

The Implementation of Comic Strips Media and Think-Pair-Share Strategy in Teaching Reading Comprehension at Eighth Grade of At-Thohiriyah Junior High School

Muhammad Naafi Hibatullah¹, Dodi Mulyadi^{2*}, Siti Aimah³

^{1,2,3}Universitas Muhammadiyah Semarang

email: dodi@unimus.ac.id

ARTICLE INFO

Received

06/06/2025

Revised

08/01/2026

Accepted

13/04/2026

Keywords:

CAR, Comic strips, Pre-test and Post-test, Reading Comprehension, Think Pair Share.

ABSTRACT

This study aimed to determine the implementation of the Think-Pair-Share strategy and comic strip media to improve students' reading comprehension at Junior High School. The study used a quantitative approach with the Classroom Action Research method, which was carried out in two cycles. Each cycle consisted of the stages of planning, action implementation, observation, and reflection. Data collection was conducted through pre- and post-tests. The results showed a significant increase in cycle I, as revealed by the paired-samples t-test, with a significant difference between pre-test and post-test scores ($t = -3.973$, $p < 0.05$). This indicated that the Think-Pair-Share strategy, supported by comic strips, effectively improved students' reading comprehension. Therefore, the Think-Pair-Share strategy, supported by comic strip media, is an empirically supported instructional approach for improving reading comprehension in junior high school English education.

How to cite: Hibatullah, M, N., Mulyadi, D., Aimah, S. (2026). The Implementation of Comic Strips Media and Think-Pair-Share Strategy in Teaching Reading Comprehension at Eighth Grade of At-Thohiriyah Junior High School. *English Teaching and Linguistics Journal*, 7(1), 57-72.

I. INTRODUCTION

A comic strip consists of several parts: the first part is the panel, the second is the text, and the third is the image. According to Rengur (2019), comic strips convey messages through words and pictures. As a multimodal visual-verbal medium, comic strips support storytelling and communication through integrated visual and textual elements (Nasira Al Faruque, 2023; Wang & Liu, 2021).

We used comic strips because they provide not only written content but also engaging illustrations that can spark students' curiosity and support their reading comprehension skills (Purba & Rini, 2021; Juliana, 2021). Furthermore, comic-based instructional media have been proven effective in supporting learning motivation and engagement in classroom contexts (Saputra & Pasha, 2021). We used comic strips because they provide not only written content but also engaging illustrations that can spark students' curiosity and support their reading comprehension skills. With a combination of images and easy-to-understand text, we believed that comic strips could increase students' enthusiasm for participating in English learning activities. Additionally, comic strips often feature humor, interesting short stories, and appealing characters, making them even more engaging for students. This makes

learning English, particularly reading comprehension, more enjoyable and easier to understand. Students can also be motivated to create their own comic strips, in addition to reading and interpreting them. This not only enhances their English skills but also stimulates creativity and self-expression. For some students, long and complex texts can be intimidating. Therefore, combining comic strips with the Think Pair Share strategy offers an engaging and effective alternative for the learning process.

Think Pair Share is a teaching method that encourages students to think more critically and creatively by working in pairs or groups to solve problems. According to Khaleel and Hamdan (2017), TPS is a collaborative discussion strategy. Previous studies also report that TPS improves collaborative engagement, learning participation, and academic achievement (Kombat et al., 2023; Wuryandani & Herwin, 2021; Rahmawati & Haeriah, 2023).

Students are expected to improve their comprehension of the material by applying the Think Pair Share method when learning reading comprehension through comic strips. By discussing and sharing with their partners, they can align and complement each other's understanding, strengthening their grasp of concepts, vocabulary, and language structures used in comics. Using the Think-Pair-Share strategy in teaching reading comprehension with comic strips allows teachers to create an active, collaborative, and meaningful learning experience that enhances students' understanding of English. In keeping with the demands of the modern educational landscape, we as future teachers are expected to be creative and communicative, and the same applies to students. In learning English, future educators must be able to generate innovative ideas to ensure effective teaching. Creative approaches offer many benefits, including encouraging students to be more communicative and collaborative. Such activities often involve teamwork and interaction, for example, when reading, analyzing, and developing the plot of a text. This process helps improve students' English skills and reinforces the importance of collaboration. However, there are also times when students must work independently, think critically, and generate creative ideas on their own, especially during exams or individual assignments in English learning.

Reading comprehension is a reading skill that involves identifying the phonological, orthographic, and semantic elements of a sentence to understand the text. According to Gilakjani & Sabouri (2016), the purpose is to encourage comprehension of the material rather than to derive meaning from subjective phrases or words. Reading comprehension is the result of combining a visual representation of the content's meaning with the reader's prior knowledge. To integrate comic strips with reading comprehension skills, we used a learning strategy called Think Pair Share, which aims to help students learn and improve their reading comprehension more effectively.

Reading comprehension was selected as the focus of this study due to the persistent issue of low literacy and inadequate reading comprehension among students. Reading comprehension involves not only literal understanding but also inferential comprehension, requiring students to interpret implied meanings and contextual relationships within texts (Clinton et al., 2020; Samiei & Ebadi, 2021). Although various instructional media and teaching strategies have been developed to address this issue, few studies have specifically examined the integration of visual media, such as comic strips, with collaborative learning strategies, such as Think-Pair-Share, in junior high school reading instruction. This gap indicates a need for innovative instructional approaches that combine engaging visual materials with interactive learning strategies. Therefore, this study investigates the implementation of comic strip media integrated with the Think-Pair-Share strategy to enhance students' reading comprehension. Reading comprehension is a reading skill that involves identifying phonological, orthographic, and semantic elements in a sentence to

understand the text (Duke et al., 2021; Yurko & Protsenko, 2022). Reading comprehension results from combining a visual representation of the content's meaning with the reader's prior knowledge, which is strongly influenced by background knowledge and inferential processing (Smith et al., 2021).

Learning media and methods have brought significant changes to the field of education. According to Hediandah & Surjono (2020), in the 21st century, digitalization has been incorporated into every aspect of life. It has indeed become a part of today's fast-paced, practical necessities through the significant and coordinated use of media and innovation, as well as the important role of innovation in education, which gives meaning to each person. Many media and methods can be used as a means of teaching and learning. Some examples of media that can be used as learning tools include Canva, comic strips, novels, and smart apps. One of the learning media and methods that piques my curiosity is the use of comic strips to improve students' reading interest or reading comprehension. And there are challenges that we need to face.

The challenge in using comic strip media and the Think-Pair-Share strategy in teaching and learning activities is how to help students improve their reading interest or reading comprehension. According to Witaharahap & Surya (2017), the classroom environment is undoubtedly vital. It should be designed a utilize appropriate learning models, so that students can connect with one another and, in turn, achieve optimal learning outcomes. Therefore, this research aims to explore how comic strips and the Think-Pair-Share strategy can foster an enjoyable learning atmosphere and enhance students' reading interest and reading comprehension skills.

Therefore, using comic strip media and the Think-Pair-Share strategy, we aim to provide students with a comprehensive, in-depth learning experience that supports their understanding of the texts they read. This approach integrates visual elements, discussion, and personal reflection, all of which contribute to improving students' reading comprehension. Thus, the combination of these two approaches serves as an effective strategy for enhancing students' reading abilities and promoting a deeper understanding of reading materials.

II. METHODS

This research employed the Classroom Action Research (CAR) method at the junior high school level to investigate a reflective and evaluative process aimed at improving educational practices through continuous self-reflection and practical transformation. In this study, the research was conducted through iterative cycles consisting of four stages: planning, action, observation, and reflection. During the planning stage, the researcher prepared lesson plans, instructional materials, and assessment instruments based on the identified classroom problems. In the action stage, the Think-Pair-Share strategy, supported by comic strip media, was implemented in the teaching and learning process. During the observation stage, students' participation, engagement, and learning outcomes were systematically monitored and recorded throughout the instructional activities. Finally, in the reflection stage, the researcher evaluated the effectiveness of the implemented strategy and identified areas for improvement to refine the subsequent cycle. These cyclical stages were conducted continuously to enhance students' reading comprehension skills.

The research was carried out at At-Thohiriyah Junior High School, located on Kyai Haji Thohir Street, Pedurungan Lor, Pedurungan District, Semarang City, Central Java

50192. It was planned to be conducted over a period of four weeks (four meetings or actions). This research activity is based on the importance of reading comprehension and literacy in English language learning. Comic strips, which can improve various English skills, were combined with the Think-Pair-Share strategy. Comic strips were chosen as instructional materials because they provide not only written text but also engaging images that spark students' curiosity, thereby supporting their reading comprehension skills. The visual and contextual elements of comic strips help facilitate students' understanding. We were interested in conducting this research to improve students' reading comprehension skills using comic strip media and the Think-Pair-Share strategy.

Data collection techniques are strategies used to acquire information for a study (Mazhar, 2021). This study employed the following data collection techniques:

Observation

Observation is one of the data collection methods in research, in which researchers directly observe phenomena, behaviors, or events within a natural or structured context. According to Lang et al. (2023), observation may be utilized when a researcher is content with the requirements that must be met in order to collect the required data. This methodology is frequently employed in qualitative research; however, depending on the goal and design of the study, it can also be utilized in quantitative research.

Test

Pre-test and post-test were employed as the primary instruments to measure students' improvement in reading comprehension before and after the implementation of the instructional intervention. The pre-test was administered prior to the treatment to assess students' initial reading comprehension ability and establish baseline data, while the post-test was conducted after the intervention to evaluate students' progress and learning outcomes. To ensure content validity, the test instruments were reviewed and validated through expert judgment by an English education lecturer and a subject teacher to confirm their alignment with the learning objectives and curriculum standards. In addition, the test items' reliability was examined using internal consistency analysis to ensure the instrument produced consistent and dependable results. The comparison between pre-test and post-test scores was used to determine the effectiveness of the instructional intervention in improving students' reading comprehension.

Questionnaires

The questionnaire served as a supporting instrument to collect students' responses on the implementation of comic strip media and the Think-Pair-Share strategy during the learning process. The questionnaire employed a Likert-scale format, consisting of several statements with response options ranging from strongly agree to strongly disagree. This instrument aimed to measure students' perceptions, attitudes, and engagement toward the instructional strategy applied in the classroom. Before distribution, the questionnaire items were also validated through expert judgment to ensure their relevance and clarity in measuring the intended constructs. The questionnaire data were analyzed descriptively to provide additional insights into students' perceptions of the learning intervention.

III. RESULT AND DISCUSSION

Result

The research results present the data and findings obtained during the study. This chapter discusses the use of comic strips as a medium and the Think-Pair-Share strategy in teaching reading comprehension, and explains their effectiveness in detail.

How does the implementation of comic strip media and the Think-Pair-Share Strategy improve reading comprehension

Planning Cycle 1

At this stage, we planned the activities for Cycle 1. We informed the English teacher and the principal about the research. During the pre-test, we gave the students test questions to complete individually. Afterward, we conducted an assessment and taught using the teaching media we had prepared. However, we did not apply the learning method at this stage, as it was implemented in Cycle 2. We also prepared observation sheets to monitor students' activities during the teaching and learning process to assess their engagement and participation. Additionally, we prepared tests to collect data and determine whether students' scores improved from the pre-test to the post-test.

Action Cycle 1

The Cycle 1 action was carried out during the first meeting on February 24, 2025. On the same day, both the pre-test and post-test were administered in two separate sessions. One of the English Language Education students from Universitas Muhammadiyah Semarang served as an observer, while we acted as the teacher during the implementation.

First Meeting

The first meeting took place over two lessons (2×45 minutes) on February 24, 2025, and included the administration of the pre-test. As the teacher, we began by greeting the students, checking the attendance list, and motivating them to engage actively in the lesson. After this, we distributed the pre-test worksheets and gave the students 45 minutes to complete them. Based on the results, the average pre-test score was 50. Following the pre-test, we introduced the learning objectives and the material to be studied, which focused on reading comprehension. We also provided an introduction to comic strips as a learning medium. In implementing the comic strips, we first explained the concept of reading comprehension. Then, we distributed comic strips to the students and selected one student to read and interpret each panel aloud. Afterward, we asked the students to summarize or conclude the content of the comic strips based on their understanding. This method was intended to help students become familiar with the material and develop a better understanding of reading comprehension through the use of engaging visual media.

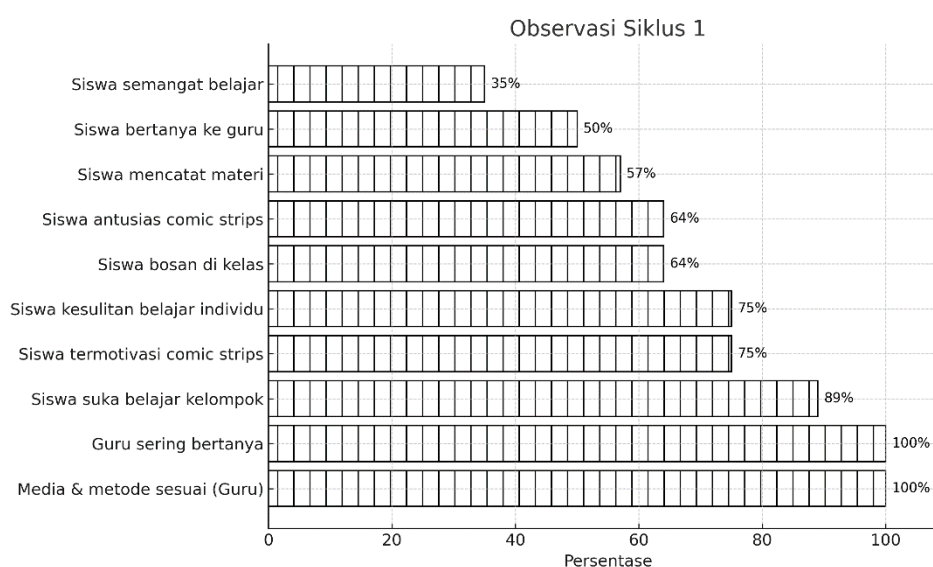
Second Meeting

The second meeting took place on February 25, 2025. As in the previous session, we acted as the teacher, while a fellow student from the English Language Education program served as the observer. The meeting began with a prayer, followed by greetings, checking the attendance list, and asking how the students were doing. The focus of this session was to continue teaching reading comprehension using comic strips, with particular emphasis on

identifying and understanding detailed information presented in them. The implementation of the comic strip media was similar to that of the first meeting. One student was appointed to read and interpret each panel in the comic strip, after which the class was asked to summarize the content and draw conclusions based on what they had read and observed. The students appeared enthusiastic and actively engaged during the session. After the material had been thoroughly explained and discussed, the post-test was administered. Based on the results, the average post-test score was 61. Compared with the pre-test score of 50, the post-test results indicated an improvement in students' reading comprehension.

Observation Cycle 1

Table 3.1 Observation Diagram



Based on Table 3.1, the observer evaluated how the teacher and students behaved during Cycle 1 using comic strip media. The implementation showed that students became more motivated because the teacher used comic strips as a teaching medium, and they appeared enthusiastic. Some students asked the teacher questions, and the teacher also asked the students about the material being taught. The students took notes during the lesson. However, some students did not appear excited, seemed bored, and had difficulty answering the questions because they were working individually. These students appeared to enjoy learning more when working in groups.

Based on these findings, the process in Cycle 1 was considered less successful, as some students remained unmotivated and bored during the lesson and had difficulty completing the tasks when working individually. Therefore, in Cycle 2, the teacher should modify or introduce different learning methods to engage students, reduce boredom, and help them better understand the material.

Reflection Cycle 1

From the results obtained in cycle 1, their pre-test and post-test scores improved. Although some of the students tended to struggle and were not excited. But they were dedicated in doing something. However, we are still not satisfied because we saw that some students were not enthusiastic and had difficulty with the tests.

During cycle 1, some students looked active and enthusiastic as they asked the teacher questions about what they did not understand. However, some students tended to be bored and lacked enthusiasm for learning. And when they take the test, they have difficulty because they work individually, and they look happier when they can work in groups. The teacher modifies the learning strategy used in cycle 2 based on the findings from these observations.

To ensure that students can fully follow the learning, the teacher applies a new learning method that improves their scores and keeps them excited and not bored during classroom learning. In cycle 2, the teacher improves students' scores, increases their understanding of the material, and makes the class less boring and more enthusiastic than in cycle 1.

Planning Cycle II

The action in cycle I was not fully maximized, so it was necessary to continue to Cycle II. Cycle II was intended to address the weaknesses identified in Cycle I. Designing lesson plans, identifying sources of problems, determining learning methods, and preparing tests and evaluations were the main ways to improve the learning process. This indicates that successful learning can be achieved. After careful observation and reflection, some actions were decided to address the learning problems that emerged in Cycle I. The action plan for Cycle II was to adjust the learning method based on the observation results.

The aim is to make the students excited and not easily bored, and to ensure they do not have difficulty with the test. Assessing the students' knowledge of the previously taught content is crucial for the teacher. The teacher must assess students' understanding of previously learned material. The learning method was changed from self-learning to the Think-Pair-Share strategy. This modification is expected to increase students' enthusiasm for learning, make it easier for them to do the test, and most importantly, improve their understanding of the subject.

Action Cycle II

Based on the activities in Cycle I, Cycle II was intended to address the problems identified in that cycle. During the learning process, the teacher aimed to improve monitoring because there were still weaknesses in Cycle I, such as students' lack of enthusiasm, feelings of boredom, and difficulty with the assigned problems. All materials for the Cycle II meetings were prepared as lesson plans (RPPs). The meetings in Cycle II include:

First Meeting

The first meeting of the second cycle was held on March 5, 2025. We acted as the teacher and worked together with an observer. We began the lesson by taking attendance, reviewing previously taught material, and discussing the results of the first post-test as a reflection. Before starting the new lesson, we instructed the students to form pairs and conducted a pre-test to evaluate their reading comprehension in Cycle II. The pre-test was carried out at the beginning of the lesson. The Cycle II pre-test results showed an average score of 64. After the pre-test, we continued by explaining the new material using the learning media we brought and also explained the Think-Pair-Share strategy. In applying this strategy and the learning media, we assigned several groups to read and understand each panel in the comic strips. Afterwards, we asked them to summarize what they had read and

learned from the comic strips. We then invited the students to discuss the day's learning objectives. The session concluded with a question-and-answer segment for the students.

Second Meeting

The second meeting was held on March 6, 2025, for the students involved in this study. The meeting began with a review of the previous lesson, with particular focus on the reading comprehension material. We instructed the students to form groups using the Think-Pair-Share strategy and encouraged them to share the information they had discussed. After forming the groups, we explained the material using the learning media that we brought. The application of this strategy and learning media involved assigning several groups to read and understand each panel in the comic strips. Afterward, we asked them to summarize what they had read and learned from the comic strips. Once the learning session was completed, we distributed the post-test questions. The students' average post-test score was 87. At the end of the session, we provided a reflection activity.

Observation Cycle II

Table 3.2 Observation Diagram

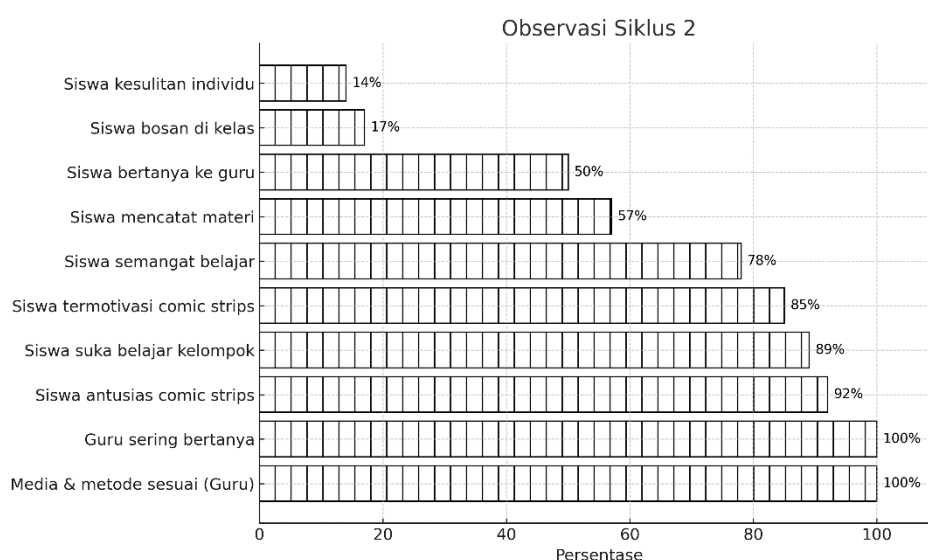


Table 3.2 shows that in each phase of Cycle II, the teacher applied appropriate learning media and methods. The observer evaluated how the students and teacher carried out the activities. In this phase, students were motivated by the comic strip teaching media and appeared more excited and enthusiastic about participating in the learning process. Students who, at the beginning of Cycle I, looked bored and had difficulty completing the test independently, no longer appeared bored and found the test easier to complete. This improvement was due to the teacher introducing a new activity in Cycle II—namely, the Think-Pair-Share strategy. The students preferred working in groups. Based on the conclusion above, it can be seen that the use of comic strip media and the Think-Pair-Share strategy successfully addressed the problems identified in Cycle I. This improvement is evident in the observation table above.

In Cycle I, we identified several problems, including students lacking enthusiasm, appearing bored, and having difficulty completing the test. However, we successfully overcame these issues in Cycle II. Students who were initially unmotivated became more

enthusiastic, and those who were previously bored and struggled with the test became more engaged and found it easier to complete.

Reflection Cycle II

After involving students in English learning activities using comic strips and the Think-Pair-Share learning strategy, we and the observer reflected on the Cycle II activities to make them more engaging so students could better understand the reading comprehension material. The conclusion we reached was that Cycle II was more successful than Cycle I.

In this cycle, there was a clear improvement in the learning process. The classroom atmosphere improved, with many students appearing more enthusiastic, less bored, and finding it easier to complete the test. This success cannot be separated from the application of the Think-Pair-Share strategy. Students showed greater spirit and enthusiasm. This was a result of the development and improvements made to the learning process in Cycle I.

Students demonstrated higher levels of motivation and enthusiasm compared to Cycle I. This indicates that the comic strip media and Think-Pair-Share strategy were effective in helping students improve their reading comprehension. Although there were improvements in Cycle I, we decided to continue to Cycle II because some areas still needed enhancement. Cycle II showed that applying the new learning method led to higher student scores and greater enthusiasm for learning. Thus, it can be concluded that the teaching media and learning method used were effective in improving students' reading comprehension. Therefore, the observer and the researchers concluded that no further cycles were needed, as the results were deemed successful.

How effective are comic strips and the Think-Pair-Share Strategy in students' reading comprehension?

Score of Students in Cycle I

Table 3.3 Average score of students on Pre-test and Post-test

Cycle 1	Average score
Pre-Test	50
Post-Test	61

From Table 4.3, it can be seen that in the Cycle I stage of mastering reading comprehension material, there was an improvement. The average student score in the Cycle I pre-test was 50, while the post-test score increased to 61. From the table above, it is evident that student scores could still improve further; therefore, we decided to use comic strip teaching media.

After implementing learning using comic strip teaching media, the average student score increased to 61. Based on these results, it can be concluded that student learning outcomes improved. However, further improvement is still needed in reading comprehension. The learning process is considered successful if student scores continue to improve in each cycle and do not show a decline. This finding shows that the learning outcomes in cycle I were relatively successful, but additional improvements are still needed

to enhance student performance and boost their confidence—especially given the consistent progress observed in their scores.

Score of Students in Cycle 2

Table 3.4 Average score of students on Pre-test and Post-test

Cycle 2	Average score
Pre-Test	64
Post-Test	87

The students' average score increased, surpassing the achievement levels of the Cycle I pre-test and post-test, according to Table 4.4. The findings from Cycle II's pre-test and post-test, which showed an increase in the average score, demonstrate this improvement. The average pre-test score was 64, and the average post-test score increased to 87. In Cycle II, twenty-eight students were divided into 14 groups and consistently improved their scores.

Based on these results, it can be concluded that learning using comic strip media and the Think-Pair-Share strategy in this classroom action research proved effective in improving students' learning achievement. Therefore, the learning cycle was declared successful and concluded.

Paired Samples t-test

The pre-test and post-test data from Cycle I and Cycle II were analyzed using the Shapiro-Wilk test. This test was conducted to determine whether the data were normally distributed, and the results showed that the data followed a normal distribution. In addition, the pre-test and post-test results from all cycles were analyzed using a paired sample t-test, conducted with the help of SPSS 27.0 software. The t-test was used to determine whether the hypothesis of this study was supported or not.

Table 3.5 The effectiveness score in Cycle I
Paired Samples Test

	Mean	Std. Deviation	Paired Differences		t	df	Sig. (2-tailed)
			Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1 pretest - post-test	-11.036	14.698	2.778	-16.735 -5.336	-3.973	27	.000

Based on Table 3.5, it can be concluded that in Cycle I, the paired sample t-test resulted in a statistical t-value (t-count) of -3.973 with a probability (Sig.) of 0.000. The null hypothesis (H_0) is rejected since the obtained p-value is less than the significance level of 0.05. This suggests that the pre-test and post-test scores differ significantly. This finding provides evidence that the teaching intervention, namely comic strip media, has a statistically significant impact on students' learning outcomes in Class VIII A at SMP AT-Thohiriyah Semarang. The implication of this finding confirms the importance of learning

approaches in shaping student learning outcomes, as supported by the statistical analysis of the collected data.

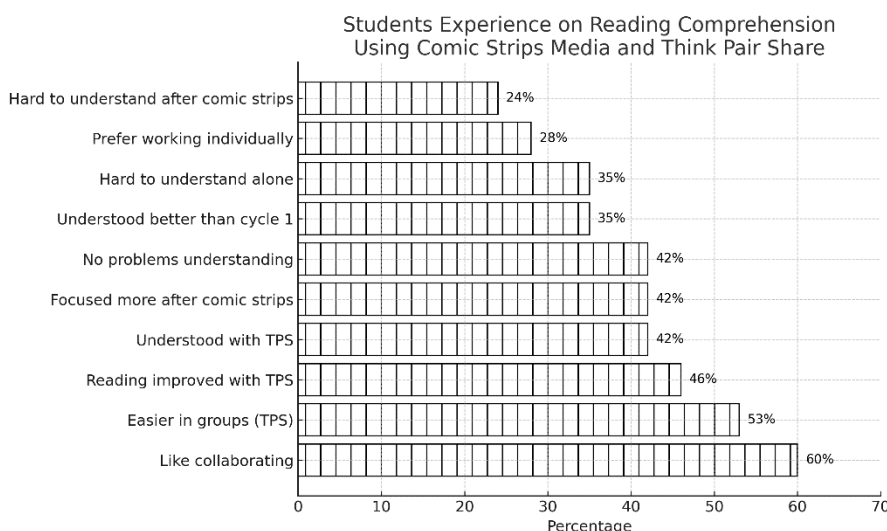
Table 3.6 The effectiveness score in Cycle II

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest - post-test	-22.786	23.678	6.328	-36.457	-9.115	-3.601	13	.003

Based on Table 3.6, it can be concluded that in Cycle 2, a statistical t-value (t-count) of -3.601 with a probability (Sig.) of 0.003 was obtained from the paired sample t-test. The null hypothesis (H₀) is rejected since the obtained p-value is less than the significance level of 0.05. This suggests that the pre-test and post-test results in Cycle 2 differ significantly. This result indicates that the Think-Pair-Share technique and comic strip media, as instructional interventions, had a statistically significant effect on the learning outcomes of the eighth-grade students at SMP AT-Thohiriyah Semarang, as demonstrated by the statistical analysis. These results can help us better understand the effectiveness of instructional media techniques in improving student achievement in relevant contexts.

Students’ perception of comic strips and Think-Pair-Share strategy in mastering reading comprehension skills

Table 3.7 Indicators of Student Perception Data Presentation



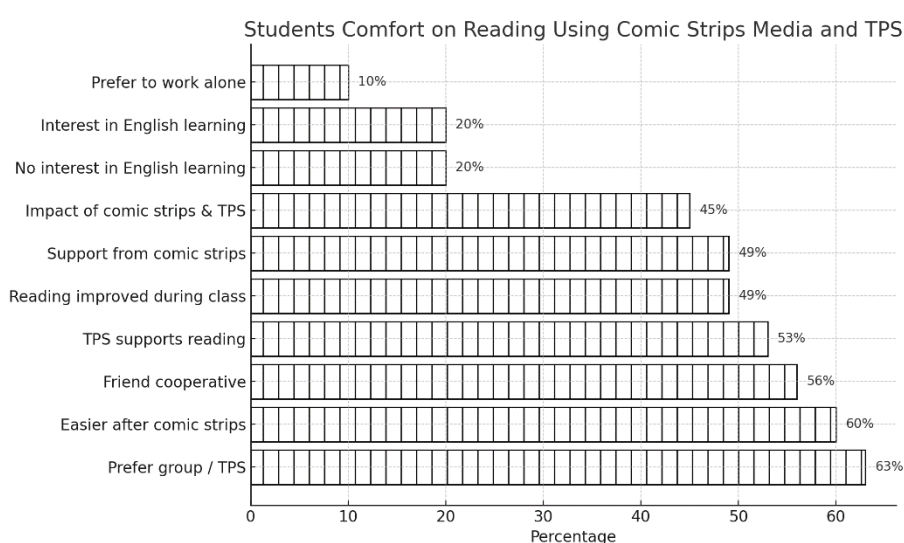
Based on Table 3.7, the questionnaire results regarding students' experiences in reading comprehension after using comic strip media and the Think-Pair-Share (TPS)

strategy showed that most students perceived benefits from this learning method. As many as 60% of students reported liking collaborating with peers and found it easier to understand the material when working in groups or using the TPS strategy. In addition, students reported an improvement in their reading abilities after using the TPS strategy. Furthermore, 42% of students reported no difficulty understanding the tasks, and the same percentage stated they could focus better after learning with comic strip media.

Overall, this research demonstrates that students' reading comprehension improved when comic strips and the Think-Pair-Share method were used. Learning that involves collaboration and visualization through comics can increase students' interest in and understanding of reading material.

Students' comfort using Comic Strips media and Thin Pair Share strategy

Table 3.8 Indicators of Student Perception Data Presentation



Based on Table 3.8, the survey results showed that the majority of student respondents (63%) indicated a strong preference for learning reading comprehension in a group format through the implementation of the Think-Pair-Share strategy, which is considered to create a more comfortable learning environment and support interaction among learners. In addition, 60% of students reported greater ease in accessing and understanding information after participating in reading comprehension activities that used visual media, such as comic strips. This finding reflects the significant role of the collaborative learning approach and the integration of visual media in supporting cognitive engagement and enhancing the effectiveness of the reading comprehension process. Thus, it can be concluded that the synergy between social interaction and the presentation of visually appealing materials contributes to improving the quality of students' reading-learning experience.

Discussion

This discussion aims to interpret and explain the research findings, emphasizing the use of comic strips and the Think-Pair-Share strategy to improve students' reading comprehension. It also addresses the effectiveness of the media and methods, as well as individual students' responses.

How can the implementation of comic strips and the Think-Pair-Share Strategy improve reading comprehension?

Based on observations from the first cycle, the teacher used media and learning methods appropriate to the material, namely comic strips. Students appeared motivated and enthusiastic about learning, but their enthusiasm was not yet at an optimal level. Additionally, some students showed signs of boredom during the lesson. Completing tasks proved difficult because students were learning individually, even though their preference was for group learning. The teacher was fairly active in asking student's questions, and students were also engaged in taking notes and asking questions. The findings of this study demonstrate that the implementation of comic strip media combined with the Think-Pair-Share (TPS) strategy significantly improved students' reading comprehension. This finding aligns with social constructivist learning theory, which emphasizes that students learn more effectively through active engagement, collaboration, and social interaction in the construction of knowledge. Social constructivist perspectives argue that learning is socially mediated and enhanced through interaction with peers and teachers (Mohammad Bolad et al., 2025). In this context, the collaborative nature of TPS enabled students to engage in meaning-making and comprehension-building processes actively.

Entering the second cycle, strategic improvements were made, including encouraging group work through the Think-Pair-Share strategy and continuing the use of comic strip media, which had proven effective in increasing motivation. The observation results showed positive developments; students were not only motivated and enthusiastic but also appeared more eager to engage in the learning process. Signs of boredom were no longer dominant, and students were better able to complete individual tasks. The teacher remained consistent in actively interacting with students by asking questions and facilitating discussions. This demonstrates that the application of comic strip media and a learning approach tailored to students' needs successfully improved both learning outcomes and students' active participation in the learning process.

How effective are comic strips and the Think-Pair-Share Strategy in students' reading comprehension?

The Effectiveness of TPS found in this study is consistent with prior research suggesting that TPS enhances classroom participation and collaborative engagement (Mundelsee & Jurkowski, 2021). It also promotes creative thinking and communicative competence through peer interaction and shared problem solving (Li & Tu, 2024; Minh Huyen et al., 2021). TPS has been shown to improve participation and in-class learning engagement in structured classroom settings (Mundelsee & Jurkowski, 2021). Through the discussion stage, students can negotiate meaning, exchange perspectives, and refine their understanding of reading materials, which ultimately supports deeper reading comprehension.

The use of comic strip media and the Think-Pair-Share learning technique significantly improved student learning outcomes in Class VIII A at SMP AT-Thohiriyah Semarang, according to statistical tests conducted in Cycles 1 and 2. Overall, these results suggest that innovative learning approaches—particularly those involving creative visual media and collaborative strategies—are highly effective in enhancing student achievement. Statistical evidence indicates that the intervention successfully led to measurable improvements in student performance. This collaborative instructional model also supports

students' development of analytical thinking and higher-order cognitive processing during classroom discussion (Theabthueng et al., 2022).

Students' perception of comic strips and Think-Pair-Share strategy in mastering reading comprehension skills

The survey results on students' experiences and comfort in reading comprehension using comic strip media and the TPS (Think-Pair-Share) strategy show that this approach has a positive impact on reading instruction.

In terms of learning experience, most students found it easier to understand the material when working together in groups. Collaboration through the TPS strategy helped them discuss, exchange ideas, and solve problems with greater confidence. Additionally, students stated that they enjoyed learning activities that involved cooperation with peers, as it made the learning process more enjoyable and less monotonous.

In terms of comfort, students found it easier to extract information from the reading text after using comic strip media. The visual presentation of the material was helpful in understanding the story's context and the reading's content more clearly. Learning in pairs or groups was also perceived as more comfortable than learning individually, as students could support and complement each other's understanding.

Overall, the application of comic strip media and the TPS strategy significantly improved reading comprehension while creating a more interactive and enjoyable learning environment. This approach proved effective in supporting reading learning, particularly in the context of learning English as a second language.

IV. CONCLUSION AND SUGGESTION

Based on the findings, the implementation of comic strip media combined with the Think-Pair-Share technique effectively improved the reading comprehension of eighth-grade students, as evidenced by increases in students' pre-test and post-test scores and by statistically significant results. In addition, this instructional approach enhanced students' motivation, participation, and engagement during the learning process. The main contribution of this study is empirical evidence that integrating visual media with collaborative learning strategies can be an effective pedagogical approach for improving English reading comprehension at the junior high school level. Future research is recommended to examine the application of this strategy across different educational contexts, with larger sample sizes, and across other language skills to validate its effectiveness further.

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