STUDENTS’ SELF-CONSCIOUSNESS OF COMIC STRIPS AS NARRATIVE WRITING TEACHING AIDS

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Abstract

The use of comic strips as teaching aids for narrative writing is the subject of this study. This study used comic strips in the context of narrative writing to examine students’ feelings of self-consciousness. The researchers conducted a case study to gather qualitative information for this study. A questionnaire was used as a research instrument in this study. The form of the questionnaire used by the researchers is a close-ended question with a short rating questionnaire (strongly agree, agree, neutral, disagree or strongly agree) which consists of ten statements. To analyze the data, the researchers used the formula of the computation for calculating the data to be a percentage of each student’s response to each questionnaire item by presenting them on the table and then described it as the questionnaire was examined. The findings indicate that using comic strips as teaching aids for the narrative writing curriculum is well received by students. It showed that the students gave positive responses towards the implementation of comic strips as teaching media in narrative learning material. Almost all of the students in the classroom were interested and enjoyed it while the researchers implemented the comic strips. The students are active in class activities. They felt using the comic strips as a learning media makes them better able to develop their imagination and create ideas for developing the stories discussed because, in the comic, the explanations accompanied by pictures and dialogues make it easier for them to interpret the stories or material discussed, even though in terms of language skills and vocabulary are inadequate.

Keywords: EFL classroom, Teaching aids, Comic Strips, Self-consciousness

Introduction

Writing is a skill that is essential for EFL students in learning English since it does more than just put thoughts on paper, it also gives them greater meaning and helps the reader understand them. The students must understand content, grammar, vocabulary, and the logical development of their ideas and thoughts. Simply put, writing may be a simple and fun activity provided the right techniques, engaging instructional strategies, and useful information are used. When someone writes, he can communicate his feelings and thoughts from words to sentences, from sentences to significant paragraphs. Because it requires integrating and combining various processes and makes use of a variety of language and cognitive skills,
writing is one of the hardest skills to master (Flower & Hayes, 1981); (Y. G. Kim & Graham, 2022); (Y. S. G. Kim & Park, 2019).

In education, teachers have a responsibility to ensure that students grasp the content being taught and learn something meaningful. The teacher has a role as a motivator, a resource (offering explanations and facilities), and a provider of feedback. The influence that teacher evaluation plays in helping to keep students motivated throughout the entire cycle of instruction, learning, and assessment It should be clear that teacher feedback is important for enhancing teaching, learning, and assessment (Mehregan & Jafari, 2014). Writing abilities are distinctive traits that allow authors to communicate their thoughts in relevant ways and to interest readers intellectually. Different explanations of what writing is have been developed by linguists.

Some types of texts should be taught and mastered by students, according to the Curriculum 2013 syllabus for first-grade students in senior high school. Narrative text is one of them. A narrative text is one that explains something with the intention of informing viewere, readers, or listeners because it contains passages that provide successful examples and are helpful (Anderson & Gehart, 2007) such as legends, myths, folklore, and so on. One of the biggest issues preventing people from mastering English as a foreign language nowadays is a lack of enthusiasm in writing. The boring teaching style used by the teacher is one of the contributing elements to this issue. Students prefer to explore for alternatives with machine-based translation without comprehending the structure and grammar since teachers are obsessed on utilizing textbooks, which discourages students from daring to actively participate in the learning process.

A student's success in the learning process is influenced by the teacher, the learning materials, and the students themselves, as well as by the variety of teaching methods and the learning environment. Using instructional material to improve learning while also making it more convenient is one strategy to help students overcome the challenges they face in school. A technique is a way to carry out an action that is employed to learn. In line with this, (Brown, 2015) having students write an essay based on photos is one method of evaluating writing skills. Since comic strips consist of a series of visuals from which students can swiftly learn concepts, they satisfy this requirement. Children may learn grammatical rules by changing direct speech in speech balloons to indirect speech. The assessment benefits students' writing abilities.

A medium is a tool made available or an introduction that directs messages or information from a source to the intended audience. Since the media may be used in formal settings or vice versa, allowing students to work individually or in groups, it is a means of communicating the aims and objectives from the standpoint of teaching and learning to students in order to achieve successful instruction (Naz and Akbar, 2013, p. 35). Depending on the circumstances of learning and the material to be presented, there are many different types of learning media. The media is crucial for students with special needs or kids with disabilities. One method that has been demonstrated to be efficient and capable of maximizing learning results is the comic strip approach. Therefore, the researchers in this study focused about teaching narrative text writing utilizing comic strips to senior high school students in the tenth grade.

The pre-writing stage of the writing process can be aided by using comics as a medium for learning to produce narrative texts. The writer can turn ideas into compositions in this section. The attractiveness of comics as writing education tools is that they engage readers of all reading abilities. Struggling readers can read a comic strip effectively thanks to the combination of the simple language and the images. Students won't believe the content is childish either because most children are happy to read newspaper comic strips because they regard the strips as something that adults appreciate (Gustika et al., 2021); (Badriah, 2016); (Amrizal, 2022). Furthermore, the advantage of using comics to teach writing is that they frequently require students to use higher-order thinking skills. The main meaning of a comic is
rarely stated explicitly; instead, it is implied or subtly hinted at. This implies that as they interpret, consider, and write, the students will put their critical thinking skills to the test.

Furthermore, there are some steps in the writing process. First step is planning, here the writers decided what they want to say before writing such as involve making detail notes, drafting which is continued to the editing stage as reflecting and revising that often helps by other readers (editors) who give comment and suggestion for the draft, the last for final version. It shows that after the writers have edited their draft, making changes they consider to be necessary, they produce their final version (Harmer, 2004).

Narrative text is a text that tells a story where the main function is to entertain the reader. The standard structure contained in this text is orientation, complication and resolution (Nugroho, 2017). Narrative text is a story which uses spoken or written language (Anderson & Anderson, 1997). In a narrative paragraph there are various forms of interesting essays that are able to integrate a variety of significant background information. Even in the form of a development method, narrative text can be an effective way to describe it because narrative paragraphs can support the topic sentence in a particular paragraph and to build a bit of ethical appeal at once (Kies, 2007 quoted in Yunhadi, 2016). On the other hand, narrative text is believed to be one of the most powerful ways to communicate with other people (Meyers, 2016, p. 52) because this text is a kind of text to retell the story that past tense, in other word narrative text deals with problematic events which leads to crisis or turning point of some kind (climax) which in turn finds a resolution. Does not use the past tense, narrative text also has its own texture from prepositions, conjunctions, adverb, adverbial phrase, adverb of time, noun phrase, tenses (past perfect tense), and also direct and indirect speech (Djatmika & Wulandari, 2013, p. 100 in Susilawati, 2017).

Some relevant studies (Wijaya et al., 2021); Rokhayani and Utari (2014); (Suherman & Kareviati, 2021); Kristi and Purwati (2013); Suwastomo (2016); explores the use of comic strips as a learning medium and its advantages. These studies also raise questions about the difficulties in incorporating comic strips into language instruction, such as their applicability, topical selections, and inability to promote spoken abilities as effectively as written skills. It means that even while comic strips might be effective teaching tools for language, educators must also devise ways to get beyond any obstacles that might arise.

This research focus on how comic strips can be used as a teaching tool when creating narrative text. The utilization of comics and their perspective on student learning outcomes will be the main topics of this study. The research question arise “What are the students’ feelings of self-consciousness in using comic strips as teaching aids in narrative writing subject matter?”. Using comics as a teaching tool fosters fun learning. However, it is suggested that while learning the content, students should simultaneously be working on improving their cognitive abilities (Arends & Kilcher, 2010). Due to these factors, the students in this study were pushed to engage in creative thinking by turning narrative material into comics created by them. In this study, the term "creative thinking" refers to the aptitude and capacity for problem-solving activities.

Method

The employment of comics is intended to assess students' self-awareness of comic strips as teaching aids in the subject matter of narrative writing in grade 10 of SMAN 1 Kawali in the academic year 2019/2020. The elective program was where the sample came from (English-2). They were taught using narrative text to help them improve their writing abilities. It was hoped that by the end of the class, the students would be able to use the text's general structure and linguistic aspects to examine the social function of the text.

The purpose of the data collection was to understand more about how the students felt about the use of comic strips as media for narrative learning in writing class after the
intervention. The researchers gathered the information using a brief rating scale (Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree). The researcher's questionnaire takes the form of closed-ended questions. Closed-ended questions using the Likert Scale allow respondents to select one of two possible answers, such as "agree" or "disagree," without providing a new response (Colosi, 2006). The researchers utilized the following computation formula, proposed by Hatch & Larazaton (1991), to analyze the data:

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\text{Proportion} = \frac{\text{Number of frequency}}{\text{Total number}} \times 100
\]

In order to respond the research question, the researchers determines the proportion of students' responses for each response to each questionnaire item, then presents the results. Closed-ended questions with a brief rating scale consisting of ten statements (strongly agree, agree, neutral, disagree, or strongly disagree) were the format of the questionnaire employed by the researchers. In order to evaluate the data, the researchers followed Hatch and Larazaton's (1991) recommendation to compute the data as a percentage of each student's response to each questionnaire item by displaying them in a table and then describing it.

Results and Discussion

After the observation, the researchers administered 10 questions to the 22 students who were using comic strips as a form of instruction. The researchers translated into English from the Indonesian language utilized in the questionnaire item for this work. The researchers employed percentage computation to assess the data from all responses to each question, as modified by Hatch & Larazaton (1991).

Based on the answers given by the students to the first question in the table 1, the researchers discovered that five of them (22.7%) strongly agreed with the statement. Eight students (35%) decided to agree, four (18.1%) said they were neutral, and five (22.7%) also selected to disagree with the statement. The study came to the conclusion that the majority of students (35.3%), made up of eight students, are interested in adopting comics as a learning tool. This was supported by the students' (22.7%) high agreement response, which consisted of five students. The percentage of students (18.1%) who choose neutral and disagree with the assertion, however, is identical. Fourteen students (63.6%) chose highly agree in response to the second question, four students (18.1%) selected agree, and four students selected neutral. It implies that using comics as a teaching tool makes it simpler for students to comprehend the lessons. Even though the language and vocabulary used in the comic are inadequate, the explanations, which are illustrated with dialogue, help children understand the story or topics being presented.

The third question had nine highly agree responses (40.9%), eleven agree responses (50%), and two indifferent responses (0.9%). It implies that using comics as a teaching tool makes it simpler for students to comprehend the lessons. Even though the language and vocabulary used in the comic are inadequate, the explanations, which are illustrated with dialogue, help children understand the story or topics being presented. The researchers then discovered that six students (27.2%) chose agree, seven students (31.8%) chose highly agree, and seven students (31.8) chose neutral for the fourth question. It implies that students are more likely to use comics to expand their imaginations and generate suggestions for the topics being discussed.
Eleven students (50%) selected strongly agree in response to the fifth question, while eleven students (50%) selected agree. Thus, it demonstrates that using comics as a learning tool has made it possible for students to exchange knowledge about the subject matter under discussion. Seven students (31.8%) chose highly agree in response to the sixth question, whereas eight students (35.3%) selected agree. It implies that using comic books as a medium to teach narrative writing can enhance student learning outcomes. Nine students (40.9%) voted...
Students’ self-consciousness of comic strips as narrative writing teaching aids

strongly agree on this question. Ten students (45.4%) choose agree, and three students (13.6%) selected neutral. Thus, the researchers came to the conclusion that students strongly agree that employing comics as a learning medium is quite appropriate. Eleven students (50%) selected strongly agree in response to the eighth question, seven students (31.8%) selected agree, two students (9%) selected neutral, and two (9%) selected disagree. This indicates that practically all students are enthusiastic about using comic to teach narrative writing.

Following that, seven students (31.8%) opted to agree, seven (31.8%) chose strongly agree, six (27.2%) chose neutral, and two (9%) chose to disagree with the ninth question. It indicates that the majority of students understand that using comics as a learning tool encourages student and teacher interaction, as they noticed that the interaction and student and teacher replies were more active during the learning process. Finally, ten students (45.4%) chose strongly agree in response to the tenth question, nine students (40.9%) picked agree, and three students (13.6%) chose indifferent. This indicates that practically all students are aware of how successful and cutting-edge comics are as a medium for teaching narrative writing.

Based on the findings of the student questionnaire, which the researchers have presented, it can be said that the use of comic strips as a learning tool in materials for narrative writing was well received by students. It showed that the students gave positive responses toward the implementation of comic strips as teaching media in narrative learning material. Almost all of the students in the classroom interested and enjoy while the researchers implemented the comic strips. The students are active in the activities class. They felt used the comic strips as learning media make them better able to develop their imagination and generate ideas for the stories that were being discussed because the explanations and dialogue in the comics made it simpler for them to understand the stories or material being discussed, even though their language abilities and vocabulary were lacking.

The comic strips can be used as a teaching media for created more interesting learning process. Teachers must pay attention to the content that will be presented because in its preparation it must be really considered. Not only have that, learning methods also really needed to be considered to be able to support the implementation of using comic strips. As Koenke (2014) suggests that comics can lead students toward the discipline of the rest, with used of comic strips as a teaching media it will be easier to stimulates students in imagining, expressing and share their ideas.

Conclusion

In this study, the researchers looked into the use of comic strips as instructional tools for narrative writing at a Kawali high school for students in the tenth grade. The purpose of the study was to learn what the students thought about the usage of comic strips as subject matter for narrative writing. What are the student's experiences in utilizing comic strips as teaching media in narrative writing material? The questions were projected to be addressed by the questionnaire responses.

It was evident that the students responded favorably to the use of comic strips as a teaching tool in narrative learning materials. Nearly every student in the class was engaged and having fun as the researchers used the comic strips. In the activities lesson, the students participate actively. They believed that using comics as a learning tool helped them improve their ability to use their imagination and generate ideas for the stories that were being discussed because the explanations and dialogue in the comics made it simpler for them to understand the stories or material being discussed, even though their language abilities and vocabulary were lacking.
Recommendations

In this section, the researchers would like to make some recommendations for English teachers, students, and anyone who are interested in conducting additional study based on the results of the conclusions already offered. First of all, comic strips can be utilized as a teaching tool by English teachers to make lessons more engaging. Teachers need to pay close attention to the material that will be delivered because it needs to be carefully reviewed during preparation. Not only that, but learning strategies must also be taken into account in order to facilitate the use of comic strips. For the rest, it will be simpler to encourage pupils to imagine, express, and share their ideas when comic strips are employed as a teaching tool. Second, the students will find the comic to be more enjoyable since it presents the subject matter in a more realistic manner with graphics and dialogue, which makes it simpler for them to comprehend. The researchers believed that, with the help of the data gathered, this research will enable further advancement in the use of comic strips as teaching tools in the future.

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