

THE USE OF COMIC STRIPS IN TEACHING READING NARRATIVE TEXT

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Abstract

This research is about the application of comic strips in teaching reading narrative text. Subjects in this study consisted of 9 students. As a fellow English teacher, the researcher stated that the teacher's teaching method was too monotonous and less innovative. This study aims to determine the implementation and difficulties of a teacher in teaching narrative text using comic strips. The use of comic strips in this study can be measured using an observation sheet and the teacher's response to difficulties can be measured through interviews conducted between researchers and teachers. With this method, it can be seen how the teacher applies and difficulties in using comic strips when teaching narrative texts. The results of data analysis show that the use of comic strips in teaching reading narrative texts attracts students' interest in learning English. In the interview session there were several difficulties experienced by the teacher that hindered the teaching and learning process. However, the problem can be overcome by the teacher by showing some solutions. The researcher expects that the next researcher will be more innovative and use more than one method, so the research will be more specific and extensive. The next researcher is recommended to use field notes to facilitate the data collection because the data obtained will be easily forgotten by researchers. Furthermore, the researcher suggests the other researcher to use questionnaires as their instrument because the research will obtain data that is relevant to the research and obtain data with the higher possible reliability and validity.

Keywords: Teaching Reading, Comic Strips, Narrative Text

Abstrak

Penelitian ini adalah tentang penerapan komik strip dalam mengajar membaca teks naratif. Subject dalam penelitian ini terdiri dari 9 siswa. Sebagai sesama guru bahasa Inggris peneliti menyatakan bahwa metode mengajar yang dilakukan guru terlalu monoton dan kurang inovatif. Penelitian ini bertujuan untuk mengetahui implementasi dan kesulitan seorang guru dalam mengajar teks naratif menggunakan komik strip. Penggunaan komik strip dalam penelitian ini dapat diukur menggunakan lembar observasi dan respon kesulitan guru dapat diukur melalui wawancara yang dilakukan antara peneliti dan guru. Dengan metode tersebut dapat diketahui bagaimana penerapan dan kesulitan guru dalam menggunakan komik strip saat mengajar teks naratif. Hasil analisis data menunjukkan penggunaan komik strip dalam mengajar membaca teks naratif menarik minat siswa untuk belajar bahasa Inggris. Dalam sesi wawancara ada beberapa kesulitan yang dialami oleh guru sehingga menghambat proses belajar mengajar. Tapi, masalah tersebut bisa diatasi oleh guru dengan menunjukkan beberapa solusi. Peneliti mengharapkan untuk peneliti lain agar lebih inovatif dan

menggunakan waktu lebih dari satu pertemuan, sehingga penelitian menjadi lebih spesifik dan luas. Peneliti selanjutnya dianjurkan untuk menggunakan catatan lapangan untuk memudahkan pengumpulan data karena data yang didapat akan mudah dilupakan oleh peneliti. Selain itu, peneliti menyarankan untuk peneliti lain agar menggunakan kuisioner sebagai instrumen mereka karena penelitian akan mendapatkan data yang relevan dengan tujuan penelitian dan mendapatkan data dengan reliabilitas dan validitas yang lebih tinggi.

Kata Kunci: Teaching Reading, Comic Strips, Narrative Text

INTRODUCTION

Reading is what happens when individuals see at a content as relegate meaning to the written symbols in that content. It can be conclude that the reading could be a process to responding and understanding a written content as a bit of communication (Aebersold and Field,1997). Nowadays, many students feel bored to reading a text.

There are several facts that show the level of interest of reading in Indonesian students, first, the result of research from the Program for International Students Assessment (PISA) released by the Organization for Economic Co-Operation and Development (OECD) in 2015. PISA research shows that Indonesia's literacy rate is low compared to other countries in the world. This is the result of a study of 72 countries. The respondents are school children aged 15 years, the number is around 540 thousand children 15. The sampling error is approximately 2 to 3 scores. The second, the literacy ranking titled "World's Most Literate Nation" announced in March 2016, the product of Central Connecticut State University (CCSU). CCSU released the literacy rankings of world countries in March 2016. Indonesia is ranked 60th out of 61 countries surveyed. Indonesia is still ahead of one country, namely Botswana, which is on the crust of this literacy ranking. Number one is Finland, followed by Norway, Iceland, Denmark, Sweden, Switzerland, the US and Germany.

Based on curriculum 2013, narrative text have to be mastered by students of Junior High School. There are several issues to understanding narrative text for the students. Related to Rebecca (2003), a narrative text is a text which relates an arrangement of logically and chronologically related events that are caused or experienced by component. The text consist of orientation, complication, and resolution.

Therefore, the researcher using comic strips as a method. Based on understanding comic strips, it can be easier and fun to learn and understanding about narrative text. As we know, comic strips is a sequence of drawings organized in interrelated panels to show brief humor, often serialized, with text in balloons and captions. The researcher choose comic strips as media, because it is simpler, and the researcher believe that the students more interested to reading narrative text with comics strips.

The problem statement that formulated by the researcher are:

1. How is the implementation teaching reading narrative text using comic strips?
2. What difficulties do the teacher face in teaching reading narrative text using comic strips?

The result of this study hopefully useful for English teacher and further researcher as their references. The researcher focus on eight grade students, comic strips, and focus on SMP Nahdatul Ulama Candi.

RESEARCH METHODOLOGY

In this research, the researcher applied descriptive qualitative research because the researcher wanted to describe the process of teaching reading narrative text using comic strips. This research was set in MTS Nahdatul Ulama, and took English teacher as a subject.

While the data sources were students and collaborator, when teaching learning process activity. (1) Students are a learner, in this research students are the important object as a source of the data, (2) Teacher is a collaborator, the collaborator assisted the researcher in conducting the action research. To collect the data, researcher would use some instrument. In this research, researcher will use observation checklist, interview, and documentation.

To collecting, measuring, and analyzing a research, the researcher have some data collection procedure, as the follow:

1. The researcher asked permission to the head master of SMP Nahdatul Ulama Candi to do the research.
2. The researcher meets the English teacher and organize the schedule to do the research.
3. The researcher prepares the instruments concerning with statement of the problem.
4. The researcher observes the teaching learning process and take some pictures and videos as the documentation.
5. The researcher gives some observation checklist to the students relating statement of the problem of the research.
6. The researcher does some interview to the English teacher concern with teaching learning process.
7. The researcher collects the data from observation checklist, interview, and documentation.
8. The researcher processed the data sources from the research of researcher using an overview and conclusion.

FINDINGS AND DISCUSSION

The meeting was on June 15, 2021. The teacher used bahasa, so the students easier to understand what the teacher saying. Before the teacher start the lesson, the teacher greeted the students and asked them about their condition, and leads them to prayer. Before the class 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.

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.



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.

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. 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.

In the other moment, the researcher interviewed the teacher about the difficulties in teaching narrative text with comic strips.

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.

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 been implemented in teaching reading narrative text. And all the difficulties from the teacher could be resolved by the teacher.

CONCLUSION

Using comic strips can be alternative way to teach reading narrative text. Comic strips can be the way to teach reading narrative text. Based on the observation checklist during the learning process, it run well but 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.

The researcher also take some conclusions from the interview, there are some problem in teaching reading narrative text trough comic strips, include, the students have difficulties in translate English to Indonesian, the comic is less of expression and the teacher will need more time to search or build a comic strips. But the teacher have some solution to resolve the problem.

For English teacher who will using comic strips as a media should use more time to teach it, so that the leaching learning run maximal, because of the pandemic, the teaching learning process that done by the researcher is less of time. The teacher also should search more of comic strips for the students, so the students can chose what they want to read. The teacher also search more reference to find well comic strips and related to the students. The researcher only want to know how the implementation and the teachers difficulties in teaching reading narrative text using comic strips, the researcher suggest to the other researcher to research how the students difficulties in learning reading narrative text using comic strips and how the responses of the students in learning it. The researcher only have one meeting in observation it, therefore the researcher suggest the other researcher to make some meeting in their observation, so the research will be more specific and more extensive.

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