konteks menulis. Penelitian ini menggunakan penelitian kuantitatif dengan desain pra-eksperimen. Desain penelitian yang digunakan adalah One-Group Pretest-Posttest Design. Pada desain ini, siswa dari satu kelompok dipilih untuk diukur peningkatan kemampuan mereka sebelum dan sesudah diberikan perlakuan. Terdapat 23 siswa yang berpartisipasi dalam kegiatan pretest pada hari pertama. Setelah itu, para siswa diberi perlakuan dengan membaca komik digital dari hari ke-2 hingga hari ke-7. Pada hari ke-8, para siswa mengikuti kegiatan posttest untuk mengetahui perkembangan mereka setelah membaca komik digital. Peneliti juga melakukan uji normalitas untuk memastikan data terdistribusi secara normal dan kemudian dilanjutkan dengan melakukan uji T-test sampel berpasangan. Nilai rata-rata dari pretest hanya mencapai 55,52. Namun, nilai rata-rata dari posttest mencapai 62,56. Dari perubahan ini, dapat disimpulkan bahwa komik digital yang digunakan dalam penelitian ini dapat meningkatkan penguasaan siswa dalam simple present tense bahasa Inggris.
Kata kunci: <i>Efek;</i> <i>Komik Digital;</i> <i>Simple Present Tense.</i>	

I. INTRODUCTION

English is one of the international languages. In order to use English effectively, the learners need to learn several skills, including writing. In writing, they need to apply the micro-skills correctly, including grammar. Grammar refers to the rules of structures in English sentences. English has its own rules when a sentence is formed. One of the grammar rules is tenses. As a part of English grammar, Tenses have a big role to make a sentence to be comprehensible by other English users in term of time (Pasaribu, 2022). The function of tenses is as a time indicator where an action or event occurs. Most Junior High schools in Indonesia have facilitated their students to learn English language, including its tenses. One of the tenses that the students learn in their 1st year is the simple

present tense. For some non-native English speakers in Indonesia, learning and mastering simple present tense can become difficult because the influence of Indonesia language (Iman, 2020). The incorrect application of English tenses is caused by the lack of understanding regarding when and how to apply them correctly, including simple present tense. Although they have the English academic books that serve as media to support their needs to learn the simple present tense, the outcomes might not quite positive. It is because the complexity of the contents in the academic books causes the difficulty in understanding about the learning topics among the students (Pascoe et al., 2020; Rowa & Syahrurah, 2023). Regarding this problem, the role of digital comic as media is needed in order to improve the teachers' method

in teaching English simple present tense for their students' needs.

Generally, people view comics as fictions that only give entertainment for the readers. However, it is not completely true because some comics that are well-structured and contained with the original ideas of the artist have their own values, such as art (Meskin, 2009). Therefore, not only to satisfy entertainment needs, comics are also used by the artist to show their capability in making 2D arts and convey their messages through it (Wijaya et al., 2021).

There are several possible reasons why people want to read comics, but the general reason is because they can feel an enjoyment when they read comics (Utami et al., 2021). In other words, reading comics is very delightful for them. The feeling of enjoyment itself can be triggered when people encounter an event and their brains recognize it as a pleasurable experience (Artha et al., 2020). This experience can also happen during the reading activity.

It is very important to prepare the suitable reading materials and the environment where the students can keep their motivation in learning and reading (Otahe, 2020; Filgona et al., 2020). Most junior high school students in Indonesia also experience this difficulty, including the students from MTs Hasanah Pekanbaru. With the advance of technology, the students often read and learn information of the world from the Internet (Berners-Lee et al., 1992). Reading digital comic also becomes a popular choice because the students more prefer on reading fiction works than academic books (Utami & Nur, 2021). Because of that, the possibility of using digital comic to teach the students about simple present tense might need to be considered by English teachers. Therefore, the researcher determined to measure the effect of digital comic on the students' mastery in English simple present tense.

II. METHOD

This research used quantitative method with a pre-experimental design, one-group pretest-posttest design. This design was used because of its simple implementation and can show the effectivity of the treatment (Margono, 2010). The location of the research was at MTs Hasanah Pekanbaru, Riau, Indonesia. In this research, the population consisted of 85 students from the 7th grade. Class 7.1, which consisted of 23 students in total, was selected through random sampling method. The test that contained 36 multiple-choice type questions was designed and used as

the research instrument. The instrument also has passed the validity test. By using JASP, the researcher looked at the Pearson correlation coefficient (R count) of each test item before compared it with Pearson correlation critical value table (R table). In the validity test, there were 23 respondents. Based on the number of the respondents, the R table is 0.4132. The instrument is valid if R count < R table. The result of JASP showed that the R count of each test item is bigger than 0.4123. From this result, the instrument is valid.

Table 1. Reliability Test

Cronbach Alpha Value	N of item	Criteria
0.917	36	Reliable

In addition, the reliability test shows that the Cronbach alpha value is 0.917 (Table 1). This result is bigger than 0.60. Based on this, the test items are reliable.

By using one-group pretest-posttest design, the students went through 3 stages. The first stage was the pretest. In this stage, each student received the test. The test was designed to test the student's mastery in simple present tense before the treatment. This stage was conducted in day 1. Secondly, in day 2 to day 7, the students entered the treatment stage where they received and read the digital comic. In this research, the researcher himself made the digital comic himself by using Adobe Photoshop software. The title of the comic is "English Simple Present Tense Comic (ENSIPCO)". The narrative of the digital comic contains the information about simple present tense, including its forms and examples (Figure 1). Lastly, in day 8, the students would participate in posttest in order to determine the outcome of the treatment.



Figure 1. The Samples of the Digital Comic

III. RESULT AND DISCUSSION

A. Result

The learning outcomes of the students are divided into the data from the pretest and the post. Based on Figure 2, the mean value of the pretest is 55.52 and the mean value of the posttest is 62.56. The result show that there has been an improvement in learning outcomes after reading the digital comic.

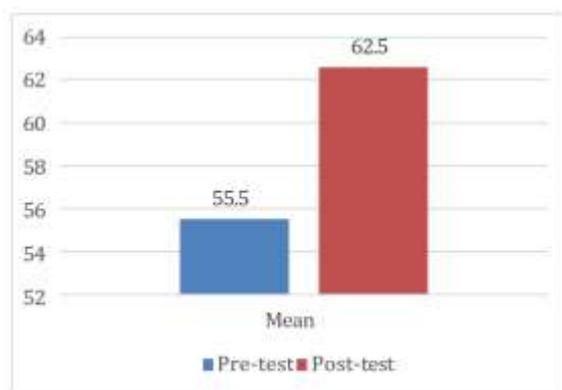


Figure 2. Pretest and Posttest (Mean Value)

The normality test was conducted in order to determine if the set of data is considered to be normally distributed. The result of the test shows that the p-value of the pretest is 0.099 and the p-value of the posttest is 0.090 (Table 2). Both data are normally distributed because they are greater than 0.05.

Table 2. Normality Test

Test	Shapiro-wilk	
	P-value	Category
Pretest	0.099	Normal
Posttest	0.090	Normal

The researcher also conducted the hypothesis test by using the paired sample T-test. Based on Table 3, the test shows that the p-value is $0.014 < 0.05$. Based on this result, the effect of digital comic on improving the students' mastery in English simple present tense shows significant outcomes.

Table 3. Paired Sample T-Test

Pretest (Mean)	Posttest (Mean)	Mean Difference	P-value
55.52	62.56	7.04	0.014

B. Discussion

Simple present tense is used in statements that tell general truths (Azar & Hagen, 2009). When writers make the statements or sentences that contains general truths, they should understand about how to apply the

simple present tense correctly. The digital comic contains the narrative information that can support the students to learn and guide them how to use the simple present tense properly (Kalimullina et al., 2021; Ramadhanty et al., 2021; Ilham, et al 2022; Chrisnawati, et al., 2022). It is because the dialogues of digital comic use the language that can be find in found in daily conversations (Miodrag, 2013; Dittmar, 2012).

In addition, the support of images of the character and the objects in the digital comic can help the students to understand the simple present tense more easily and stay motivated during the use of digital comic. (Hornby, 1974; Mirosunaily & Pramudiani, 2021; Juliana, 2021; Ahsanah & Utomo, 2020; Amrizal, 2022).

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, the mean value of the students reached 55.52 in the pretest. However, the mean value of the students reached 62.56 in the posttest. By comparing the data, it shows that the learning outcomes of the students improved after using the digital comic during the treatment. In addition, the result of the paired sample T-test shows that the p-value is smaller than the significance level ($\alpha = 0.05$). This result proves the hypothesis of digital comic has an effect to improve the students' mastery in English simple present tense. Therefore, it can be concluded that the digital comic has a significant effect that can improve the students' mastery in English simple present tense at MTs Hasanah Pekanbaru.

B. Suggestion

Based on the results of the research, the digital comic has been proven to improve the students' mastery in the simple present tense. Because of that, the researcher recommends English teachers to consider the possibility of using digital comic as an alternative teaching medium. As an educator, the teacher should prepare the digital comics which contents are suitable with students' levels of understanding about English grammar, especially the simple present tense. It should be conducted to get optimal learning outcomes from the students. Other researchers can use the result of this paper as a reference in order to explore more deeply

about the effect of digital comic on English learners' outcomes. They should consider to explore other areas of grammar besides the simple present tense.

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