

**THE IMPLEMENTATION OF COMIC STRIPS TO ENGAGE
STUDENTS IN LEARNING READING COMPREHENSION**

A THESIS

Submitted in Partial Fulfillment of Requirements for the Degree
of Sarjana Pendidikan in English Education



By :

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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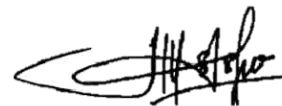
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Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

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MOTTO

“The only way to do great work is to love what you do”

(Steve Jobs)

“Tidak ada sesuatu yang terjadi kebetulan, semua dituntun atas izin Allah”

(Syekh Ali Jaber)

ABSTRAK

Penggunaan media komik strips untuk anak dalam belajar bahasa Inggris dapat membantu minat belajar siswa. Penelitian ini bertujuan untuk menyelidiki penerapan komik strip sebagai media pembelajaran dan mengetahui alasan keterlibatan siswa dalam pembelajaran pemahaman membaca. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Peneliti merekrut empat siswa SMP kelas delapan yang berusia 13-14 tahun untuk berpartisipasi dalam penelitian ini. Setiap siklus dalam penelitian tindakan kelas terdiri dari empat tahapan yaitu perencanaan, tindakan, observasi, dan refleksi. Desain penelitian tindakan dan pengumpulan data melalui observasi dan wawancara digunakan oleh peneliti sebagai desain penelitian yang berfokus pada penggunaan komik strips. Tindakan yang dilakukan pada setiap siklusnya adalah membaca bersama, menemukan kata-kata sulit, memahami setiap kalimat, memahami topik, dan menceritakan kembali cerita komik. Hasil penelitian menunjukkan bahwa Komik Strips membawa efek yang baik dalam pengajaran pemahaman membaca karena dengan menggunakan media komik strips siswa menjadi aktif dikelas. Ada beberapa alasan mengapa mereka tertarik untuk terlibat dalam pembelajaran menggunakan komik strip, yaitu komik strips membantu siswa mempelajari kosakata baru dengan cara yang lebih menyenangkan, siswa dapat memahami konteks dan konten dengan lebih mudah, siswa lebih fokus dan tertarik dalam kegiatan pembelajaran.

Kata kunci: Media, Komik Strips, dan Pemahaman Membaca

ABSTRACT

The use of comic strip media for children in learning English can help students' interest in learning. This study aims to investigate the implementation of comic strips as a learning medium and to find out the reasons for students' involvement in learning reading comprehension. The method used in this study was classroom action research which was carried out in two cycles. Researchers recruited four eighth-grade junior high school students aged 13-14 years to participate in this study. Each cycle in classroom action research consists of four stages, namely planning, action, observation, and reflection. Action research design and data collection through observation and interviews are used by researchers as a research design that focuses on the use of comic strips. The actions taken in each cycle are reading together, finding difficult words, understanding each sentence, understanding the topic, and retelling the comic story. The results of the study show that comic strips have a good effect on teaching reading comprehension because by using comic strips media students become active in class. There are several reasons why they are interested in being involved in learning using comic strips, namely comic strips help students learn new vocabulary in a more fun way, students can understand context and content more easily, and students are more focused and interested in learning activities.

Keywords: Media, Comic Strips, and Reading Comprehension

PREFACE

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The Author

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the important aspects for students because they can get a lot of information and knowledge from reading (Savita, 2015). Reading requires a variety of cognitive processes to absorb texts and comprehend the information being read. Therefore, reading can be described as an activity to receive information or messages that are conveyed in written language (Dewi et al, 2020).

According to Widiyanto (2017), reading comprehension is taught to students more seriously and concentrated to improve and develop students' language skills. This is due to the low ability of students' reading comprehension so there are still many students who experience difficulties in learning the four language skills (listening, speaking, reading, and writing).

The fact that reading comprehension is still low has been studied by Yuharto in Widiyanto (2018), based on preliminary observations and interviews with several students and English teachers at schools it was found that students generally experience difficulties in accepting and expressing ideas, thoughts, and feelings by writing or orally. An example of the lack of reading comprehension among students in research conducted by Kustanti (2016) explains that in practice the process of teaching and learning English reading texts students are faced with various difficulties. Students' difficulties in understanding reading texts have an impact on students reading

comprehension. In addition, based on research conducted by Krismanto & Tahmidaten (2019) concluded that the problem faced by Indonesian students is that they are accustomed to simple discourse with simple assessments or questions or often termed low-level thinking. Therefore, students need reading comprehension skills.

The teacher must find a solution to this problem to achieve the learning objectives. One way to direct students' attention to learning is through the use of learning media (Hanif & Puspitarini, 2019). Learning media helps students understand the content and achieve their learning goals in the learning process. Learning is like communication. Learning media can be understood as means of communication that are used in communication processes and play an important role as mediators of learning messages. Therefore, the use of media in the teaching and learning process makes it easier for teachers to convey content to students and also to easily arouse students' attention and interest in understanding the content. Another goal is to accelerate and improve the quality of teaching and learning (Hikmah, 2019).

There are many media that teachers can use to teach reading. In the classroom, teachers play an important role in making English lessons fun. There are some previous studies related to teaching reading by using various kinds of comics. Apriani et al. (2014) showed in a study that using an English-language cartoon series as reading material could improve reading comprehension in 7th graders of SMP Negeri 32. Saputri et al. (2021), their research suggests that using digital comics in EFL reading classes provides

alternative activities and makes learning more fun for students. Suardi (2014) showed the effectiveness of using comic life through directed reading activities to improve students' learning abilities. Comic life is different from other comics because it can make it easier and this comic is full of color. So comic life is not only to increase students' interest in reading but also to make teachers more creative in making media in learning. Maulana & Fitrawati (2017) conducted this study, which showed that using comics as a medium to teach reading helps English teachers create a fun atmosphere in the classroom.

Comic strips are one of the media that can be used by teachers as learning media to teach reading comprehension. Comic strips are literary works that are shaped like stories in pictures that have the text and have main characters where students can easily understand dialogue and students can easily express their ideas through pictures (Aris, 2021). Mahir in Aris (2021) claims that comic strips trigger laughter or excitement which will have a big effect on attracting students' attention in learning activities. Therefore, comic strips are considered suitable as language teaching media for the current education system because they are useful for improving students' English learning (Wijaya et al, 2021).

Based on the explanation, the researcher is interested in researching because the researcher wants to try using comic strips as a medium in teaching to solve the problems of students who are not interested in learning English, especially when learning to read, and the researcher wants to conduct research

with the title: "The Implementation of Comic Strips to Engage Students in Learning Reading Comprehension".

1.2 Formulation of the Problems

In this study there are two questions:

1. How is the implementation of comic strip media to students' reading comprehension?
2. Why do comic strips engage Junior High School students in reading comprehension?

1.3 Definition of terms

1. Reading is a complex activity involving perception and thinking (Smahillah, 2014).
2. Reading comprehension is a complex cognitive process that helps readers monitor words and their meanings as they read (Horowitz, 2014).
3. A comic strip is a series of drawings placed in connected panels to tell a story or display quick humor. It's frequently serialized and has captions and text in balloons (Wulandari, 2016).

1.4 Aims of the Study

This study aims to describe the implementation of comic strips on students' reading comprehension and to find out the reasons for the involvement of students in learning to use comic strips for reading comprehension.

1.5 Significance of the Research

The study focuses on explaining the implementation of comic strips to engage students in reading comprehension activities. Moreover, the results of the study are beneficial to the following:

1. Theoretical use: This study contributes to the theory of Clarke et al and supports the theory regarding the use of comic strips for reading comprehension activities.
2. Empirical use: The research provides empirical insight into students learning through a comic strip to students' reading comprehension.
3. Practical use: This research provides information for readers about the experience of learning reading through a comic strip.

CHAPTER V

CONCLUSION

5.1 Summary of Findings

Based on the discussion in the previous section, it can be concluded that there are two cycles in this study and there is one meeting in each cycle. The actions carried out in each cycle are reading together, finding difficult words, understanding each sentence, understanding the topic, and retelling comic stories. Then, the findings show that comic strips are effective to be implemented in the teaching and learning process. This can be seen from observations during the learning process and from the results of interviews with the teacher and students. Student and teacher responses to the use of comic strips were positive. There are several reasons why they are interested in being engaged in learning using comic strips, namely comic strips can help students in understanding vocabulary, comic strips can help students in understanding content and context, and comic strips help students to be more focused and interested in reading.

Based on the findings from the two research questions, it can be concluded that there are several activities that can be carried out in the implementation of comic strips media and can involve students in learning reading comprehension. Thus, this means that comic strips can be used as learning media in teaching and learning English, especially in reading comprehension.

5.2 Recommendation

This research has a weakness in choosing inappropriate reading topics in comics. Future research is expected to be able to choose the right reading topics and be able to use comic strips as a learning medium in class to teach reading skills of narrative texts or other genres.

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