

## CHAPTER IV

### FINDING AND DISCUSSION OF RESEARCH

This chapter presents the finding and discussion of research. The data collected from the observation and interview which are discussion based on the theory and concept from the previous chapter. The chapter is presented based on the research focus stated in the first chapter.

#### A. Finding of Research

In the finding of the research, researchers describe the implementation of comic book media in reading ability at the ninth grade of SMP Nurul Islam Pasanggar Pegantenan Pamekasan. In this lesson the teacher tries to use comic books as an alternative media in teaching reading. In this study, the researcher tried to observe how the teacher gave material about reading, especially using comic books as a media, then the researcher tried to observe what are the advantages and disadvantages of using comic books, and how to solve it.

##### 1. The research result of observation

##### a. The Teacher Implement Comic Books Media in Reading Ability at the Ninth Grade of SMP Nurul Islam Pasanggar Pegantenan Pamekasan

##### 1) The first observation

The researcher made the first observation on August 24, 2022. The teacher asked to examine the 9th grade which contains 19 students. When students attend the first meeting. This morning the teacher explained the material about reading using comics as a media.

### a) Opening

When 07-30 o'clock rang, the teacher start the learning process. To start the lesson, teacher start with greetings. After that he says the special jargon to attract students enthusiasm such as "Hello.!", "Are you ready for today.?!". And even "Are you still spirit?!". and then the teacher attend students to find out who is not logged in because of permission, or those who are not attending for some reason. From that, the teacher starts learning by asking some material that has been previously delivered with the aim that students remember the past material and can connect with the material that will now be taught.

Teacher: Assalamu'alaikum wr.wb

Students: Wa'alaikumsalam wr.wb

Teacher: Good morning students..?

Students: Morning sir..?

Teacher: How are you..?

Students: I am fine sir, and you..?

Teacher: I am well so thank you, are you ready for today..?

Students: I am ready and must be ready

Teacher: who is not present today ?

Student (captain): only Baihaki and Rofiq sir

Teacher: Baihaki and Rofiq !?, why they not present ?

Student: I don't know sir, they not allowed

Teacher: okay, thank you

The activities in this section are always the same greeting in every first meeting until the second meeting. The teacher explained to the students why the researcher joined the class, "Well, he from IAIN Madura want to take some research here, so he will join the class today". That way, their conversation took place to provide further understanding with the researcher assignment in the class. After introducing the researcher,

Teacher asked the class leader to lead the prayer together.

### **b) The main activity**

The researcher observed how the teacher explained the lesson in reading narrative text in comic books. To include the material to be delivered, the teacher first asks the extent of students' knowledge of the material, such as asking students about:

1. What do you know about narrative text?
2. Are there any of you who do not know the narrative text?

The teacher also gave an example of a narrative text, namely about The Prophet Musa's Resistance to Pharaoh.

"The wood-derived from the wood are eventually turned into a snake that eats the witch creation earlier. Seeing that incident, Pharaoh was angry and still did not want to believe in the slightest to Allah SWT. In fact he said that Moses is a dangerous wizard's witch.

Another magical incident appeared which was when Moses put hands into his pocket and let it out it looked dazzling. To the extent that the Pharaoh asked to enter him again. Even though they have shown Allah's power, the broken remains in his heart."

Furthermore, after the teacher knows in advance about the essay itself, then the teacher explains to them the meaning, use, and benefits of reading comic books. With some questions and explanations. After that, the teacher began to provide a special understanding in understanding the narrative text by showing some examples in comic books as a reference.

And in the end, to make it easier for students to understand the narrative text, the teacher began to introduce the use of comic books by starting some questions related to the comic book itself, such as:

1. Have you ever read comic books?
2. Do you know how to understand it?

Continuously, the teacher explains it with some references and examples from the handbook. From some of the questions above, only a few students can answer them. Most of them have not read comic books or have not been able to answer the question. Then continued with some explanations from the teacher. Most students do not know and can answer these questions because they have never studied specifically related to understanding narrative texts using comic books, this is known when the teacher asks the students. while some already know it because they have read it before. The discussion lasted several minutes. Next, the English teacher continued to explain about the intent, purpose, and benefits of reading comic books. Some students asked about explanations that had not been understood and the teacher immediately answered the question. Then proceed with showing examples of reading the comic aloud. Then the teacher instructs the students to take turns reading. After finishing, as before, the teacher opened questions for students who did not understand.

### **c) Closing**

At the end of the meeting, the teacher asked the students did you understand what was explained? To test their understanding, the teacher

asked them to ask questions from all the explanations that had been given. And to find out how well they understood the teacher gave them the task of writing the characters or contents of the comic books they had read. and the teacher asked students to write new vocabulary contained in comic books.

## **2) Second Observation**

The second observation was made on August 31, 2022. This was the last observation made by the researcher to collect data.

### **a) Opening**

At 07-00 it sounded, as usual class activities started with greetings. Asking the conditions, and like the previous material the teacher uses special jargon to arouse students' enthusiasm. To remember some of the material that has been presented previously. The teacher asks several questions that aim to repeat the material in order to remember what has been conveyed. The question is:

What is narrative text?

what is a comic book?

The questions above aim to provide understanding again so as not to forget the material that has been taught.

### **b) The Main Activity**

For this activity, the teacher asks the tasks that have been ordered previously by putting forward the task in an effort to correct some of the assignments and return to discussing what is still not understood. After

being given instructions to collect their assignments. Students leave it to the teacher. There are some students who do not deposit for some reason and there are also those who deposit each student one sheet. The teacher begins to check the assignments given. There are some corrections from the teacher to the students.

There is one error that may often occur when understanding narrative texts, namely in the narrative section, where students do not understand but retell the words in the text, such as examples of slang or harsh words. In that section sometimes the discussion does not match what they think. The error is clearly someone else not including the solution of the problem in question.

The error above is basically not from the students. however, there is a shortage of comic books themselves that use slang. but without comic books they may be less motivated to read a lot of texts, but because of comic books they are lazy to read a lot of texts to be motivated in terms of reading. And what is clear, when the teacher associates narrative text with comic books, the results are very much different than just books containing text alone. So the lack of comic books is also a concern in this incident.

Furthermore, after knowing some of the errors in the student's answers, the teacher again explained by conveying more standard words. But on the other hand, the teacher said there was nothing wrong with not relying on one method or concept only. As long as you are diligent in reading and practicing it will be easier to understand.

### **c) Closing**

At the end of the meeting the teacher asked again things that had not been understood by opening questions to the students. There are two to three students asking questions whose questions are still in the context of using comic books and narrative texts. Then the teacher again gave the task to the students to correct the error. But this time it is not necessary to fix everything, but is offered with a reward. For those who increase their understanding, there will be added value for them. None other than the teacher's efforts to provide lessons so that students continue to try and practice.

## **2. The research result of Interview**

### **a. Advantages and Disadvantage of Comic Books Media in Reading Ability at the Ninth Grade of SMP Nurul Islam Pasanggar Pegantenan Pamekasan**

According to students, they feel helped by the existence of comic media in learning. Through comics, students are more active in learning, so the task of the teacher during the learning process is to facilitate students during the process. In the process, comics should be used as alternative media in learning, especially when studying narratives, both real stories and fairy tales. Comic media will help students understand the story because of the help of the media kind of visualization like comics. This is in line with the responses given by students during interviews. They said that they found it helpful with the existence of comic media used in

learning with pictures, colors, and conversations.

- 1) The statement above comes from student of SMP Nurul Islam Pasanggar Pegantenan Pamekasan:

"I feel very happy, because I get a new reading book that has pictures. Because since I entered junior high school I rarely get reading books with pictures, and that makes me bored."<sup>1</sup>

This pleasure is probably the first thing that comes to mind when you hear the word comic. Comic books have a great opportunity to release stress. If you're only focused on academic assignments that need to be submitted before the deadline, reading comics can represent the mental break students need. This will help them feel refreshed so that later you can focus on more serious things.

and comics aren't always about superheroes. there are fun themes and many genres and themes that can be searched according to your wishes. So comic books which are the media here have the potential to eliminate the boredom experienced by students in reading.

- 2) The second statement also comes from student that have same opinion about advantage of comic books but slightly different :

"I love this comic book. somehow when I read comic books, I understand it easier than reading ordinary books. Maybe because there is a picture, so I can guess the meaning even though I don't know."<sup>2</sup>

Comics make people think different and attract students' attention. With comics, students will be more interested in learning. The material is packaged into illustrated stories which are explained in simple sentences

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<sup>1</sup> Ach.Sofi, The ninth grade student of SMP Nurul Islam Pasanggar Pegantenan Pamekasan (Direct Interview on Monday 31<sup>th</sup> August 2022)

<sup>2</sup> Syaiful Bahri, The ninth grade student of SMP Nurul Islam Pasanggar Pegantenan Pamekasan (Direct Interview on Monday 31<sup>th</sup> August 2022)



that students can digest easily. If you're dealing with someone who's overly practical or only believes in facts, comics can be a valuable addition to their lives. Comic books allow readers to work with various components to reach the right meaning. They can guess the meaning of a word from looking at a visual image in a comic book, though that's not always true. but they get enough chance of it. This sophisticated information processing assists students in reading where they should benefit from different types of learning.

3) The third statement also comes from student :

"I think when I was told to read by the teacher, I was more confident when reading comics than ordinary books. either because I feel cool with comic books or something. but basically I'm more confident."<sup>3</sup>

Reading comic books increases the confidence of readers. If students have difficulty illustrating give them a cue that allows them to read faster. They can extract the meaning of difficult words by looking at pictures and illustrations.

People who have difficulty reading greatly benefit from using comics. Unlike traditional books, they contain more pictures which make meaning easier to understand. A sense of accomplishment tempts readers to take more serious and difficult books until they reach the academic level they are supposed to be studying.

4) The last statement also came from the student, but his opinion was not about advantage but disadvantage. and this opinion is

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<sup>3</sup> Anis Fitriyah, The ninth grade student of SMP Nurul Islam Pasanggar Pegantenan Pamekasan (Direct Interview on Monday 31<sup>th</sup> August 2022)

very different from the previous one:

"It's not that I hate comic books. before at this school I had read comic books, at first it was good because as long as I read it I still didn't feel bored. But I feel lazy to read ordinary books that are not illustrated. and that's the main problem for me."<sup>4</sup>

For students who are addicted to comic books, they feel less satisfied with books that do not have pictures. In order not to get addicted and lose track of time, the teacher accompanies and provides an understanding that the stories in comics are fantasy. The teacher must also help choose comics that are in accordance with the mental development and interests of students. In addition, teachers need to determine the time to read comics so that students can still study with scientific books as well. in 16 meetings once using comic books as a medium was not too bad.

## **B. Discussion of Research**

The researcher wants to explain about comic book media to the ninth grade students of SMP Nurul Islam Pasanggar Pegantenan Pamekasan. At SMP Nurul Islam Pasanggar Pegantenan Pamekasan, especially the ninth grade in English reading subjects using comic books as a media for learning. Comic book itself is a media or tool to facilitate teaching and learning activities in the classroom. It contains image and conversation components with the outline section arranged as attractively as possible

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<sup>4</sup> Ulfa Seftiana, The ninth grade student of SMP Nurul Islam Pasanggar Pegantenan Pamekasan (Direct Interview on Monday 31<sup>th</sup> August 2022)

by the author. Meanwhile, difficulties came to students at the school. According to Hamalik in Azhar Arsyad's book, the use of instructional media in the teaching and learning process can generate new desires and interests, arouse motivation and stimulation of learning activities, and even bring psychological effects on students<sup>5</sup>.

The difficulty refers to a widespread lack of understanding in using comic books. The most frequently mentioned reasons are the students' lack of interest in reading books, the lack of vocabulary that students have or even some students who are lazy to read. So here are the results of the discussion that would be presented by the researcher in accordance with the answers from the focus of this research.

1. **The Teacher Implement Comic Books Media in Reading Ability at the Ninth Grade of SMP Nurul Islam Pasanggar Pegantenan Pamekasan**
  - a. **The first observation**

The researcher made the first observation on August 24, 2022. The teacher asked to examine the 9th grade which contains 19 students. When students attend the first meeting. This morning the teacher explained the material about reading using comics as a media.

- 1) **Opening**

When 07-30 o'clock rang, the teacher start the learning process. To start the lesson, teacher start with greetings. After that he says the special jargon to attract students enthusiasm such as "Hello.!", "Are you ready for today.?!". And even "Are you still spirit?!". and then the teacher attend

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<sup>5</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada, 2000). hlm.15

students to find out who is not logged in because of permission, or those who are not attending for some reason. From that, the teacher starts learning by asking some material that has been previously delivered with the aim that students remember the past material and can connect with the material that will now be taught.

Teacher: Assalamu'alaikum wr.wb  
Students: Wa'alaikumsalam wr.wb  
Teacher: Good morning students..?  
Students: Morning sir..?  
Teacher: How are you..?  
Students: I am fine sir, and you..?  
Teacher: I am well so thank you, are you ready for today..?  
Students: I am ready and must be ready  
Teacher: who is not present today ?  
Student (captain): only Baihaki and Rofiq sir  
Teacher: Baihaki and Wahyudi !?, why they not present ?  
Student: I don't know sir, they not allowed  
Teacher: okay, thank you

The activities in this section are always the same greeting in every first meeting until the second meeting. The teacher explained to the students why the researcher joined the class, "Well, he from IAIN Madura want to take some research here, so he will join the class today". That way, their conversation took place to provide further understanding with the researcher assignment in the class. After introducing the researcher, Teacher asked the class leader to lead the prayer together.

## **2) The main activity**

The researcher observed how the teacher explained the lesson in reading narrative text in comic books. To include the material to be delivered, the teacher first asks the extent of students' knowledge of the material, such as asking students about:

1. What do you know about narrative text?
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The teacher also gave an example of a narrative text, namely about The Prophet Musa's Resistance to Pharaoh.

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Another magical incident appeared which was when Moses put hands into his pocket and let it out it looked dazzling. To the extent that the Pharaoh asked to enter him again. Even though they have shown Allah's power, the broken remains in his heart."

Furthermore, after the teacher knows in advance about the essay itself, then the teacher explains to them the meaning, use, and benefits of reading comic books. With some questions and explanations. After that, the teacher began to provide a special understanding in understanding the narrative text by showing some examples in comic books as a reference. And in the end, to make it easier for students to understand the narrative text, the teacher began to introduce the use of comic books by starting some questions related to the comic book itself, such as:

1. Have you ever read comic books?
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Continuously, the teacher explains it with some references and examples from the handbook. From some of the questions above, only a

few students can answer them. Most of them have not read comic books or have not been able to answer the question. Then continued with some explanations from the teacher. Most students do not know and can answer these questions because they have never studied specifically related to understanding narrative texts using comic books, this is known when the teacher asks the students. while some already know it because they have read it before. The discussion lasted several minutes. Next, the English teacher continued to explain about the intent, purpose, and benefits of reading comic books. Some students asked about explanations that had not been understood and the teacher immediately answered the question. Then proceed with showing examples of reading the comic aloud. Then the teacher instructs the students to take turns reading. After finishing, as before, the teacher opened questions for students who did not understand.

### **3) Closing**

At the end of the meeting, the teacher asked the students did you understand what was explained? To test their understanding, the teacher asked them to ask questions from all the explanations that had been given. And to find out how well they understood the teacher gave them the task of writing the characters or contents of the comic books they had read. and the teacher asked students to write new vocabulary contained in comic books.

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understand but retell the words in the text, such as examples of slang or harsh words. In that section sometimes the discussion does not match what they think. The error is clearly someone else not including the solution of the problem in question.

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Furthermore, after knowing some of the errors in the student's answers, the teacher again explained by conveying more standard words. But on the other hand, the teacher said there was nothing wrong with not relying on one method or concept only. As long as you are diligent in reading and practicing it will be easier to understand.

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understanding, there will be added value for them. None other than the teacher's efforts to provide lessons so that students continue to try and practice.

## **2. Advantages and Disadvantage of Comic Books Media in Reading Ability at the Ninth Grade of SMP Nurul Islam Pasanggar Pegantenan Pamekasan**

According to students, they feel helped by the existence of comic media in learning. Through comics, students are more active in learning, so the task of the teacher during the learning process is to facilitate students during the process. In the process, comics should be used as alternative media in learning, especially when studying narratives, both real stories and fairy tales. Comic media will help students understand the story because of the help of the media kind of visualization like comics. This is in line with the responses given by students during interviews. They said that they found it helpful with the existence of comic media used in learning with pictures, colors, and conversations.

- a. The statement above comes from student of SMP Nurul Islam Pasanggar Pegantenan Pamekasan:

"I feel very happy, because I get a new reading book that has pictures. Because since I entered junior high school I rarely get reading books with pictures, and that makes me bored."<sup>6</sup>

This pleasure is probably the first thing that comes to mind when you hear the word comic. Comic books have a great opportunity to release

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<sup>6</sup> Ach.Sofi, The ninth grade student of SMP Nurul Islam Pasanggar Pegantenan Pamekasan (Direct Interview on Monday 31<sup>th</sup> August 2022)

stress. If you're only focused on academic assignments that need to be submitted before the deadline, reading comics can represent the mental break students need. This will help them feel refreshed so that later you can focus on more serious things.

and comics aren't always about superheroes. there are fun themes and many genres and themes that can be searched according to your wishes. So comic books which are the media here have the potential to eliminate the boredom experienced by students in reading.

- b. The second statement also comes from student that have same opinion about advantage of comic books but slightly different :

"I love this comic book. somehow when I read comic books, I understand it easier than reading ordinary books. Maybe because there is a picture, so I can guess the meaning even though I don't know."<sup>7</sup>

Comics make people think different and attract students' attention. With comics, students will be more interested in learning. The material is packaged into illustrated stories which are explained in simple sentences that students can digest easily. If you're dealing with someone who's overly practical or only believes in facts, comics can be a valuable addition to their lives. Comic books allow readers to work with various components to reach the right meaning. They can guess the meaning of a word from looking at a visual image in a comic book, though that's not always true. but they get enough chance of it. This sophisticated information processing assists students in reading where they should benefit from different types of learning.

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<sup>7</sup> Syaiful Bahri, The ninth grade student of SMP Nurul Islam Pasanggar Pegantenan Pamekasan (Direct Interview on Monday 31<sup>th</sup> August 2022)

c. The third statement also comes from student :

“I think when I was told to read by the teacher, I was more confident when reading comics than ordinary books. either because I feel cool with comic books or something. but basically I'm more confident.”<sup>8</sup>

Reading comic books increases the confidence of readers. If students have difficulty illustrating give them a cue that allows them to read faster. They can extract the meaning of difficult words by looking at pictures and illustrations.

People who have difficulty reading greatly benefit from using comics. Unlike traditional books, they contain more pictures which make meaning easier to understand. A sense of accomplishment tempts readers to take more serious and difficult books until they reach the academic level they are supposed to be studying.

Meanwhile, according to Trimo, the advantages of Comic Media As one of the visual media, comic media certainly has its own advantages when used in teaching and learning activities. The advantages of comic media in teaching and learning activities:

- 1) Comics add to the vocabulary of their readers.
- 2) Make it easier for students to catch abstract things or formulas.
- 3) Can develop children's interest in reading and one of the other fields of study.
- 4) The whole storyline in comics leads to one thing, namely goodness

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<sup>8</sup> Anis Fitriyah, The ninth grade student of SMP Nurul Islam Pasanggar Pegantenan Pamekasan (Direct Interview on Monday 31<sup>th</sup> August 2022)

or other studies<sup>9</sup>.

- d. The last statement also came from the student, but his opinion was not about advantage but disadvantage of comic books. and this opinion is very different from the previous one:

"It's not that I hate comic books. before at this school I had read comic books, at first it was good because as long as I read it I still didn't feel bored. But I feel lazy to read ordinary books that are not illustrated. and that's the main problem for me."<sup>10</sup>

For students who are addicted to comic books, they feel less satisfied with books that do not have pictures. In order not to get addicted and lose track of time, the teacher accompanies and provides an understanding that the stories in comics are fantasy. The teacher must also help choose comics that are in accordance with the mental development and interests of students. In addition, teachers need to determine the time to read comics so that students can still study with scientific books as well. in 16 meetings once using comic books as a medium was not too bad.

Meanwhile, according to Trimo, the disadvantages of comic book media are as follows:

- 1) The ease with which people read comics makes them lazy to read, thus causing rejections for books that do not have pictures.
- 2) In terms of comic language, it only uses dirty words or sentences that are less accountable.

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<sup>9</sup> Suci Lestari, *Media Komik*, (Jakarta: Universitas Pendidikan Indonesia,2009), hlm. 4

<sup>10</sup> Ulfa Seftiana, The ninth grade student of SMP Nurul Islam Pasanggar Pegantenan Pamekasan (Direct Interview on Monday 31<sup>th</sup> August 2022)

- 3) Many actions that highlight violence or perverted.
- 4) Many prominent romance scenes (romance genre)<sup>11</sup>.

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<sup>11</sup> Suci Lestari, *Media Komik*, (Jakarta: Universitas Pendidikan Indonesia, 2009), hlm. 4