

THE USE OF COMIC AS MEDIA IN TEACHING SPEAKING OF NARRATIVE TEXT FOR THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL

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Abstract

Speaking is one of the language skills that should be learnt by the students in studying English as a foreign language. Teachers should be creative to motivate their students with a unique and fun technique in learning. Therefore, the use of comic as a media in the class is one of the techniques that could stimulate students' imagination to create a good story, especially used in retelling narrative text. The aims of the research are to describe how the teacher applies the use of comic and to know the students' responses toward the use of comic in speaking narrative text. The research applies descriptive qualitative. The subject of the study were the teacher and the eighth grade students of SMPN 3 Tuban. The researcher collected the data through observation and interview. The researcher observed the condition and activities of using comic in learning narrative text in the class. After the observation the researcher interviewed some students about the use of comic as a media. They stated that learning by media such as comic was fun. They could increase their confidence when trying to retell the story in sequences by their comic and also practice their speaking well. From the data, it was found that using comic as a media is effective in teaching speaking narrative text because the teacher could know the students' comprehension, build their imagination and creativity, and make the students enjoy the activity of speaking in narrative text. Moreover the students' ability in speaking became better after the implementation of using comic as a media because they could retell the story by their own comic in front of other students fluently.

Keywords : *comic, media, speaking, narrative text*

1. INTRODUCTION

English has an important role in the international and global era. Many people use English to communicate to one another. Science, technology, art, and culture development also cannot be separated to the role of English. By mastering English, it will be easy to communicate with many people from other countries. Speaking is considered a

difficult skill for English language learners. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes to listen in L2 (Bueno, Madrid & McLaren, 2006: 321).

Speaking is generally thought to be the most important language skill compared

to three other language skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still cannot speak it. As an oral and productive skill, speaking should be given enough importance to have its role as an output of foreign language teaching process. To enhance the students' speaking skill, the use of media can be one of the alternative. Instructional media plays an important role in the process of teaching and learning English. According to Kasbolah (1993, cited in Suyanto, 2007: 100), the use of media can ease the learners in learning English and can make the learning atmosphere more interesting.

Instructional media can be in the form of comic, newspaper, song, flashcard, computers, crossword puzzle and paint application. Onasanya (2004: 128) stated that the use of media can encourage and facilitate learners in learning English, carefully select and organize the subject content, standardize the learning instruction, make the classroom atmosphere more enjoyable, and promote interaction between teacher and learners or learners and learners. Meanwhile, Smaldino, Lowther & Russell (2008: 6) simply explain that the purpose of integrating media is to facilitate

communication and learning. In addition to Onasanya (2004) & Smaldino *et al.* (2008), Suyanto (2007: 101) states that the use of media can simplify the language teaching and learning process, reduce the use of mother tongue, increase the motivation, ease the explanation of a new concept, improve the quality of teaching and learning process, and make the teaching and learning process more attractive and interactive. It can be concluded that instructional media is beneficial in the process of teaching and learning English as it can create a 'bridge' between teacher and learners which makes the learners can easily understand the materials delivered by the teacher.

Conventional teaching method has made the students less motivated to learn English in the classroom (Harmer, 2004: 9). The teacher usually explains the lesson using textbook, then asks the students to do the exercises. There is no motivation to make the students dare to involve actively in learning teaching process. Students may feel reluctant and threatened to retell a story about a narrative text given. It is like the other skills, more complicated than it seems at first and involves more than just pronouncing words. Karakuzu & Akdemir (2011) stated speaking materials can be chosen from various sources but it is



important to keep it in context and aligned with the culture of the learners. In this context, the use of media like comics can stimulate the students' speaking in learning narrative text by the story given.

Based on Harmer (2004) teachers should be able to select appropriate text and use media to create fun activities so that students can study the subject successfully. To select the appropriate texts, the teacher must consider the characteristics of the students, which are directly related to the learning process. Government has made some kind of National Education Standard which purpose are to assurance and manage the quality control of education (PP 19. 2005). Depdiknas (2006) Indonesia has English Standard Competence to develop the students competence in communication. The theory is used as a basis to draw up a competency-based on the curriculum in Junior High School. In the learning process, the teachers should explain the various types of text, give examples, explain the communicative purpose of every text, the structure and the language used in the text. Junior high school students will be able to understand the meaning of functional text and short essay in the form of narrative, recount, procedures, report and descriptive.

According to this statement, the students are introduced to narrative genre at the first time. It is due to the consideration that narrative genre will encourage the students' interest, especially which concern with one's personal experience or fantasy story.

According to Anderson (1997: 6), narrative text is a piece of text which tells a story and it aims to inform the reader and the listener. Narrative text is divided into several examples, such as legend, myth, folktales, and so on. In addition, the story of narrative brings short message for the readers thus at the same time it gives social message that can build students' motivation. So, narrative genre is the most appropriate one to be taught by using comic as a media in teaching speaking.

Fay (2009) states that the reason of using comics in the classroom is because of their visual appeal, efficiency, and power of message. Therefore, it will be easier for the students to learn about narrative text. Drawing upon the discussion above, the implementation of drawing comic as media in teaching narrative text is presented in this article. The discussion will be focused on how the teacher applies the use of comic and to know the function of comic media in teaching narrative text.

2. RESEARCH METHOD

In this study, descriptive research is used to analyze the teacher's way in using comic as a media in teaching speaking narrative text in the classroom. It is expected to know the teaching and learning process in the classroom accurately and particularly in the use of comic as media in teaching speaking narrative text in SMPN 3 Tuban.

The subject of the study was the eighth graders of junior high school at SMPN 3 TUBAN. There were the English teacher and 30 students. This research was conducted in the classroom where the teacher asked the students to make and retell their comics that they made in group work. The researcher used observation and interview to collect the data. She observed the condition, activities and media used by the teacher in the class. She did the observation to know the real condition of the use of comic as media in teaching speaking narrative for the eighth graders of junior high school. The researcher did the observation twice, on May 19, 2015 and on May 25, 2015.

The researcher used observation sheet and students' task, their drawing comics in order to collect the data. Observation sheet was used to know the teaching learning process when speaking activity in

narrative text by using comic were done by the teacher and students. Then, the researcher took the students' drawing task to know the sequence of the story and observed their speaking ability when they retold the story. After collecting data from observation, the researcher chose two groups of students to be interviewed after the lesson. The result of the observation and interview were analyzed descriptively.

3. FINDING

In this part, the researcher describes the finding of the implementation of comic as a media in teaching speaking narrative text to the eighth grader students of SMPN 3 Tuban, it will be presented descriptively.

In the first observation the teacher told the goal of learning narrative text. The students listened to it carefully. When the teacher was explaining the material, the students kept silent and listened to the explanation. Besides explaining the generic structure of narrative text, the teacher also explained the language features of narrative text clearly. It can be observed when the teacher asked some questions related to the materials, the students could answer the questions.



After explaining the material, the teacher asked one of the students to come forward to read the story and the other students had to pay attention to their friend and tried to understand about the text. Then the teacher divided the class into groups, each of which consisted of 6 students, who worked in pair. After listening to the story, students who listened to the story had to improve the story according to their imagination by drawing pictures on the paper. The result would be like a comic. The students should come forward and retell their story in pair in front of the class. One was the narrator and the other became the role in the story.

They could express their idea and feeling through comic. The discussion ran well and the students were very active in this section. The students enjoyed making comic. However, because of the limited time, they could not finish their work. Then the teacher asked them to continue making the comic at home as homework. Before closing the lesson the teacher praised the students that they did well on the task and also reminded them to do the homework and submit it on the next meeting.

In the second observation the teacher asked the students to submit their

homework. She checked their homework, and then she called group by group to come forward and retell about their comic in front of the class and other students should pay attention. Some of the students felt confident but some were shy. However, the students could retell their story well and express it as good as possible. They enjoyed the activity because they could see other groups performance.

The result of the interview, the students said that making comics and presenting in front of class was another challenge to practice their speaking when they had to retell it. Eventhough the students were shy, they felt happy when their comics were presented in front of other friends. Moreover, some of them like drawing so much. That is why they could apply their hobby while learning and show it up in front of the class. The reseacher could see their happy face and satisfaction because the learning process ran well.

From the explanation above, most of the students could increase their speaking by retelling the story fluently. Eventhough some of them were shy, they felt satisfied with their work in using comic as media in retelling story of narrative text. It could be said that the use of comic was appropriate



media to teach narrative text. It is supported by Espada's (2003) statement that most children and young adults love comic that is why comic can be applied in English class).

4. CONCLUSION

From the finding, it can be concluded that using comics as media is effective because the teacher could know the students' comprehension, and build their imagination and creativity. It is also an enjoyable activity for the students in learning narrative text to practice their speaking skill. The students were motivated in joining the activity and easy to stimulate their ideas. Moreover, the students' ability in speaking became better after the implementation of using comic as a media, because they could retell the story by their own comic in sequences in front of other students fluently.

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