USE OF ENGLISH COMICS MEDIA AS AN EFFORT TO IMPROVE ENGLISH READING COMPREHENSION ABILITY IN CLASS VIII STUDENTS OF SMP AL - MUNIRI

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A B S T R A K

Tujuan dari penelitian ini adalah untuk menggunakan komik yang ditulis dalam bahasa Inggris untuk meningkatkan kemampuan siswa kelas VIII SMP Al Muniri untuk membaca dan memahami dengan lebih baik. Penelitian ini adalah penelitian tindakan kelas (Classroom Action Research). Ini dilakukan dengan mengikuti prosedur penelitian model John Elliot dan mencakup kegiatan seperti perencanaan (planning), tindakan (action), observasi (observation), refleksi (reflection), atau evaluasi. Studi ini dilakukan pada 21 siswa yang berada di kelas VIII SMP Al Muniri. Hasil penelitian menunjukkan bahwa sebelum diajarkan menggunakan media komik berbahasa Inggris, kemampuan membaca pemahaman siswa rata-rata sebesar 57,38 (28,57 %) dengan kriteria kurang. Setelah diajarkan menggunakan media komik berbahasa Inggris pada siklus pertama, kemampuan membaca pemahaman siswa rata-rata meningkat menjadi 64,76 (57,14 %) yang termasuk dalam kriteria cukup. Setelah diajarkan pada siklus kedua, kemampuan membaca pemahaman siswa rata-rata meningkat.

A B S T R A C T

The aim of this research is to use comics written in English to improve the ability of class VIII students at Al Muniri Middle School to read and understand better. This research is classroom action research. This is done by following the John Elliot model research procedures and includes activities such as planning, action, observation, reflection or evaluation. This study was conducted on 21 students in class VIII of Al Muniri Middle School. The results of the research showed that before being taught using English comic media, students' reading comprehension ability was an average of 57.38 (28.57%) with poor criteria. After being taught using English comic media in the first cycle, the average students' reading comprehension ability increased to 64.76 (57.14%) which was included in the sufficient criteria. After being taught in the second cycle, students' reading comprehension abilities increased on average.

INTRODUCTION

The 2006 English education unit level curriculum (KTSP) states that language skills consist of four aspects: listening skills, speaking skills, reading skills, and writing skills. The aim of learning English in SMP/MT is so that students can use English epistemically, functionally and performatively. All elements involved in the learning process at school must support this achievement. Readers must understand the content of the reading so they can achieve these goals.

Reading is an important part of scientific progress. Many readers do not understand what is written in the text. Students at school also face this problem, one of which is in English lessons. Even though reading comprehension lessons have been taught many times in schools, the fact is that many students still face difficulties in understanding English reading. On the other hand, as students, they must be able to communicate in a foreign language—English—both orally and in writing. One source of difficulties faced by these students is the lack of use of student vocabulary. This shortage is caused by the limited number of English reading resources, including textbooks, dictionaries and other reading sources; lack of awareness and desire of students to memorize vocabulary that has been acquired in class; and lack of regular and consistent use of vocabulary, as well as using it in daily practice.

The results of odd semester English learning for AL MUNIRI Middle School students in the four competencies of listening, speaking, reading and writing show that students' reading comprehension abilities are very low. It is unclear whether students' motivation is to improve their reading skills, especially reading English texts.

According to Ruddle (2005), reading is a process of interaction between writers and readers through written texts. This process allows readers to expand their knowledge so that they can interpret the writing correctly. Reading is an interactive process that creates meaning (Orencia, 2006). According to Pang et al. (2003), "Reading is about understanding written texts." Reading is also an activity that uses thought and perception to make meaning. Additionally, Pang et al. states that reading consists of two related processes: comprehension (comprehension) and word recognition (decodification of symbols). Decoding symbols and constructing meaning are two phases of reading. Capturing meaning is the main goal of reading. These two stages of reading are included in the English teaching curriculum in SMP/MT. In reading aloud activities, students decode embodied symbols, and in reading comprehension activities, students construct embodied meaning. Rubin (2011) explains that reading comprehension is a complex intellectual process that requires two main skills: understanding the meaning of words and the ability to think about verbal concepts.

According to Tarigan (Yunus, 2012), reading comprehension is also referred to as reading for undersand. This is a type of reading that aims to understand literary norms or standards, critical review, written drama, and fiction patterns. To understand a text, readers use certain strategies. To reduce students' difficulties in reading various types of English textbooks, a solution is needed because reading comprehension is the process of understanding the content being read. The definitions above show that reading is the process of knowing the meaning of written symbols. Students can expand their knowledge and improve their abilities in speaking, listening, and writing during the reading process.

The results of the initial analysis, as well as a questionnaire on reading interests and habits, show that Al Muniri Middle School students' reading comprehension has been improved. One of the main problems that must be considered is the very low interest of students in reading English texts. Students' English learning outcomes are generally low and still below the minimum completeness criteria (KKM) at Al Muniri Middle School. Reading comprehension ability is an important variable in the English learning process and influences their learning outcomes. There needs to be an effort to improve students' reading comprehension skills, especially in learning English, by considering the challenges they face and ways to solve them. The use of learning media is one way to help students overcome difficulties in reading English. One component of communication is media, which functions as a communicator or messenger (Criticos, 1996) (in Daryanto, 2011). It is hoped that the use of comic media can improve students' reading skills because of its nature which makes readers

happy. Children's curiosity about pictures telling stories shows how important comics are for learning. Hope also helps students' language and arts skills. It also helps them interpret and remember the stories contained within. Japan, where knowledge comics, also known as jitsumu manga or lesson comics, emerged as a medium for conveying certain lessons, has shown that comics can be used successfully in education (Badil in Koendoro, 2007). The results of research written by Puspitorini et al. (2014), "Use of Comic Media in Science Learning to Increase Motivation and Cognitive and Affective Learning Outcomes", shows that the use of comic media is able to increase students' motivation to learn, with a score of 0.55 (medium), increasing learning outcomes in the cognitive domain, with a score of 0.42 (medium), and increased learning outcomes in the affective domain, with a score of 0.3 (medium). The results of the difference test between before and after treatment show that learning outcomes in the areas of affective, cognitive and learning motivation are different. Research on "The Effect of Using Comic Media on Improving History Learning Outcomes" by Prasetyono et al. (2015) found that the application of comic media had a significant effect, with a significance level of 0.61. The use of comic media as a learning tool in this research is an effort to improve students' reading skills. This is in accordance with research findings. Comics are books that are very popular with children and adults, because they are used as learning tools.

McCloud (2001) argues that comics can convey information and elicit aesthetic responses from readers through images and other symbols that are adjacent or next to each other in a certain order. Comics are not just entertainment; they can serve as a tool to impart moral lessons and knowledge to students. Comics are a visual communication medium that can disseminate information in a way that is popular and easy to understand. Comics combine the power of images and writing, which are strung together in an image storyline that makes knowledge easier to absorb. The flow and text make it easier to follow and remember. Comics have five educational benefits, according to Yang (2003). Comics have several advantages, such as motivation and increased student participation; visual quality, because comics are structured based on images, and basically images are a visual tool. Comics use pictures and reading to help students learn to read. Comics are also very helpful for students with low and medium intelligence levels. Using comics in learning is different from watching films or animation. If students face difficulties or want to recall previous lessons, comics can be used repeatedly. Comics function as an intermediary and help students improve their reading skills, especially for students who don't enjoy reading or who fail. Comics can also help change students who don't like reading to like reading because they are part of popular culture. According to McCloud (2001), comics can function to convey information and obtain aesthetic responses from readers through images and other symbols that are close or adjacent to each other. Comics are not just entertainment; it can also educate and teach students science and morals. Therefore, the focus of this classroom action research is "How to improve the reading comprehension skills of class VIII students at Al Muniri Middle School by using English comics".

It is hoped that this classroom action research will be useful for teaching staff, especially because (1) comics, which are expected to improve students' reading skills, especially in learning English; (2) teachers, as an alternative media for teaching English; and (3) schools, as inspiration and reference for improving students' reading abilities. Students must be accustomed to reading and looking for examples of real texts to make them trained and happy to read, especially in English texts. Teachers who act as facilitators can help students become more independent in learning, become more skilled in using learning strategies and media, and improve students' ability to understand texts. Schools must require teachers to use learning media during class lessons. This will help improve student learning outcomes at Al Muniri Middle School.

METHOD
Research design

This research is classroom action research which was carried out using the John Elliot model research procedure. The activities involved in this research are planning, action, observation and reflection. Classroom action research is systematic, rational and empirical scientific research carried out reflectively on various actions carried out by teachers or educators, research teams and researchers themselves. This research began with planning and assessing real learning activities in the classroom to improve and improve learning conditions (Iskandar, 2014). This classroom action research was conducted during the odd semester in junior high school. Al Muniri Middle School class VIII students, a total of 21 students, consisting of 10 boys and 11 girls, have varying levels of intelligence, meaning there are students with high, medium and low levels of intelligence. research subject. Researchers chose class VIII because English learning outcomes were still low, especially reading skills. They obtained an average score of 51.75 with 31.25% completion.

In collaboration with Al Muniri Middle School English teacher, this research was conducted. Each cycle is designed to change students according to the factors investigated (student factors). To assess the ability of Al Muniri Middle School students in class VIII to understand English reading content, students were given an initial test (pre-cycle) without using comic media. Next, at each cycle stage, students are given treatment, namely learning reading comprehension using comic media. Colorless comics were used in the first cycle, while colored comics were used in the second cycle. English learning comics were used in the second cycle, which were designed and developed through research and validation by media, language and content experts. The process of learning to read and understand English through comic media was carried out in two cycles and four face-to-face meetings. The amount of time used for each cycle is two times forty minutes per face-to-face meeting. If the results of the second cycle test indicate that the work has not been completed, the investigation will proceed to the next cycle.

The procedure for implementing classroom action research is carried out through the stages of planning, action, observation and reflection or evaluation. These four stages take place repeatedly in the form of a cycle, namely (1) planning stage, including (a) analyzing and studying the English subject syllabus used by teachers at Al Muniri Middle School (b) preparing a learning implementation plan by applying learning media namely English comic media, (c) designing and conditioning the class during classical learning, (d) discussing the application of interactive learning, (e) compiling research instruments (reading interest and habit tests, pre-tests, observation sheets, and tests final reading comprehension skills), (f) organize student study groups; and (g) planning group assignments if absolutely necessary; (2) action stage, including (a) preliminary activities, (b) core activities, and (c) closing activities; (3) observation stage, including (a) collaborating with the English teacher to carry out observation activities during the implementation of reading learning using English comic media, (b) recording any findings from students during the reading comprehension learning process using English comic media , (c) discussing with the English teacher after completing the lesson to convey the weaknesses, deficiencies, and findings during the implementation of reading comprehension learning using English comic media; (4) reflection stage, including (a) analyzing weaknesses, shortcomings, and findings during the implementation of reading comprehension learning using English comic media, (b) holding discussions with the English teacher to plan further activities regarding weaknesses, deficiencies , as well as findings found during the implementation of learning, (c) reflecting on the results of observations from both the student and teacher side, and (d) re-drafting a learning improvement plan to be implemented at the next meeting and cycle if the

results have not reached the target as in the indicators success in this research. The Minimum Completeness Criteria (KKM) for English subjects set by Al Muniri Teluk Kuantan Middle School is 70 as an indicator of success in this classroom action research. The English reading comprehension success of students who studied classically increased by more than 80% of students who received a score of at least 70.

RESULT AND DISCUSSION

Minimum Completion Criteria for English language learning results for class VIII Al Muniri Middle School students show initial results of very low reading comprehension ability. In the reading comprehension test (pre-action), the discourse text entitled "How to make egg and lemon soup" was followed by all students (21 students), with an average score of 57.38 with the highest score being 70, and the lowest score being 35. Values are appropriate The KKM is 6 students (28.57%) and the score below the KKM is 15 students (71.42%). The scores obtained by students show their ability to read discourse texts well.

The teacher begins the first cycle of learning activities using English comic media and a discourse text sheet entitled "English when English rings a bell." For around fifty minutes, the teacher began reviewing the material using English comic media. Students are asked to read comic story texts in English and pronounce the words in them. Before students respond, they are given the opportunity to tell what happened in the story. This is done even though students have not read the entire story. The goal is for students to understand the content of the discourse just by looking at the pictures in the comic. Even though students are still hesitant, the teacher praises students who raise their hands and ask questions. Other students nodded on this occasion, showing that they understood what their friends were saying, even though it was in Indonesian. The first cycle of learning reading comprehension using English comics involves testing reading comprehension skills. The average score of students' reading comprehension ability increased to 64.76, with 12 students (57.14%) reaching the KKM. This result is still sufficient.

Based on the results and findings from the first cycle, where individual and classical completeness had not yet reached the KKM and the expected percentage was more than 70 percent with a classical percentage of 80 percent, improvements and planning were carried out for the second cycle. During the second cycle of learning activities, the teacher told students about English reading comprehension lessons using English comics with colorful pictures and the book "Fun with English Learning English from Nasruddin's Funny Stories." In addition, the teacher tells students about the content and topics of comic stories. After that, students were asked to talk about the topic of the English comic text. Collaborators occasionally provide guidance to English teachers to monitor students' interactions with the teacher and the environment and track students' active participation in learning activities. After the lesson is finished, there is a question and answer session about the story told in the comic. Students are given the opportunity by the teacher to retell the contents of the comic, both orally and in writing. Students' reading comprehension ability increased with an average score of 75.23, and 17 students were able to improve their reading comprehension with a percentage of 80.95, which met the good criteria. Every cycle of class VIII SMP AL MUNIRI Teluk Kuantan shows improvement in their reading ability and comprehension. Apart from that, it turns out that the teacher was able to create an active, interactive and fun English learning atmosphere by using comic media. This class action was carried out in two cycles and four times face to face, in accordance with the research planning. The results are in accordance with the researcher's target indicators. Students' classical reading comprehension success scores increase if they receive a score of at least 80 percent

of all students who receive a score of at least 70 percent. These results are in accordance with discussions about learning using comic media and have been discussed by many authors, such as (Puspitorini et al., 2014, "Using Comic Media in Science Learning to Increase Motivation and Cognitive and Affective Learning Outcomes") . Comics can help students understand what they read. Comics combine the power of images and writing in a picture storyline which makes information easier to absorb (Waluyanto, 2005).

This research is also in accordance with the research of Prasetyono et al. (2015) regarding "The Effect of Using Comic Media on Improving History Learning Outcomes". This research found that the application of comic media had a significant effect, with a significance level of 0.61. Additionally, Ravelo (2013) states that "when we read comics, the words and images relate and complement each other in unique ways so that we can even read the text through the images." According to other research conducted by Achril (2013), learning English through comic strips, or illustrated reading, is more effective than learning English through conventional reading texts. This study also shows that using comic strips can increase students' vocabulary.

CONCLUSION

Based on the research results, it can be concluded that using comics helps class VIII students at Al Muniri Middle School understand English better. In the first cycle, students' reading comprehension ability increased to 64.76 (57.14%) which was included in the sufficient criteria, and in the second cycle, students' reading comprehension ability increased to 75.23 (80.95%) with sufficient criteria.

THANKYOU-NOTE

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