

CHAPTER II

COMIC STRIPS IN TEACHING READING COMPREHENSION

A. The Nature of Reading

1. Definition of Reading

Reading is one of the language skills (listening, reading, writing, and speaking) that is important for every individual to learn and master. Reading is an interactive activity to pick and understand the meaning contained in written material (Somadyo, 2011: 1). Through reading, information and knowledge that is useful for life can be obtained. Meanwhile, (Tarigan, 2008:7) "reading is a process carried out and used by readers to get the message the author wants to convey through the medium of words/written language".

In addition, Nurhadi (2016: 2) Reading is a critical-creative process carried out by readers to gain an understanding of reading followed by an assessment of the situation, value, function, and impact of the reading. Reading is a complex activity by moving a large number of separate actions. Complex activities in reading include understanding, imagining, observing, and remembering (Soedarso, 2006: 4).

Based on some of the theories of reading above, the researcher can conclude that reading ability is a skill to obtain information both express and implied, increase knowledge, and understand the meaning of each text that has been read and the message conveyed by the author.

2. The Purpose of Reading

The purpose of reading is to obtain information and improve knowledge. Reading as an activity certainly has a purpose. The purpose referred to here is the reason why someone does reading activities. In general, the purpose of reading is to obtain information. According to Dalman (2004: 11), "the purpose of reading activities is seeking and obtaining messages or understanding meaning through reading. Meanwhile,

according to Anderson (in Dalman, 2014: 11), there are seven kinds of goals for reading activities, namely:

- a. Reading for facts and details.
- b. Reading for main ideas.
- c. Reading to find out the order or structure of the composition.
- d. Reading to conclude.
- e. Reading to classify.
- f. Reading to judge or evaluate.
- g. Reading to compare or contrast.

From the opinions above it can be concluded that judging from a person's goals in reading, there are many reading purposes. A clear purpose of reading will be able to increase one's understanding of the reading. In this case, there is a close relationship between reading goals and a person's reading ability. Therefore, a reader who has clear reading goals will easily understand the contents of the reading, because he will focus on the goals to be achieved.

A. Teaching Reading Comprehension

1. Definition Reading Comprehension

Reading comprehension is understanding what students read. Reading comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should know about understanding the reading passage. Brassell and Rasinski (2008: 18) say that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. In relation to Nunan (2006: 71), Reading comprehension refers to reading for meaning, understanding, and entertainment.

Snow and Sweet (2013: 10) state that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Meanwhile, Mikulecky and Jeffries (2007:74), define reading comprehension means understanding

what the reader is reading and connecting the ideas in the text with what they already know.

Based on some of the theories of reading comprehension above, the researcher can be concluded that readers need the ability to understand texts and have more information than what students read so that a process in reading comprehension is formed which means capturing ideas or information to be understood so that communication between writers and readers will occur.

2. The Importance of Reading Comprehension in Teaching English

Reading comprehension is very important to increase students' knowledge and information in learning foreign languages. Teaching Reading is all activities carried out by teachers and students to obtain information contained in a reading material (Yunus, 2012: 148). Therefore, teachers should pay more attention to teaching reading. In teaching reading, the teacher must also pay attention to the material used. According to Cahyono *et al.* (2011: 65), teaching reading is more influenced by interactive strategies. Teachers teach skills directly, especially in constructing meaning through interaction and learning engagement with written language.

Reading is a very important aspect of language teaching because with that ability students can follow other lessons." (Maksan, 1982: 12). In terms of the success of teaching many factors that determine it, among others; teachers who teach, students who learn, subject or materials, and teaching methods are interrelated (Rusyana, 1985: 87).

Based on some of the theories of teaching reading comprehension above, the researcher can be concluded that teaching reading comprehension is very important with the aim of reading not only to make sounds in one's brain aloud, but to increase the enjoyment and effectiveness of reading and help not only academically, but also professionally in personal life someone from what have read.

3. The aspect of Reading Comprehension

Reading comprehension is a reading activity that seeks to understand the contents of the reading or text as a whole. The following are some aspects of reading comprehension according to (Tarigan, 2015), as follows:

a. Identifying the Main Idea

The main idea is the idea conveyed by the author to be the subject of discussion in a paragraph. The location of the main idea is in the main sentence, but one thing to remember is that the main sentence is not the same as the first sentence. The main sentence can be at the beginning (deductive), the end (inductive), or even the beginning and end (mixed) paragraphs.

b. Identifying References

Identifying reference is recognizing reference words and being able to identify the word to which they refer will help the reader understand the reading passage. reference words are usually short and very frequently pronoun, such as; it, she, he, this, etc.

c. Making Conclusions/Inference

Conclusions are statements that are taken briefly from the overall results of the discussion or analysis. In other words, the conclusion is the result of a conversation that is obtained based on a deductive or inductive way of thinking from a particular discussion or idea.

d. Identifying details

Identifying details is a collection of data or facts that are managed into something useful for the recipient. Usually, the information will be processed first so that the recipient can easily understand the information provided. Simply put, information has been processed into a form that is valuable or meaningful either Implicit, implied or not clearly stated or Explicit, stated clearly, blatantly, or express.

e. Understanding Vocabulary

Vocabulary is a collection of words in a language that must be understood especially when students are reading a text, for example in Indonesian, English, and Arabic.

From the explanation above, the researcher can conclude that the reading aspect includes identifying the main idea that explains the ideas conveyed by the author, identifying references used to help readers understand the reading of the refer word, making conclusions, explaining briefly the whole text, Identifying details explains something information implicitly and explicitly, understand Vocabulary explains the understanding of words contained in a reading text.

B. Comic Strips

1. Definition of Comic Strips

A comic strip is a type of comic. Comic strips usually consist of only a few panels of pictures, but their content often reveals a complete idea. Generally, comic strips also only involve one focus of the conversation, and the ideas conveyed are generally not too many. McCloud, in his book *Understanding Comics* (2002:9), reveals that comics are pictures and other symbols that are close together or next to each other in a certain order that aim to provide information or to achieve aesthetic responses from readers.

Rohani (1997:78) explains comics is a cartoon that reveals a character and plays a story and a sequence that is closely related to images and designed to provide entertainment to the readers. Meanwhile, Daryanto (2010: 27), says comics are a form of storytelling with a series of funny pictures. Comics provide stories that are simple, easy to catch and understand so that they are very popular with both children and adults.

Based on some of the theories of comics above, the researcher can conclude that comic strips are comics that only consist of several panels of pictures and text balloons that form a story and comics can be used as educational materials or as learning tools.

2. The procedure of Using Comic Strips in Teaching Reading Comprehension

A procedure is a work procedure, namely a series of actions, or steps that must be carried out by someone/researcher, and is a fixed way to be able to reach a certain stage in the relationship to achieve the final goal (Dewi, 2011:20). There are the procedures in the implementation of teaching reading comprehension by using comic strips done by the researcher:

a. Preparation

- 1) The teacher prepares the materials or media needed in learning, namely comic strips.
- 2) The teacher distributes material or media in the form of a collection of comic strips to students.
- 3) The teacher explains what comic strips are and how to read them.
- 4) The teacher shows pictures related to the topic to be studied.

b. Implementation

- 1) Students are formed into groups to discuss and exchange information.
- 2) Students are asked to observe and analyze comic strips categorize and identify the main idea, understanding vocabulary, identifying details, identifying reference and making conclusion from narrative text.
- 3) Students are asked to present and explain the results of group work.
- 4) Students are given the opportunity to ask questions about what has not been understood in the material that has been studied.

c. Closing

- 1) Teachers and students make conclusions about what they have learned related to the main idea, understanding vocabulary, identifying details, identifying reference and making conclusion from narrative text.
- 2) The teacher provides feedback on the learning process and work results.
- 3) The teacher closes the lesson by greeting.

3. The Strength and weaknesses of Comic Strips

a. Strength of using comic strips

There are strengths and weaknesses of comic strips as learning media based on Riska Dwi and M. Syaichudin (2010: 78) in teaching and learning materials as follows:

- 1) The main role of comics in instruction is the ability to create student interest.
- 2) Guiding interest in reading that draws on learners.
- 3) By teacher guidance, comics function as the media to grow up the students' interest in reading.
- 4) Comic enlarges the vocabulary of the reader.
- 5) Facilitate the students to catch abstract things.
- 6) Can evolve the students reading interests and other study skills.
- 7) The entire comic story is aimed to goodness or other learning.

From the explanation above, it can be concluded that the use of comics is very good as a media of learning in improving students' English learning skills in a fun and relaxed at school.

b. Weakness of using comic strips

Based on Riska Dwi and M. Syaichudin (2010: 78) Besides having strengths, comic strips also have weaknesses, namely:

- 1) The teacher must use potential motivation from comics, but do not stop when the reading interest has risen up the comic must be continued
- 2) Comics generally also often make students forget the time when reading them.
- 3) The easy reading comic makes the readers not interested to read a book without a picture.

In general, each learning media must have its own weaknesses as described above. but to cover the weakness of this media the researcher will do several ways, such as motivating students and trying to make them interested in enjoying the learning process.

C. Narrative Texts

1. Definition of Narrative Texts

The narrative text is a type of text genre in English that presents a series of stories or events that are described chronologically from beginning to end, involving characters, the setting of the place, and time. According to (Kane, 2000), narrative text is a meaningful series and events written in words. It can be an imaginary story or based on an areal incident. Moreover, the story of animals (fable), the story of citizens (folktale), and legend can be found in the narrative text (Mukarto, 2007). In other words, narrative text is a written text containing a message which is aimed to make the reader understand the meaning of the story.

2. The Generic structures of Narrative Texts

Derewianka (1990: 32) states that the steps for constructing a narrative are:

- a. Orientation, where the author tells the audience about who the characters in the story are, what the characters are like, where the story takes place, and when the action takes place.
- b. Complication, the story is driven by a series of events that are told in detail starting from the causes and triggers to the emergence of conflicts between characters that stimulate the reader to guess what will happen in the story. Narratives also reflect the complications we face in life and tend to convince us that they can be resolved.
- c. The resolution, tells the story of conflicts that are decreasing, and finally, complications can be resolved although not always happy endings there are also sad endings.

From the explanation above, the researcher can conclude that the generic structures of narrative texts include the orientation that explains the beginning of a story, complication explains the emergence of a conflict or problem, and resolution explains the problem that has been resolved.

3. Example of Narrative Texts

Example of Short Narrative Text & Generic Structure of Narrative Text.

Once upon a time, an old widow wanted a daughter to live with her in the village. Knowing her wish, a huge giant visited her house. He gave her a cucumber seed. He told the old widow that there will be a baby inside the cucumber. The giant promised to come back for the baby once she turned sixteen.

The old widow planted the seed in her yard. By the next morning, a cucumber grew. She cut it open and found a baby girl inside. The old widow was so happy and named the baby Timun Mas. Day by day, Timun Mas grew into a beautiful lady. The widow remembered what the giant had warned her. So when Timun Mas turned sixteen, the widow told her to run into the jungle with a bag of salt. "You must not let the giant catch you," the widow cried out as Timun Mas ran into the jungle.

The giant came and asked the widow for Timun Mas. The widow refused to tell him and so he went into the jungle. He angrily called out for Timun Mas. Timun Mas heard his voice and ran away from him. The giant chased her. Timun Mas threw the salt that the widow had given her. It turned the jungle into a muddy field. The muddy field swallowed the giant and he was never seen again. Finally, Timun Mas returned home and lived happily ever after with the old widow.

Source: <http://britishcourse.com/contoh-narrative-text-timun-mas-beserta-terjemahannya.php>

Title: Timun Mas

Orientation: Once upon a time, an old widow wanted a daughter to live with her in the village.

Complication: 1. Giant gave her a cucumber seed. He told the old widow that there will be a baby inside the cucumber. The giant

promised to come back for the baby once she turned sixteen.

2. The widow remembered what the giant had warned her. So when Timun Mas turned sixteen, the widow told her to run into the jungle with a bag of salt. "You must not let the giant catch you," the widow cried out as Timun Mas ran into the jungle.

3. The giant came and asked the widow for Timun Mas. The widow refused to tell him and so he went into the jungle. He angrily called out for Timun Mas. Timun Mas heard his voice and ran away from him. The giant chased her.

Resolution: Timun Mas threw the salt that the widow had given her. It turned the jungle into a muddy field. The muddy field swallowed the giant and he was never seen again. Finally, Timun Mas returned home and lived happily ever after with the old widow.

D. Previous Related Studies

Several studies have been conducted related to this research. The previous research that became a reference in writing this research was as follows;

The first, Purba, B., & Rini, M. (2021) with the title "Improving Students' Reading Comprehension by Using Comic Strips at SMA MUHAMMADIYAH 7 Serbelawan". This research uses quantitative methods with experimental design in the control class and the experimental class. The population in this research was 216 students, the sample was taken using a cluster sampling technique so that the sample amounted to 72 people. In this research using a multiple choice instrument with data analysis starting from the assessment of student answer sheets, tabulating students' pre-test and post-test scores, calculating the standard deviation of pre-test and post-test scores. The calculation results can be seen from the mean of the experimental class, namely 83.45 and 59.22 the mean of the control class. The standard deviation results

also prove a significant difference. In the control class the pre-test was 10, 20 and the post-test was 10, 01. The experimental class had a pretest score of 6.91 and posttest 6.93. From the results of the data above, the researcher can conclude that the use of comic strips in reading comprehension through narrative texts has proven to be significant.

The Second, Setyawan, F. H. (2018) with the title “The effectiveness of using comic in teaching reading narrative text” This research aims to increase students' reading motivation, especially in narrative texts by using a qualitative case study method. for data collection using interviews, observations, and questionnaires to obtain the required data the from results of the use of comics as a media for learning to read in class VIII SMP Negeri in Ngawi and as research subjects totaling 60 students. The results showed that the implementation of reading learning using comics media provided benefits for students, it was shown that 48 of 60 students or 80% of students agreed to use comics as learning media, and the results of the questionnaire also showed that 52 of 60 students or 87% agreed that learning to use comics gave a very positive response in reading learning activities, while 13% of students showed less clear benefits. From the results of the data and explanation above, the researcher can conclude that the use of comics in learning to read, especially narrative texts, really helps students in understanding the content of the story.

The Last, Maulana, Y., & Fitrawati, F. (2017) with the title "Teaching Reading by Using Comic Strips to improve junior high school students' comprehension". This study uses the PQRST (Preview, Question, read, Summerize, Test). method in which students are asked to read comics and try to quickly understand the contents of the comic stories that have been read. The purpose of this research is to improve students' ability in reading comprehension is getting better, helping English teachers to make pleasant conditions in the classroom, and the teaching and learning process learning can be more interesting for students. This study also explains that comic strips as a medium for teaching reading can be used effective and efficient, some suggestions for teaching and learning process English is proposed as follows:

English teachers should be selective in choose media/teaching aids to assist his work in explaining the material, The teacher also must not remain silent and give up all efforts to made good improvements in appearance in class and students' understanding of the material.

From the previous research that the researcher described above, there are some differences with this research, namely in the research design which in previous studies used qualitative case study methods and the PQRST method (Preview, Question, read, Summerize, Test) while in this study using the quantitative method pre-experimental.