Improving Students Reading by Using Comic at SMP Negeri 6 Lubuklinggau

Astri Riance[1](✉), Yuni Iswanto[2], Andika[3]

[1]Universitas Bina Insan Lubuklinggau
[2]Institut Sains dan Bisnis Atma Luhur
[3]Universitas Sjakhyakirti Palembang

[1]e-mail:
astridriance@univbinainsan.ac.id

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh potensial komik dalam pembelajaran membaca teks narasi. Evaluasi yang digunakan adalah evaluasi formatif dengan Tessemer yang terdiri dari evaluasi diri, one to one, Small Test dan pretest posttest. Teknik pengumpulan data menggunakan wawancara, angket dan walkthrough interview serta tes. Hasil Penelitian Menunjukkan bahwa komik sebagai media pembelajaran yang dikembangkan dalam penelitian ini terbukti valid, praktis dan mempunyai pengaruh potensial terhadap kemampuan pemahaman membaca. Disarankan kepada guru dan siswa untuk menggunakan komik sebagai media pembelajaran pada topik teks Narasi, karena telah terbukti valid, praktis dan berpotensi berpengaruh terhadap kemampuan siswa dalam pemahaman membaca dan agar peneliti lain menggunakan media komik. sebagai referensi dalam mengembangkan penelitian serupa.

KATA KUNCI

meningkatkan; membaca; komik

ABSTRACT

The aim of this study was to determine the potential influence of comics in learning to read narrative texts. The evaluation used was formative evaluation with Tessemer which consists of self-evaluation, one to one, Small Test and pretest posttest. Data collection techniques used interviews, questionnaires and walkthrough interviews and tests. Research results show that comics as a learning medium developed in this study were proven to be valid, practical and have a potential influence on reading comprehension abilities. It was recommended for teachers and students to use comics as a learning medium on the topic of Narrative texts, because they have been proven to be valid, practical and have the potential to influence students' abilities in reading comprehension and for other researchers to use comic media. as a reference in developing similar research.

KEYWORDS

improving; Reading; Comic

INTRODUCTION

English is a communication tool both orally and in writing which is an important lesson at school. English is an important subject because it state in national examination. One of the skills which must be passed at national examination was reading comprehension. At junior high school, students learn 4 kinds of text, they are. Descriptive text, narrative text, recount text and procedure text. Narrative text is one of difficult subject to understand by the students. Based on the writer observation at SMP Negeri 6 Lubuklinggau, She gives some questions to the Teacher of English about, the cause of difficulties that faced by students in reading Narrative text, they were: 1) The absence of media in teaching and learning process that can make students understand the contents, 2) monotonous method in teaching and learning process which ussed by the teacher, 3) the text which presented to the students was the text only, so the students fell bore, limitted time allocation.

Media was one important factor to improving students learning, beacause by using interesting media the students will intrest in learning. One of the media needed by students in learning narrative text was comic. Comics as a medium of learning is a tool that serves to convey the message of learning. According to (Sudjana and Rivai : 2021), comisc is a form of cartoon that expresses the charater and plays a story in a squence that is closely related to the image and designed to provide entertainment to the readers. Comics can be used in reading ability in junior high school students, because comics are light and easy to understand, have simple sentence structure and simple vocabulary. Comics is a simple language and short conversations written in bubble so that students do not have to waste time searching for word meaning by opening a dictionary (Johana and Widayanty, 2017).

According to (Sudjana and Rivai, 2021), comics have characteristics such as; 1) Comic consists of various sarialized story situations, 2) comics are humorous, 3) the stories are concise and enganging, 4) comics equipped with action, 5) the comics use the main colors freely, 6) the comic focuses around the people and 7) personal stories so that readers can immediately identify themselves through the feelings and characters of the main character. Meanwhile, according to (Daryanto, 2020), comics has the characteristics of the stories are simple, easily captured and understood its contents.

The comic contains brief pictures and conversations written in bubbles form, the vocabulary used is a simple and understanable vocabulary, there is a marger between the

image and the context of the sentence, (Johana and Widayanti, 2017). Based on various opinions of experts about the characteristics of comics as learning media, it can be concluded that the characteristics of comic media developed in this study consist of : 1) characters or characters that exist in the story of the animal is in accordance with the material, 2) story illustrated, 3) there is a word balloon that shows what the perpetrators are saying to each other, 4) has instructions for use, 5) has a learning goal, 6) there is simple and easily understood vocabulary, 7) there are exercises at the end of the story and, 8) there is a summary of the story, 9) the comic has a narrative to describe the story and ,10) using colors that fit the context of the image and story.

Comics as medium of learning is something that is used in conveying messages to stimulate the mind, feelings, and willingness of the learners in order to encourage a deliberate, purposive and controlled learning process, (Miharso, V, 2016). And according to (Arsyad, 2014) say that instructional media include tools such as books, tape recorders, films, slides, photographs, pictures, graphics, television and computers used to convey the content of teaching materials.

Based on some opinions about can be concluded that the learning media is a tool or material used in teaching and learning process in conveying messages or information with the aim to stimulate the minds of students in receiving information.

As the writer know, there is no the development of comic media on the subject of English on the topic of narrative text encourages researcher to develop comic media narrative text topics. It hope that created comic media cn facilitate teachers to deliver learning materials and help students to more easily understand narrative story content text. Based on the description of the problem that have been disclosed earluer, the writer develop comic as a medium in learning narrative text (fabel) at Seventh Grade student in SMP Negeri 6 Lubuklinggau. The formulation of the problem in this study is how to develop English learning comics to understand the valid, practical and has the potential effect on students reading comperhension. The results of this study are expected to be useful for teachers, students and other researchers.

METHOD

This study use development researh method. The development research model used in this study is to refer and modify the development model of (Hannafin and Peck in Diah

and Ahmad,2015). Hannafin and Peck's development model is a product oriented model especially for producing media. Hannafin and Peck's development model consists of three phase, the design phase, and the development implementation phase. In evaluation phase the writer use formative evaluation by Tessmer in the case because the evaluation or implementation stage in Hannafin and Pek model can not answer the purpose found in the study. Formative evaluation stage by Tessmer consists of self evaluation, expert evaluation, one to one evaluation small group trial and the last evaluation is field test, (Tessmer in Zuldawanti, 2018).

The data collection tehniques used in this study were, interview, questionnaire, walkthrough interview and test interview technique is a way of collecting material information carried out by question and answer verbally, unilaterally, face to face, or with the direction and purpose that have been determined (Djali and Mujiono, 2018).

FINDINGS AND DISCUSSION

Findings

Result Requirement Analysis Stage

Identify the Problem and Scope The Study

The scope of this study were seventh grade students at SMP Negeri 6 Lubuklinggau. Firstly the writer do observation by interviewing students and teachers, according to result of the interview, was known that teacher and students need media in teaching and learning process, especially students need comic as media in learning Narrative text, to overcome some problem faced by students such as: students have difficulty in understanding English text expecially Narrative Text due to the limited media used by teachers, students stilldepend on teachers and dictionaries in understanding a text, the amount of material on Narrative text while the time allocationis limited.

Identify the Object and Field of Research

The purpose of this study is to produce English Learning Comics to understand Narrative texts in SMP Negeri 6 Lubuklinggau. Learning objectives of the comics media are, 1) hoped, students can find the social function of the narrative text in the form of fable according to the contextof its use correctly, 2) after the learning process with comic media, students can identify the text structure of the Narrative text is fabel accordance with the context of its use correctlyand, 3) after the learning process with the comic media,

students can determine the linguistic elements of the fictitious narrative text in accordance with the context of its use correctly and , 4) hoped students can define the purpose of the fictitious narrative text according to the context correctly.

Identify the knowledge and skills required by the target group

Knowledge to be gained from the development of this comic is the knowledge of Narrative Texts in the form of fables in reading comprehension.

Determine the Equipment and the Needs of Instructional Media

Equipment used in developing comic media that is paper, pencil and computer by using application of photoshop.

Design Phase

At the design stage, the writer did the design concepts used for the product, created flow charts and storyboards, here are the results of the learning comic design stage:

Desingning concepts in developing products.

At the stage of the concept of product develompment model in the form of comics, the steps taken are to determine the purpose of teaching and learning content of the media comic learning.

Design Flow Chart

Based on the development of prototype, researcher made fliwchart about English learning comic product to understand Narrative texts (favles).

Creating Storyboard

Storyboard served to create a story design that will be developed into sections of the comic.

Phase of Evaluation Stage

One to one Evaluation Stage (One to one Evaluation Result)

The result of the research intervies to three students, the comic that gave very interesting students to read it, the material given in accordance with the learning objectives, the material presented is very clear in accordance with the drawing and illustrations given and the size of the paper that can be read easily. However students have difficulty to undesrtand how to read comics because in the comic provided there was no guidance used in reading learning comic media developed. The suggestion from one

evaluation stage revised. Then to see better praticality on comic media learning the next stage is tested in small group stage or small group.

The small group evaluation was given to 10 students, at Seventh garde students of SMP Negeri 6 Lubuklinggau. Firstly writer explain the material, by using the comic learning media after that the writer distribute the questionnaires consist of 15 questions to see the difficulties and obstacles faced by students from the learning comic media and to measure the level of practically of comic media developed.

The questions was measured by Linkert scale.

1= Strongly Disagree/ Very not Practical

2= Less Agree/ Not Practical

3= Enough Agree/ Enough

4= Agree/ Practical

5= Strongly Agree/ very Practical

The result of evaluation for small group can be seen, from the following table 1.

Table 1 The Result of Questionaire in Small Group

Scores	Frequency	Percentage	Category
84 – 100	7	70	Very Practical
68 – 83	2	20	Practical
52 – 67	1	10	Enough
36 – 51	-	-	Not Practical
20 – 35	-	-	Very Not Practical
Total	10	100%	

From the table above can be seen that, 7 students in categories very practical, 2 students in category practical and 1 student in category enough. Based on the result of questionnaire it can be know that comic was very practically used in learning Narrative Text. The students were very happy to learn with the comic media, the comic product was considered practical for use in the learning process.

Result of the test

After evaluating the writer review one to one and small group and comic media have been valid and pratical then the next step was field test to know the potential effect on reading comprehension ability by using comic media. The first section, the writer taught by using comic as media with the title the mouse, deer and crocodile. Before entering the material, the students was given a pre test to know how far students ability in reading comprehension. After doing pretest, students learned narrative text by using

comic as a media, with the title mouse, deer, and crocodile. And students answer the text questions.

The second section is post test, its the same with thefirst section. The writer give the material about Narrative text about Fox and The Crow, after explain the material and students do the discussion, the writer give the posttest. The result of Pretest and Post Test can be know from the following table 2.

Table 2 The Result of Pre Test

Scores	Frequency	Percentage	Category
84 – 100	-	-	Very Good
68 – 83	1	2.5%	Good
52 – 67	25	62.5%	Enough
36 – 51	4	10%	Less
20 – 35	10	25%	Fail
Total	40	100%	

From the table above, can be known that the pretest result were, 1 student (2,5%) in good category, 25 students (62,5%) in enough category, 4 students (10%) in Less category, and 10 students (25%) in fail category.

Table 3 The Result of Pos Test

Scores	Frequency	Percentage	Category
84 – 100	19	47,5%	Very Good
68 – 83	21	52,5%	Good
52 – 67	-	-	Enough
36 – 51	-	-	Less
20 – 35	-	-	Fail
Total	40	100%	

From the table above, can be known that the posttest result were, 19 students (47,5%) in very good category and 21 Students (52,5 %) in good category.

Discussion

Practicality is the ease of use (Usability) Practicality in the use of comic media in learning of course is necessary. To know the practicality of comic media developed, the writer conducted one to one and small group evaluation (Tessmer in). In the one-to-one evaluation phase, the researcherasked the students' opinions one by one about the comic

draft as a learning medium developed and at the small group stage used to explore information about all obstacles faced by students when trying or using comics as a medium of learning on the point of view small group (Warsita, 2020).

The result of the student responses at the one to one evaluation stage was that students were still difficult to read the text on the comic media of the given learning so that the writer revised the comic media by adding instruction manual on the comic learning media. After revising the comic media, the next step was tested to the small group using a questionnaire. Results obtained from the questionnaire in the small group was 89.6% with very practical category.

Based on the one to one and small group evaluations, the comic as a learning media is very practical to use because the comic learning media can make the studentsinterested in learninEnglish and students can more easily to understand the meaning of the text. This is in line with Johana and Widayanti's opinion 2017, that comic can be used in reading ability at school students because comic is a kind of light reading and easy to understan, simple sentence structure and vocabulary used in comicis simple language through the merging of images and short conversations written in bubbles so that students do not have to waste time searching for word meaning by opening dictionary.

The object of this study were seventh grade students at SMP Negeri 6 Lubuklinggau, amounted 40 students. The test was done before using comic media at the first meeting then the test is done after learning process by using comic as media.

Based on pretest and posttest result comic has potential effect on students learning outcomes.It can be seen from the students improvement who completed in learning process before and after using the media developed learning comics. Based on the increasing in learning outcomes by using comic media developed has a potential effect on learning outcomes on reading comprehension skills by using comics as a developed learning medium, this conclusion is in line with (Astuti, 2019), The development of comic media has a significant effect on reading skill and learning result in English.

CONCLUSIONS

Comic as a medium of learning media was very practical for use in teaching and learning process, in test sections, the results of the test value analysis pretest and posttest,

in pretest known that 1 student (2,5%) in good category, 25 students (62,5%) in enough category, 4 students (10%) in less category and 10 students (25%) in failed category.

Then on the result of Post Test, based on the category of learning outcomesof 19 students (47,5%) very good category and 21 students (52,5%) in good category, with the improvement of learning outcomes after using comics as a media of learning shows that comic as a learning media has a positive potential effect on learningoutcomeson reading comprehension skills at seventh grade students at SMP Negeri 6 Lubuklinggau.

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