

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

In this chapter, the researcher presents the findings and discussion of research. The data collected from the observation, interview, and documentation which are discussed based on the theory and concept from the previous chapter. The researcher presented based on the research focus stated in the previous chapter. It covered the use of comic strips to the student's reading comprehension in reading narrative text and the advantages and disadvantages to in using of comic strips to the student's reading comprehension in reading narrative text of tenth grade students at SMK Negeri 3 Pamekasan.

A. Research Finding

1. Exposure to research location data

The current Pamekasan State Family Welfare Middle School is the result of the development of the Upper Family Welfare School (SKKA). Kartini was founded on April 21, 1966. The establishment of the school was initiated by Mr. H.R.P. Moch. Noer, who was then assistant to the governor for Madura in Pamekasan.

The establishment of the State of SKKA Pamekasan at that time was motivated by a lack of adequate educational facilities, especially for women. Another thing that also inspired the establishment of vocational schools (SKKA) was that there were still many Madurese women who were married at that age (at that time). These factors motivated Mr. H.R.P. Moch. Noer to improve the level

of education and skills of women and promote Madura Island in the broadest sense.

To recognize this noble idea, the Kartini Foundation was formed on April

Patron	Muspida (coordinator)
Advisor	Muspida, Level II Pamekasan Regency
General Chairman	Mrs. Abd. Rachim (Wife of Regent Tk.II Regional Head of Pamekasan Regency)
Chairman	Mr. Husein Dipotruno (Assistant Secretary of the Governor for Madura in Pamekasan)
Chairman II	Ms. Takludin
Author I	Ms. Tal'ah
Author II	Ms. Kamariyah
Author III	Ms. Dewi Hasiyah
Treasurer I	Mr. Syamsul Solihan (head of BNI '46 Pamekasan)
Treasurer II	Mr. R. Soekardi (Head of the Pamekasan Regency Water Channel)
General Assistants	All Heads of SLTP / SLTA Pamekasan District

21, 1966 with the following board members:

In January 1967 SKKA Kartini was opened and temporarily boarded the State of SKKP Pamekasan (now the State of SMP 5 Pamekasan) building, Jln. Jokotole Pamekasan. A month later, on February 17, 1967, there was an inauguration along with the inauguration of four new schools. The inauguration was carried out by the head of IDPK5. Mrs. Soewarno Mangunhadikoesoemo who was also attended by Mr. Brigadier General Wijono, the Governor of East

Java at that time. He even designed to do the ribbon cutting. The principal who first led the SKKA was Ms. Mariyanah. He served until 1970. Subsequently, the leadership shifted to Ms. Tal'ah until now.

The number of students at the beginning of the new academic year at that time was 46 students and made into 2 (two) classes. In the next development, SKKA Kartini changed its status to become a State. This happened in January 1968 with SK no.85 / UKG-68 dated March 8, 1969. Then in 1969-1973, the state of SKKA Pamekasan occupied the Pamekasan Regency complex (occupying the western pavilion). Meanwhile, the construction of a new building was underway. And in 1973 SKKA has occupied a new building on the district street no.47a (now no.103 Pamekasan). The construction of this building costs Rp. 10,000,000 obtained from Pelita. At that time, a building with the specifications of four theoretical rooms, one kitchen room, one fashion practice room, and the principal's room and warehouse was created.

In subsequent developments, the interest of junior high school graduates to enter SKKA is getting bigger, so the existing buildings are deemed inadequate. This prompted thinking about how to go for additional new buildings and it eventually paid off.

In 1976, the visit of the Minister of Home Affairs (Mr. Amir Mahmud) to Sumenep, to be exact when he returned to Pamekasan, he was intercepted by several students to stop at SKKA, so that on that day the Minister of Home Affairs also donated Rp. 15,000,000 which was later also followed by Governor H.R.P. Moch Noer is pleased to donate the same amount, so that Rp. 30,000,000 and added up with the funds obtained from Pelita for the development of SKKA.

These funds are then used to build halls, bathrooms, laundry rooms, and kitchens. In 1975, SKKA received a refund of Rp. 24,000,000 from Pelita. The funds are used to build a hall, a living room, an administration room, two clothing rooms for bicycles and a guardhouse. On the other hand, Mr. H.R.P. Moh Noer is always pleased to assist in the development of SKKA by bringing application files to Jakarta.

The history of SKKA ended in 1977, because it was changed to the State of SMKK (Middle School for Family Welfare) Pamekasan. So that at that time the new student admissions were for boys and girls who previously were only for girls. After there was a name change, the enthusiasts who would enter experienced a very sharp increase, so that the facilities and infrastructure were inadequate.

This lack of competence is even more pronounced when it comes to anticipating steps for the future. Moreover, amid the emergence of awareness to develop Madura into an industrial and tourism area. Here it is clear that accommodation facilities are needed in connection with the development of the intended Madura. Accommodation facilities can also be realized if there are skilled workers in this field (Catering, Dressmaking, Make-Up and Hospitality). This development proposal was submitted in 1989 through a proposal. The proposal for the development of the State of SMKK Pamekasan building was submitted to the minister of education and culture in lamp V.

This proposed development received a positive response from the government with follow-up steps:

- a. January 14, 1990 at 10:00 WIB a meeting was held at home. Mr. H.R.P Moch. Noer, conveyed information that the Minister of Education and

Culture responded to the proposal for the development of the State of SMKK Pamekasan.

- b. On January 18, 1990 the evaluation team from the Director-General of DIKDASMEN went to the State of SMKK Pamekasan.
- c. On February 6, 1990, it was approved to develop the State of SMKK Pamekasan in 1990/1991 with a fund of Rp. 500,000,000.
- d. On 9 February 1990, BAPPEDA Tki East Java supported the construction of the SMKK building.

And due to the limited state budget funds in the education sector, the development of a new building for the State of SMKK Pamekasan is carried out in stages.

First 1990/1991	Stage	Floor I Makeup Room, Hairdressing Room, Makeup Studio, Library, Laboratory, Nutrition, Lavatory and Stairs. Floor II Clothing Room 1, Clothing Room 2, Clothing Studio, 5 Theory Rooms and Student Council Room.
Second 1991/1992	Stage	Floor I Cafeteria Room, Catering Room 1, 2, 3, Treatment Room, and Lavatory, Patisserie Room 1, 2. Floor II Clothing Design Room, Clothing Room, 3 Theory Rooms, and Lavatory.
Third	Stage	Floor I

1992/1993	Administration Room, Archives Building, Duplication Room, Principal Room, Waiting Room, Hall, Lavatory, Administration Warehouse, Arrangement Room, Production Kitchen Room (which includes a Storeroom and Instructor Room). Floor II Fashion Show Room, Lavatory Room, Hall, Pantry Room, Teacher Room and Language Laboratory.
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Until now, what has not been built are the UKS Room, the BP Room, as well as infrastructure in the form of parks and generators. In 1993 it is now the State of SMKK Pamekasan. Already having facilities that are quite encouraging, although here and there it still needs improvement such as a language laboratory. And at the next stage considering the demands of the development of Madura, SMKK intends to realize the facilities and infrastructure for the hotel family. In this case, of course, support from all parties is expected.

In referring to the goals to be achieved. The State of Vocational High School Pamekasan (SMKK) orientates learning on practical activities both in Catering and Clothing. Other subjects are also expected to have a positive impact on practical subjects using cross-material patterns. In this regard, student activities are directed to form an independent spirit which in turn is indispensable as a companion to the cognitive abilities possessed.

With the formation of an independent attitude, it is hoped that SMKK graduates will be able to enter profitable business gaps or enter the world of work. It is fully realized that an independent spirit needs to be nurtured continuously and

experience in managing a business is necessary. A production unit that serves the wider community is a potential alternative. Production units of SMKK both for Food, Clothing and Beauty are expected to become reliable "business laboratories". Besides that, what is no less important is the development of the concept of a partner institution. The State of SMKK Pamekasan began to pioneer this by placing fieldwork experience in the relevant industry.

Some industries that have relationships with the State of SMKK Pamekasan include:

- a. Aerowisata Catering Service at Juanda International Airport
- b. Happy Bakery Pamekasan
- c. PT. Yulia Indahtex Surabaya
- d. Yenny Garment Surabaya
- e. UD. Tunas Mekar Sari Sumenep
- f. PT. Sari Indah Probolinggo

Among these companies that have signed a cooperation agreement with the State of SMKK Pamekasan is Yenny Garment Surabaya, UD. Purnama Surabaya and PT. Sari Indah Probolinggo. The signing was witnessed by Mr.MENDIKBUD Dr. Ing, Wardiman Djonegoro at the inauguration of the vocational school in Jember on November 25, 1993.

2. The Result of Observation

The researcher collected the data from the observation in the process of English teaching learning of tenth grade students at SMK Negeri 3 Pamekasan after pandemic covid 19, and also the researcher described the teacher's activity in the class.

In this section, the researcher did the observation. The researcher conducted the research three times which are first meetings (10 September 2020 at 08:00), second meeting (11 September 2020 at 09:00), and third meeting (14 September 2020 at 08:00) at the school on 11 September 2020. In this case, the researcher entered to the classroom directly when the teacher also entered to the classroom. All of students of tenth grade students at SMK Negeri 3 Pamekasan consisting of twenty students. In the first observation, the researcher directly searched the activity of teaching learning process of English by using comic strips to the student's reading comprehension in reading narrative text. There were three steps of teaching learning process of students' in English teaching learning. They are pre-teaching, whilst teaching, and post-teaching. Each steps will explained by the researcher as follow:

a) Pre-teaching

- a. The teacher gave greetings

Teacher: "Assalamu'alaikum wr.wb."

Student: "Wa'alaikumsalam wr. wb. mrs"

Teacher: "Good morning, class?"

Student: "Morning mrs"

Teacher: "How are you today?"

Student: "I'm fine mrs. How about you mrs?"

Teacher: "I'm fine too thanks you"

And after that, the teacher checked the students came when the teaching learning process to know how many students who joined in the

class and to know how the students condition when teaching learning process begin.

- b. The teacher explain the material

The teacher explained about the material that will be taught at class meetings. The material was about narrative text in reading comprehension.

b) Whilst Teaching

- a. The teacher informed the topic in front of the class. The teacher explained the material which would be taught in the class and at the time the material was about narrative text. After explaining the materials the teacher divided the students into some groups.
- b. The teacher shown the comic strips as a media in teaching learning to stimulate. Then ask students to read it and what they get from the story presented by the teacher.
- c. When the teacher asked what they got from the comic strip. Students begun to tell what information they get from the story.

c) Post teaching

- a. The teacher gave chances for the students to ask about the material. After the teacher explained about the material in the class and the students had finished which has been explained by the teacher. Teacher gave a time for students to ask about their difficulties when the teaching learning.
- b. The teacher gave evaluation about the material that has been discussed. At the time the teacher checked the students result and gave the instruction to the students when the teacher found difficulties.

- c. The teacher gave a conclusion related with the material. The teacher gave final explanation about the material was narrative text has been explained.
- d. The teacher gave motivation to the students how important study English and the advantages of reading for students.
- e. The teacher closed the lesson by saying "wassalamu'alaikum wr. wb."

Based on the observation above, the researcher observed in teaching learning process in reading comprehension. The teacher gave explanation about narrative text, and then the teacher shows comic strips to stimulate the students to make easy to understand. And then the students began to read everything which is in the comic strips to search information about the text.

3. The Result of Interview

Comic strips are stories in the form of pictures with several characters. This is in line with the opinion of the teacher Dra. Sri Astutik stated that, "Comic strips are a sub-illustrated story consisting of several panels with short stories, different from comics whose stories are continuous."⁶⁷ Adelia Ningrum, Akhmad Fauzi, Anisa Bahari, Hotimah, Nisrina stated that, "Comic strips are stories with pictures and in them there are several characters, sometimes even humorous stories."⁶⁸ Ikmal Aldy added that, "A comic strip is a storytelling picture in which there is dialogue."⁶⁹ Agree with Stave Vercelino stated, "Comic strips are simple illustrated stories."⁷⁰ In terms of numbers,

⁶⁷ Interview, Astutik, Sri, Teacher, on 10 September 2020

⁶⁸ Interview, Adelia Ningrum, Akhmad Fauzi, Anisa Bahari, Hotimah, Nisrina, on 11-14 September 2020

⁶⁹ Interview, Ikmal Aldy, on 14 September 2020

⁷⁰ Interview, Stave Vercelino, on 14 September 2020

Tarieq Ayyub stated, "Komic strips are pictorial stories with few stories."⁷¹ Meanwhile, according to Fahrur Rosi, Faisal Efendi stated, "A comic strip is a collection of panels consisting of 4-6 or more containing certain pictures and stories from various genres."⁷²

It can be concluded that a comic strip is a pictorial story consisting of 4-6 panels in general with a short story, while a comic contains a continuous story. Sometimes comic strips contain humor and include several characters. Comic strips are also characterized by images containing stories and dialogue. In general, they are simple or simple and have a few stories and have various genres.

Dra. Sri Astutik conducted learning through comic strips, namely in several ways. "First, explaining the material using comic strips media. Second, create several groups. Third, give instructions. Fourth, after finishing, the students presented the results of the information obtained from the media."

From these statements, it can be concluded that learning narrative text in the use of comic strips uses the group and presentation method.

Comic strips have been found in various media, both print and digital. In general, many people know whether consciously or unconsciously that they have read comics in various languages. This is in line with all sources who said, "yes."⁷³ The statement shows that they already know the comic strip in a language such as English. Apart from that, all sources stated that, "Comic strips

⁷¹ Interview, Tarieq Ayyub, on 14 September 2020

⁷² Interview, Fahrur Rosi, Faisal Efendi, on 11 September 2020

⁷³ Interview, Adelia Ningrum, Akhmad Fauzi, Anisa Bahari, Fahrur Rosi, Faisal Efendi, Hotimah, Ikmal Aldy, Nisrina, Stave Vercelino, Tarieq Ayyub, on 11-14 September 2020

are very interesting."⁷⁴ This statement is related to their opinion about comic strips in learning English and makes it easier to understand them.

The conclusion is that many comic strips know and even read them whether they realize it or not. This reason is based on the attractiveness of the comic strip in making it easier to learn the material.

In learning English, there are various materials, one of which is narrative text. In practice, everyone has their own way of understanding narrative text. One way to understand narrative text is to read it once or many times. This is in line with the opinion of Adelia Ningrum, Akhmad Fauzi, Anisa Bahari, Faisal Efendi, Hotimah, Ikmal Aldy, Nisrina, Stave Vercelino, Tarieq Ayyub who stated, "Reading once you can understand, sometimes you have to read several times to understand, even read with thorough."⁷⁵ On the other hand, Fahrur Rosi stated, "It is necessary to read carefully and requires additional expertise in understanding the text in English."⁷⁶

It can be concluded that understanding narrative text has various ways for each person. In general, understanding narrative text by reading it can be done once or you need to do it many times, sometimes you have to read it carefully. In addition, special skills in English are also needed to make it easier to understand the content of narrative text.

Narrative text combined with comic strips as a medium to help readers understand the content of the story, of course, has its own way for each reader.

one of them is the statement from Adelia Ningrum, Akhmad Fauzi, Anisa

⁷⁴ Interview, Adelia Ningrum, Akhmad Fauzi, Anisa Bahari, Fahrur Rosi, Faisal Efendi, Hotimah, Ikmal Aldy, Nisrina, Stave Vercelino, Tarieq Ayyub, on 11-14 September 2020

⁷⁵ Interview, Adelia Ningrum, Akhmad Fauzi, Anisa Bahari, Faisal Efendi, Hotimah, Ikmal Aldy, Nisrina, Stave Vercelino, Tarieq Ayyub, on 11-14 September 2020

⁷⁶ Interview, Fahrur Rosi, on 11 September 2020

Bahari, Fahrur Rosi, Faisal Efendi, Hotimah, Stave Vercelino, Tarieq Ayyub, namely, "By reading dialogue and interspersed with viewing pictures."⁷⁷ In contrast, Ikmal Aldy and Nisrina stated, "Reading the dialogue sequences contained in each comic strip panel."⁷⁸

From these statements, it can be concluded that understanding narrative text is combined with comic strips by reading the dialogue while looking at the pictures of each panel so that this can make it easier to understand the learning process of reading narrative text.

From various statements there are several comparisons between understanding narrative text without using comic strips and using comic strips. All informants stated that it is easier to understand narrative using comic strip media and they state and their reasons. According to Adelia Ningrum, "the presence of image media such as comic strips makes it easier for readers to understand."⁷⁹ Meanwhile, Akhmad Fauzi stated, "using comic strip media because it is easy to understand that the contents of the story are different from those without comic strips, which must be careful."⁸⁰ Anisa Bahari stated, "Using comic strips as media is easier to understand in terms of understanding the characters, moral values and storylines."⁸¹ Meanwhile Fahrur Rosi stated, "The description of the story is short and easy to understand."⁸² Meanwhile, Faisal Efendi stated, "the narrative that uses comic strips is easier to understand

⁷⁷ Interview, Adelia Ningrum, Akhmad Fauzi, Anisa Bahari, Fahrur Rosi, Faisal Efendi, Hotimah, Stave Vercelino, Tarieq Ayyub, on 11-14 September 2020

⁷⁸ Interview, Ikmal Aldy, Nisrina, on 14 September 2020

⁷⁹ Interview, Adelia Ningrum, on 11 September 2020

⁸⁰ Interview, Akhmad Fauzi, on 11 September 2020

⁸¹ Interview, Anisa Bahari, on 11 September 2020

⁸² Interview, Fahrur Rosi, on 11 September 2020

because it is interesting and not boring."⁸³ Meanwhile Hotimah stated, "It's easier with comic strips, because reading it must be interesting so it's easy to understand."⁸⁴ Meanwhile, Ikmal Aldy stated, "It's easier with comic strips, because the text is not as much as the narrative text which is usually confusing."⁸⁵ Meanwhile, Nisrina stated "It's easier with comic strips, because it makes reading enthusiastic and easy to understand."⁸⁶ Meanwhile, Stave Vercelino stated, "It's easier with comic strips, because it's easy to understand the contents."⁸⁷ Meanwhile, Tarieq Ayyub stated, "It's easier with comic strips, because the writing is not as much as the usual narrative text and comic strips media have pictures that make it interesting."⁸⁸ Meanwhile, Ms. Astutik stated, "the use of comic strips media is very helpful in the process of learning English and makes students more active in reading and makes it easier because the pictures and storylines will make students curious."⁸⁹

The conclusion that can be drawn is that narrative text can be more easily understood with comic strip media. With various opinions, including narrative text is easier to understand using comic strips that can make it easier for readers to understand it. Unlike without using comic strips, readers are required to read them carefully. Besides that, it also makes it easier to understand the characters, moral values and storylines. Another reason comic strips are easier to understand is because they are interesting, have less text.

⁸³ Interview, Faisal Efendi, on 11 September 2020

⁸⁴ Interview, Hotimah, on 14 September 2020

⁸⁵ Interview, Ikmal Aldy, on 14 September 2020

⁸⁶ Interview, Nisrina, on 14 September 2020

⁸⁷ Interview, Stave Vercelino, on 14 September 2020

⁸⁸ Interview, Tarieq Ayyub, on 14 September 2020

⁸⁹ Interview, Astutik, Teacher, on 10 September 2020

Comic strips also help in the learning process because comic strips have an interest so readers are more curious about the content of the story.

Comic strips as a medium of learning certainly have drawbacks. Dra. Sri Astutik stated, “comic strips make the delivery of the subject matter too simple, only effective for visual learners and forget about the lesson because it makes students addicted to reading comics.” And then, all sources stated “The story is just a little”

From these statements, it can be concluded that disadvantages of comic strips is that the storyline is too little and too simple when used as a learning media, so that it makes students less satisfied. And also this medium is more effective for visual students.

B. Field Findings

The field findings that can be concluded from the interview are as follows:

- a. A comic strip is a picture story consisting of 4-6 panels, generally with a short story, while the comic contains a continuous story.
- b. The comic strip contains humor and includes several characters. Comic strips are also characterized by images containing stories and dialogue. In general, they are simple or simple and have a few stories and have various genres.
- c. Learning narrative text through comic strip media, namely in several ways. "First, an explanation. Second, create several groups. Third, instructions. Fourth, present this more effectively, such as making students more interested, cooperative, making classes more conducive and improving the quality of learning.
- d. Comic strips make it easier to learn material and be interesting.

- e. Understanding narrative text by reading it can be done once or you need to do it many times, sometimes you have to read it carefully. In addition, special skills in English are also needed to make it easier to understand the content of narrative text.
- f. Understanding narrative text combined with comic strips by reading dialogue while looking at the pictures of each panel so that this can make it easier to understand the learning process of reading narrative text.
- g. The disadvantages in using comic strips such as, students need computer access, limited range of facial expressions, need more time to search or to make it, makes students fall asleep with reading comics so that they forget about reading books if they don't get guidance from the teacher, the delivery of subject matter through comic media is too simple and the use of comic media is only effective for students with visual styles.

C. Discussion

1. The use of comic strips to the students reading comprehension of tenth-grade students at SMKN 3 Pamekasan.

Observations made by the researcher, found that the learning media in the form of comic strips used by the teacher in English, especially in reading comprehension (narrative text) subject for ten grade students of SMKN 3 Pamekasan. A comic strip is a picture story consisting of 4-6 panels, generally with a short or simple story, while a comic contains a continuous story, with various genres such as humor and in it there are several characters with a dialogue.

This statement is consistent with several references, the comic strips are one of common humor carriers.⁹⁰ A comic strip is a series of pictures inside boxes that tell a story, humorous narrative sequence of cartoon panels.⁹¹ Comic strip has various stories, it may tell about humor, action, mystery, thriller, adventure, and so forth.⁹² Comic strips is narratives told by means of a series of drawings arranged in horizontal lines, or strips or rectangles called panels and read like a text from left to right. Characteristically, it usually depicts the adventures of one or more characters in a limited time sequence. The dialogue is represented by words encircled by a line, called a balloon, which issues from the mouth or head of the character speaking. Sometimes captions also appear and its feature occupies a single strip.⁹³

Learning narrative text through comic strips media namely in several ways. “First, explaining the material using comic strips media. Second, create several groups. Third, give instructions. Fourth, after finishing, the students presented the results of the information obtained from the media. Agung stated that in using the group method, the use of comic strip media is more effective, such as making students more interested, cooperating, the class is more conducive so that it can improve the quality of learning.⁹⁴

⁹⁰ Ertuğrul Özdemir, “Humor in Elementary Science: Development and Evaluation of Comic Strips About Sound”, Artvin Çoruh University *Turkey*. p., 838 (June 2016)

⁹¹ Ryan Jaya Maulana, “Improving Students’ Reading Comprehension of Narrative Text Through Comic Strips”, (Thesis Spd, Tanjungpura University, Pontianak), p., 2

⁹² Muhammad Muhajirin, “The Use of Comic Strips To Increase Students Writing Ability In Narrative Text Outline At The Eight Grade Students of Mts. Al-Arif Gempol”, (Thesis Spd, Universitas Muhammadiyah Sidoarjo, Sidoarjo, 2018), p., 20

⁹³ Ekawati Marhaenny Dukut, “Comic Strips: A Reflection of The American Spirit” (December, 2001)

⁹⁴ Agung Jatmiko, “Penerapan Model Pembelajaran Kooperatif Tipe Circ (*Cooperative Integrated Reading And Composition*) Disertai Media Komik Biologi Untuk Meningkatkan Minat Belajar Siswa Dalam Pelajaran Biologi Pada Siswa Kelas Vii-A Smp Negeri 14 Surakarta”, (Thesis Spd, Universitas Sebelas Maret Surakarta, Surakarta, 2012), p., 25

It can be concluded that the comic strips used as learning media with narrative text material are generally in the form of pictures consisting of several panels with a short story. The panels are generally box shaped and contain a short story. Comic strips have a wide variety of genres such as humor, action, mystery and other genres. The reading starts from the left horizontally to the right. The dialogue depiction is limited by a circle called a balloon. Learning narrative text through comic strip media, namely in several ways. "First, an explanation. Second, create several groups. Third, instructions. Fourth, present this more effectively, such as making students more interested, cooperative, making classes more conducive and improving the quality of learning.

2. The advantages to in using of comic strips to the student's reading comprehension in reading narrative text of tenth grade students at SMK Negeri 3 Pamekasan

In understanding narrative text combined with comic strips by reading dialogue while looking at the pictures of each panel so that this can make it easier to understand in the learning process of reading narrative text. Liu stated that comic strip is a text that is accompanied with visuals or any graphic display. Images or visuals, that are any graphic display which portrays all or some accompanying text's contents, can help the reader to understand factual information).⁹⁵ Meanwhile, Azman stated that digital comic, visual media, or graphic novels can become innovating effective strategies to enhance comic's integrated learning across disciplines. Digital comic or other visual

⁹⁵ Vika Septiana Dewi Saputri, "The Effectiveness of Using Comic Strips To Teach Students' Reading Comprehension on Narrative Text At Smk Negeri 2 Sragen", (Thesis Spd, Universitas Muhammadiyah Surakarta, Surakarta, 2019), p., 3

aids could integrate effectively in classroom setting as language edutainment tools.⁹⁶

Understanding narrative text with comic strips media is easier than without comic strips because comic strips is a learning media an interesting and easy to understand. A comic strip is a text accompanied by a visual or graphic that depicts the core of the text that helps the reader understand narrative text or information.

There are many benefits of learning narrative text that can be implemented more easily with comic strip media. Narrative text is easier to implement with comic strips that facilitate different understanding by using comic strips, readers are required to read it carefully. Besides that, it also understands the characters, moral values and storylines. Another reason comics are easier to apply is because they are interesting, they have less text. Comic strips also help in the learning process because comic strips have an interest so readers are more curious about the content of the story. This statement is consistent with several references, comic strip combined pictures and sentences, so it would help the students to comprehend the content and the context that teacher had taught easily. Students also don't feel bored by reading the long sentences, because it's provided by visualization or picture that would be facilitated the learners be better to make imagery system when encountering words and expressions in a passage with which they were unfamiliar. Finally, using comic strips was hoped could motivate students to dread and pay

⁹⁶ Ibid, p., 12

attention to the text or material and make fun of English learning.⁹⁷ Claudia stated that, using comics, which are humorous, visual, and limited in text, can alleviate the negative view of reading for some children.⁹⁸

In teaching reading comprehension, using comic strips also increase the students' motivation to read English text. It is because students didn't feel bored in reading narrative text.⁹⁹ And then Liu stated, the advantage of comics is that this medium increases reading comprehension.¹⁰⁰ In addition, Cheesman stated the points out that starting a lesson by showing comic strips puts the students in a more receptive mood and starts critical thinking.¹⁰¹ Nana Sudjana stated that the comics used by teachers can arouse interest, develop vocabulary, reading skills, and to expand reading interest.¹⁰² According to Wright & Sherman, There are three reasons why comics and graphic novels are useful teaching tools: the first, there is a great deal of student interest in this genre, second is inexpensive to obtain, and the third is the vocabulary is not difficult so they are easy to read.¹⁰³ The students need a teaching media which can get their interest and lead them to read narrative text better. Puttnam said

⁹⁷ Farida Arroyani, "The Effectiveness of Teaching Using Comic Strips To Facilitate Students' Reading Comprehension Skill on Narrative Text" (Thesis Spd, Uin Walisongo, Semarang, 2010), p., 16

⁹⁸ Claudia J. McVicker, *Comic Strips as a Text Structure for Learning to Read*, (September 2007)

⁹⁹ Vika Septiana Dewi Saputri, "The Effectiveness of Using Comic Strips To Teach Students' Reading Comprehension on Narrative Text At Smk Negeri 2 Sragen", (Thesis Spd, Universitas Muhammadiyah Surakarta, Surakarta, 2019), p., 14

¹⁰⁰ Ertuğrul ÖZDEMİR, "Humor in Elementary Science: Development and Evaluation of Comic Strips about Sound", *Artvin Çoruh University Turkey*. 839 (June 2016)

¹⁰¹ Kerry Cheesman, "Using Comics in the Science Classroom", (2006), p., 28

¹⁰² Nana Sudjana and Ahmad Rivai, *Media Pembelajaran*, (SBAIgensindo, Bandung, 2019), p., 69

¹⁰³ Rachel Marie-Crane Williams, "Image, Text, and Story: Comics and Graphic Novels in the Classroom", (Thesis Spd, University of Iowa, Iowa, 2008), p., 13

that teaching media is the heart of any educational in the twenty-first century.¹⁰⁴

Other reference stated that the advantages in using comic strips that are, Help the students to understand content and context, By using comic strips, it can motivate students to read and pay attention to the material, help the readers to get the right visualizations, It motivates students, It improves children's creative working skills, Children are encouraged to express their creativity, It grabs the attention of reluctant readers, Comic is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process will be facilitated since learners will be better to make imagery system when encountering words and expressions in a passage with which they are un familiar.¹⁰⁵

It can be concluded that comic strips have several advantages such as, in understanding of narrative text is easier to understand using comic strips because the number of texts is small and is more interesting for readers with stories of various genres. This is because comic strips display a combination of images and sentences, making it easier for readers to better understand the content of the story and reduce reader boredom. Some reasons for using comic strips are the readers' interest in comic strips in the form of a combination of images and words, low vocabulary, easier to understand and interesting. And

¹⁰⁴ Ryan Jaya Maulana, "Improving Students' Reading Comprehension of Narrative Text Through Comic Strips", (Thesis Spd, Tanjungpura University, Pontianak), p., 2

¹⁰⁵ Agung Wahyu Nugroho, "The Effectiveness of Teaching Reading Using Comic Strip To Facilitate Students' Reading Comprehension on Narrative Text", (Thesis Spd, IAIN Surakarta, Surakarta, 2017), p., 36

then, it can help the students to understand content and context, motivate, help the readers to get the right visualizations, It improves children's creative working skills, and to express their creativity.

3. The disadvantages to in using of comic strips to the student's reading comprehension in reading narrative text of tenth grade students at SMK Negeri 3 Pamekasan

In understanding narrative text, there are various ways of each person. In understanding the narrative text by reading it, it can be done once or you need to do it many times, sometimes you have to read it carefully. In addition, special skills in English are also required to understand the contents of the narrative text. This statement is consistent with several references, the difficulties in finding or remembering the core of the text or they do not have the technique to easily analyze the narrative text elements.¹⁰⁶ The students are finding difficulties in comprehending the text and they often feel bored by reading the text because they can understand the message of the text and also teachers sometimes ask the students to translate the story, so make the students can not enjoy the text its self.¹⁰⁷ There are three difficulties in understanding the narrative text, the first problem that influences the students' reading ability in comprehending narrative text is that the students lack of vocabulary. The second problem that causes the students' reading ability in the comprehending narrative text becomes low is that the text cannot catch the students' interest.

¹⁰⁶ Yulita Minha, "Penggunaan Teknik Story Mapping Dalam Memahami Teks Naratif Pada Siswa Kelas X Kc Di Smkn3 Kota Bengkulu", (Oktober 2017), p., 2

¹⁰⁷ Vika Septiana Dewi Saputri, "The Effectiveness of Using Comic Strips To Teach Students' Reading Comprehension on Narrative Text At Smk Negeri 2 Sragen", (Thesis Spd, Universitas Muhammadiyah Surakarta, Surakarta, 2019), p., 3

The third problem is the students' difficulty in organizing their thought during their reading activity.¹⁰⁸

Comic strips make the delivery of the subject matter too simple, only effective for visual learners and forget about the lesson because it makes students addicted to reading comics and the story is just a little. This statement is consistent with several references, Agung said, the use of comic strips in learning has 3 types of weakness, namely: first, students need computer access, second, limited range of facial expressions, third, need more time to search or to make it.¹⁰⁹ Rohani stated that the weakness of comic media is that it makes students fall asleep with reading comics so that they forget about reading books if they don't get guidance from the teacher.¹¹⁰ The delivery of subject matter through comic media is too simple and the use of comic media is only effective for students with visual styles.¹¹¹

It can be concluded that comic strips have several disadvantages such as, difficulty in finding or remembering the main text that does not have the analysis technique for narrative text easily, so the difficulty arises due to the difficulty of the reader in separating the elements from the narrative text. Another cause of difficulty in understanding narrative text is the boredom that arises from readers due to the teacher's participation in guiding readers, such as

¹⁰⁸ Aulia Sari Rusdi, "Teaching Narrative Reading Text By Using Very Important Point (VIP) Strategy To Senior High School Students", (Thesis Spd, Universitas Negeri Padang, Padang, 2017), p., 234

¹⁰⁹ Agung Wahyu Nugroho, "The Effectiveness of Teaching Reading Using Comic Strip To Facilitate Students' Reading Comprehension on Narrative Text", (Thesis Spd, IAIN Surakarta, Surakarta, 2017), p., 36

¹¹⁰ Tri Mulyani, "Efektivitas Penggunaan Media Komik Strip Pada Pembelajaran Materi Saling Ketergantungan Dalam Ekosistem di Smp Negeri 1 Kaliwungu Kudus", (Thesis Spd, Universitas Negeri Semarang, Semarang, 2009), p., 13

¹¹¹ Firdaus Muqarrobun, "Komik Sebagai Media Pembelajaran", (2015, <https://eurekapedidikan.com/komik-sebagai-media-pembelajaran>)

the reader being asked to understand a lot of narrative text by translating the text first, so that the reader cannot enjoy the activity of understanding narrative text by himself. In general, difficulties in understanding narrative text arise from readers who lack vocabulary, narrative text is less attractive to readers, and readers experience difficulty in organizing their thoughts while understanding narrative text. And then the other disadvantages such as, students need computer access, limited range of facial expressions, need more time to search or to make it, makes students fall asleep with reading comics so that they forget about reading books if they don't get guidance from the teacher, the delivery of subject matter through comic media is too simple and the use of comic media is only effective for students with visual styles.