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## **The Use of Comic Strips to Tech Reading Narrative Text to the Ninth Grade Students of MTs. Al Abror**

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**Abstract** *The students are hoped for understand the narrative text, but many students still find the difficulties in reaching the goal. Students face several problems when they read narrative text. Mostly, the students find the difficulty in orientation the text. This research aims to teach reading the ninth-grade students' narrative text in MTs Al Abror. The research was conducted in Class IX A. This study was action research in the class. It was conducted in two meetings. The steps of the research were survey, planning, action and observation, and reflection. The subjects of the research were 17 students of IX A class. The data collected were in the form of qualitative data. The qualitative data were gained from observation. The result of the research showed that the Comic Strips can use to teach narrative reading comprehension. In order to be successful in teaching reading a narrative text to junior high school students, teacher is suggested to be able to create an interesting and effective way. In writing this paper, the researcher expects the teacher to motivate the students in reading process by using comic strips in MTs Al-Abror. It is suggestions to the teacher to use this media for the students to initiate them to read more in this fun way.*

**Keyword:** *Comic Strips, Reading Comprehension, Narrative Text*

**Abstrak** *Siswa diharapkan memahami teks naratif, namun banyak siswa yang masih mengalami kesulitan dalam mencapai tujuan. Siswa menghadapi beberapa masalah ketika mereka membaca teks naratif. Sebagian besar, siswa menemukan kesulitan dalam orientasi teks. Penelitian ini bertujuan untuk mengajarkan membaca teks naratif siswa kelas sembilan di MTs Al Abror. Penelitian ini dilakukan di Kelas IX A. Penelitian ini merupakan penelitian tindakan kelas. Dilakukan dalam dua kali pertemuan. Langkah-langkah penelitian ini adalah survei, perencanaan, tindakan dan observasi, dan refleksi. Subjek penelitian ini adalah 17 siswa kelas IX A. Data yang dikumpulkan berupa data*

*kualitatif. Data kualitatif diperoleh dari observasi. Hasil penelitian menunjukkan bahwa Komik Strip dapat digunakan untuk mengajarkan pemahaman bacaan naratif. Agar berhasil dalam mengajarkan membaca teks naratif kepada siswa SMP, guru disarankan untuk dapat menciptakan cara yang menarik dan efektif. Dalam penulisan makalah ini, peneliti mengharapkan guru untuk memotivasi siswa dalam proses membaca dengan menggunakan komik strip di MTs Al-Abror. Disarankan kepada guru untuk menggunakan media ini bagi siswa untuk menginisiasi mereka untuk membaca lebih banyak dengan cara yang menyenangkan ini.*

***Kata kunci:*** *Komik Strip, Reading Comprehension, Narrative Text*

## **INTRODUCTION**

English is the most important subject nowadays. English needs to be learned because English is the main language used in the world. In English there are four learning that people must be able in; speaking, listening, writing and reading. Reading learning is an individual understands on some reading assessment (Perfetti, 2001). Based curriculum 2013, there are some texts which have to be mastered by junior high school students. One of the texts is the narrative text. Narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener (Mark Anderson and Kathy Anderson, 1998).

The students are hoped for understand the narrative text, but many students still find the difficulties in reaching the goal. Students face several problems when they read narrative text. Mostly, the students find the difficulty in orientation the text. This problem also happened in MTs Al-Abror Sidoarjo. Based on the observation which done by the researcher in investigating the teacher of the process of teaching learning reading comprehension text especially narrative text most of the ninth-grade students of MTs Al Abror has difficulty in understanding of the content in narrative reading. It proven by the teacher asked some easy questions about the story content almost all of the students quiet and don't know what the answer it.

One of the problems faced by the students is difficulty to know the meaning of the words or sentences in the text, whereas in reading comprehension understanding of the contents of a text is the most dominant thing in its purpose (Maryanne Wolf: 2016). This case shows that students' understanding of vocabulary is very low. Another problem which happened by the students is difficult to predict what is the storyline happened even though the stories raised are very popular for them and also in the text already has a picture.

There are some reasons why students are low on reading. Firstly, students are less efficient in reading because they feel bored and less active in the learning process. Secondly, the used of learning strategies. Some teachers who teach reading still use an old method and strategy. Their classroom environment is bored and uninteresting. It makes students are not interested to learn about the materials. The consequence is their ability in reading comprehension still far from the expected goal.

The teachers need to use several kinds of media to teach English such as picture, game, song, poster, regalia, and etc. According to Rokhayani & Utar i (2014:145) states that the students' learning process can be helped by using interesting materials and attractive media in the classroom. Young learners usually respond well to being asked to use their imagination, they may well be involved in puzzle like activities, in making things, in drawing, in games, in physical movement or in songs (Oemar Hamalik: 2002). It means that English teacher should not remain passive or give up all efforts to make improvements.

## **METHOD**

The design of this research is qualitative research. According to Fidel (1993:225) states that qualitative research examines the dynamics of a process, then the static attributes of a process. The descriptive qualitative research is the suitable design used because the researcher only focuses to describe the comic strips to implementation of teaching reading. Mason (2002:1) states that "Through qualitative research we can explore a wide array of

dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate.” So, from the Mason’s statement, the researcher wants to know the improvement of the students’ reading comprehension of Narrative Text by used comic-strips to the students’ experiences and imaginings the research participants.

## **FINDINGS AND DISCUSSIONS**

The researcher conducted the observation on February, 10<sup>th</sup> and February, 20<sup>th</sup> 2019 in IX-A class. The researcher conducted the observation on two meetings.

### ***First meeting in IX-A class (Saturday, February, 15<sup>th</sup> 2019 at 08.00 – 09.10AM)***

In the first meeting in IX-A class, the researcher saw that the Teacher used comic strip in the teaching and learning process. It could be seen from this explanation, as follow: The teacher opened the lesson by greeting the students and the students also greeted the teacher, the teacher checked the students’ attendance list and asked the students about the previous material. The teacher gave the motivation to the students. The students saw the example of comic strips. The students observed the event in the comic strips. The students read comic strips and narrative text “Folktale Sangkuriang”. (Narrative text you could see in Appendix/02/LP). The students listened to the teacher read comic strips. (The comic strips you can see in Appendix/02/LP). And then the teacher gave the comic strips to the students. The teacher asked the students to understand every event in the comic strips and then the students wrote the outline of comic strips. The teacher asked the students to written sequence of event. The students analyzed the generic structure and language feature correctly from the comic strips in team. In the end of the lesson, the teacher gave the questions about social function, generic structure and language feature to the student team. The teacher discussed and explained about the question to the team about social function, generic structure, and language features and then the teacher gave the conclusion. The teacher asked the students to prayed together to close the lesson.

### ***Second meeting in (Thursday, February, 20<sup>th</sup> 2019 at 09.010 – 10.20 AM)***

In the second meeting in IX-A class, the researcher saw that the teacher used comic strip in the teaching and learning process. It could be seen from this explanation, as follow: The teacher opened the lesson by greeting the students and the students also greeted the teacher, the teacher checked the students’ attendance list and asked the students about the previous material. The teacher gave the motivation to the students. The students saw the example of comic strips. The students observed the event in the comic strips. The students read comic strips and narrative text “The Monkey and the Crocodile”. (Narrative text you could see in Appendix/02/LP). The students listened to the teacher read comic strips. (The comic strips you could see in Appendix/02/LP). And then the teacher gave the comic strips to the students. The teacher asked the students to understand every event in the comic strips and then the students written the outline of comic strips. The teacher asked the students to written sequence of event. The students analyzed the generic structure and language feature correctly from the comic strips in team. In the end of the lesson, the teacher gave the questions about social function, generic structure and language feature to the student team. The teacher discussed and explained about the question to the team about social function,

generic structure, and language features and then the teacher gave the conclusion. The teacher asked the students to pray together to close the lesson.

In this section, the researcher discusses the use of Comic-Strip media to improve student's reading narrative skill. The data presented from observation checklist, and field note. During the observation the researcher found out the result of teaching learning process conducted by teaching learning activities which has done in class. Based on the data checklist, the researcher delivered reading narrative text using Comic-Strip media to make the students interests in learning. According to Mahir, et al "Comic strip can easily help learners to learn English in a fun way" (2016). The Researcher started the lesson with pray together. And then, the researcher made some small groups of class and gave a paper of comic-strip pictures under the title "Malinkundang" without text to each group. The students were curious about that. Mahir claims "comic strip spark laughter or amusement that will have a great influence to attract students' attention in learning activities" (2016). The researcher asked to the each group to guess what was happened on each strips of comic pictures then the researcher wrote the answer of each group in white board. Each of group answered quite well based on the picture correlated with the title. It means that comic-strips make the students easy to understand what the story happened. Suitable as what Roozafzai (2012) said "Comic strip is more interesting and enjoyable which draw readers' attention more considerably and stir their imagination more efficiently". The researcher discussed about the generic structure of the story with the groups. From 6 groups in class only 2 groups that could answer and analyzed which parts of orientation, complication and resolution and 4 groups could not. It means that the understanding of the students about the sequence of the story beginning until the last is low. The students still did not know what the full story is.

Based on field note to the students, when the learning narrative used only text book media the students was bored and appear lazy to learn. The teacher only used the text book and told the story to the students. According to Klingner, Vaugh and Boardman (2007) state that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). The interactions between students and teacher were little. The students need other ways or media to learn narrative text. When the researcher applied the comic-strip as media to teach narrative text the students were interesting and learn enthusiastically. It indicated that the comic- strips as media could improve the students learning of narrative text, as Csabay asserted that "comics are usually funny, applying them to methodological purposes will have the same effect as using games in teaching English it brings a good atmosphere into the class" (2006). The researcher made an interactive class with asked to the students to guess what happened to the story. Reading narrative text is a process of negotiating meaning: the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction (Cary, S.; 2004). In reading narrative process, Alyousef (2006) argues that the reader and the text must be interactive to lead reading fluency automatically. The reader interacts directly with the text as he/she tries to require the meaning.

## CONCLUSION AND SUGGESTION

There are many ways to teach reading to junior high school students. One of them is using comic strips. The comic strip is a kind of media that can be used to motivate student's reading skill while learning English. Using comic strips as a media in teaching reading skill will help the students to understand narrative story clearly. The students will feel satisfied when they can reach the goal. This medium will be reference of the students in reading another text. The students also can improve their ability to reading any text. It creates a lively and enjoyable classroom that increases student interest and motivation.

In order to be successful in teaching reading a narrative text to junior high school students, teacher is suggested to be able to create an interesting and effective way. In writing this paper, the writer expects the teacher to motivate the students in reading process by using comic strips in MTs Al-Abror. It is suggestions to the teacher to use this media for the students to initiate them to read more in this fun way.

After the researcher conducted the research, there are some suggestions proposed by her as follows: The English teacher should provide media which is effective and can make the students more interested in the subject and the skill that have been taught. It is recommended for the teacher to use Comic Strips for teaching reading since they are good media to be used to teach the students' motivation and to make them get the idea of what they want to read easily as Comic Strips provide them with pictures and bubbles which contain words or conversation which is written on it. It is also suggested, based on the findings, other researchers can use this study as the reference in conducting the other researches which use Comic Strips as the technique. They can apply Comic Strips for different text types and different grades.

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