

CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of the first data analysis, the first data is taken from the observation checklist is used to know the student progress during the application of the comic strips, and the data from questionnaire is used to know the student's opinion and the involved teacher to toward the application the media. Finally, the whole data are used to answer the research question whether the picture can motivate the students and help them to understand when reading narrative text.

4.1 Findings

4.1.1 The Implementation

The meeting was on June 15, 2021. In the meeting the teacher used Indonesian to instruct the students, because the student would not understand about teacher's instruction if the teacher used English.

Before started the lesson, the teacher greeted the students and asked them about their condition, after that the teacher leads them to prayer. Before the lesson came into whilst activities, the teacher gave them some warm up to relax them.

Teacher : Assalamualaikum..

Students : Waalaikumsalam..

Teacher : Before we start our lesson, let's pray together (pray finished). How do you do?

Students : I'm fine, thank you. And you?

Teacher : I'm fine, thank you. Okay, can you tell me, have you ever read a fairytale or fable?

Students : (No answer (they didn't understand what the teacher said))

Teacher : Apakah kalian pernah baca dongeng atau cerita binatang?

Students : Iya, pernah

Teacher : Dongeng tentang apa?

Students : Malin Kundang, Miss

Teacher : Nah, Dongeng, fable, dan lain-lain itu disebut narrative text. Apakah kalian tau apa narrative text itu?

Students : little (they say together)

Then, the teacher stimulated them with presented a comic strips, during presenting it, the teacher asked the students about what they think about comic strips. Afterwards, the teacher instructed them to read the text in comic strips, during the students read it, the teacher corrected the students' intonation and pronunciation.

Figure 4.1.1.1 the comic strips applied in class





To make sure that the student understood about what the material in that time, the teacher explain the narrative text, include the definition, the generic structure, and the language features. The teacher also defined them about comic strips.

Figure 4.1.1.2



The teacher defined the students narrative text, generic structure, and language features.

After explain the narrative text and comic strips, the teacher asked the students to assemble become one in circle, and asked them to re-arrange a jumbled comic strips be in the right order. After that, the teacher asked them to make a narrative text story in comic strips. Then, the teacher asked them to collect it to the teacher. The teacher didn't instructed the students divided into some groups because total of the students only 9 students.

Figure 4.1.1.3



The teacher instruct the students to make circle and the teacher explain them to re-arrege the jumbled comic strips.

Figure 4.1.1.4



The teacher instruct the students to make circle and the teacher explain them to make a comic strips.

After whilst activities finished, the teacher gave feedback and gave chanced the students to ask about the material but the students didn't asked the teacher. To make sure that the students understood about what the materials, the teacher gave some question to the students and the students answer it.

Teacher : Jadi, coba ulangi lagi apa yang dimaksud dengan narrative text?

Students : Cerita fiksi untuk menghibur pembaca, miss.

Teacher : Contohnya?

Students : Malin Kundang, Si kancil dan Pak Tani, Timun Mas dan lain-lain.

Teacher : Lalu, apa saja struktur yang ada pada narrative text?

Students : Orientation, complication, resolution dan re-orientation.

Before the class finished, the teacher closed the class by said greetings and the teacher leads the prayer.

Figure 4.1.1.5



The teacher gave feedback and leads the prayer

That was the first time in that class which learning narrative text with comic strips. During the learning process, there were some mistakes done by the students. In learning process, the students were interested with the media, but a part of the students still confused to arrange the media and had difficult to draw the comic strips.

4.1.2 The Teacher's Difficulties

In this study, the interview was used in order to get information about the teacher responses in teaching narrative text with comic strips. This interview consisted of 4 core questions. The researcher used bilingualism to build intimacy with the teacher.

The result of the teacher responses in interview:

Researcher : Did you ever teach narrative text using comic strips?

Teacher : Alhamdulillah, we haven't used comic strips in our class. Usually, we use fable as an example of narrative text.

Based on the interview above, the researcher can concluded that the teacher had not used comic strips in teaching narrative text. That was first time in the class used comic strips during learning narrative text. Usually, the teacher gave the students some text in fable as the examples.

Researcher : What difficulties are faced by the students when they read narrative text use comic strips?

Teacher : As usual, the students got problem in translate English to Indonesian, but with comic strips the students had been more interested to follow the lesson.

Based on the dialogue between the teacher and researcher, the difficulties were faced by the students in the teacher opinion were in translate English in to Indonesian. According to Wall Street English, there were any difficulties that faced by student when translate become the subject of ridicule by their friends, the limitation of time to study, they didn't have relevant study method, and many pronunciation and dialect of English, that were be student's problem in translate English to Indonesian. But, comic strips could be the stimulus for the student's spirit to follow the teaching learning process. Images or visuals, that is any graphic display which portrays all or some accompanying text's contents, can help reader to understand factual information (Liu, 2004). Because of the helped of the picture from comic strips the students could take some message of the story.

Researcher : What difficulties are faced by the teacher when teach narrative text use comic strips?

Teacher : We have limited range of facial expression and need more time to search or to make it.

Based on the interview above, the researcher had known that the teacher would have a difficultness when teaching the students with comic strips because comic strips have limited range of facial expression, know that not all the students directly understood about the expression that showed in comic strips, therefore the teacher must defined it to the students one by one. And the other difficulties was need more time to search or to make it. The researcher had known that search this media was not easily, need more time to search, and for the researcher or the teacher that didn't have a skill to make a comic strips, that would be a problem.

Researcher : How are the solution of the teacher to resolve the disadvantages of comic strips?

Teacher : We as the teacher should explain the students what expression of the character in comic strips, and about need more time to search it, we can search it before we learn the students.

Based on the above, the teacher had some solution about the problems, one of them was defined the students about the expression from the character in comic strips, and the other solution was the teacher could search the comic a few days before teaching start.

4.2 Discussion

This research was conducted to find out the implementation of using comic strips in teaching reading narrative text and teacher difficulties in teaching reading narrative text through narrative text. The procedure of teaching and learning process consist pre-teaching activity, whilst-teaching activity, and post teaching activity.

The implementation of teaching reading narrative text using comic strips were gone well and attractive. This media was implemented as process of understanding text and as constructing meaning from written text. By reading, the students tried to understand the meaning of word or sentence. In this case need strategy to make the students interesting on reading. Using comic strips is one of the strategy to make students interesting on reading. Based on Eisner (1985), comic is texts are read as images. Comic helped the students to decoding and visualization the information and give illustration to the students when they read. Comic strips helped the students understand the content of the story, even they didn't. Therefore comic strips was one of many media which can be used by the researcher in teaching English especially to help the students to understood the narrative text well.

Based on the data, it was taken from observation checklist and documentation. It was found that the class ran well and the students active while learning. The students focused and paid attention to the teacher when the teacher explained about the lesson.

This research had been done by the researcher indicated that comic strips was well or could be used in teaching reading. Rokhayani and Utari (2014) stated that, not all the students enjoy the learning styles of visual media. Then the teacher must adjust to the level of willingness and ability of students. However, there were any problems to teach narrative text through comic strips, including, the students would have difficultness in read the expression of the character in comic and the teacher needs more time to prepare the learning stuff before the time begin, Blake (2013) stated that, using stories (comic strips) to teach brings up a potential for story content to be seen as inappropriate for certain age groups. But the teacher have

some solution to resolve it. It could be seen by the interview between the researcher and the teacher. It was proven when the researcher interviewed the teacher about the solution, the teacher said “*We as the teacher should explain the students what expression of the character in comic strips, and about need more time to search it, we can search it before we learn the students*”. From the explanation above, this research could be concluded that the use of comic strips could be implemented in teaching reading narrative text. And all the difficulties from the teacher could be resolved by the teacher.