

# The Use of Comic Media for Teaching Writing

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# Introduction

## Background of The Study

- Junior high school students frequently encounter challenges in their English language study, including comprehension of written materials.
- In fact, students who do not like English classes may have poor English skills due to various problems.
- The use of learning media can arouse new desires and interests, stimulate learning activities. The learning media has great potential to encourage students to actively address the learning material delivered by the teacher. According to Amrizal [6], students are better at writing stories using comic, with comic, students can easily come up with ideas and develop them as they write.

- The following teaching tool was proposed by Edmund's suggested for instructing using comics media as a teaching technique [9]. Before reading, the teacher distributes copies of the comic to every students. After that, the student allows the class to peruse the comic for a few minutes without having to read the text in detail. The next instructor asks the class to guess the comic's subject and primary character.

# THEORITICAL GAP

- Previous Research

The study was descriptive qualitative research, and the focus of the study was on the application of comic media in writing narrative texts. The findings showed that writing English narrative texts using English comic media was more effective and useful for the Junior High School students. (Layla, Nur Faiza.2020 )

- Novelty

This research focuses on narrative texts at the junior high school level and qualitative methods with the challenges faced by teachers in implementing comic media.

# Research Questions

The research questions in this study are:

1. How is the comic media applied for teaching writing?
2. What are the challenges faced by the teacher in implementing the comic media for teaching writing?

# Methods

- Design

The present study uses a qualitative case study research method. A case study is a great way to learn more about complex situations, and researchers can evaluate how various people responded in that situation. According to Wisusanto, a case study is a research method to obtain as much knowledge as possible about a process, program, event or activity.

- Setting

This research was conducted at SMP Negeri 2 Sidoarjo.

- Participant

The research explores the experiences of the teacher in implementing comic media. The participant in the present study is one of the English teachers from SMP Negeri 2 Sidoarjo.

- Data Collection

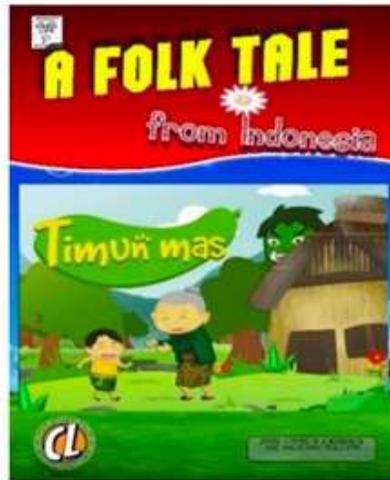
The first instrument is observation. Knowing the facts that occur in accordance with the accepted ideas without manipulation is suitable in this situation. The researchers used an observation checklist adapted by (Koth 2008) dan interviews.

- Data Analysis

writing down the results of observations and interviews that have been carried out, applying comic media based on existing theories, reducing data checking to validate the classification steps, making conclusions from the results of the analysis

# Findings

## The implementation of comic media for teaching writing



# Discussion

that comic media can make students enthusiastic and more active in ongoing learning and make it easier for students to understand the contents of the story. Students find it easier to conclude the contents of the story they have read because the comic Activities during the learning process carried out by the teacher went well. After all, they were involved in the activities that had been planned in the form of learning devices, namely in the Learning Implementation Plan (RPP).

# Findings

## The challenges faced by the teacher in implementing the comic media

The interview was conducted on March 19, 2024, at SMP Negeri 2 Sidoarjo. The interview was the teacher teaching class VIII at SMP Negeri 2 Sidoarjo and has been working at the school since 2015. The teacher said that the teacher "used learning media to carry out learning activities in class. The media used is comic media." In implementing learning media, the teacher described the obstacles experienced. The teacher is said to be "less able to control the class. The teacher must be able to condition the class well and prepare the learning media. According to the teacher, they used many media, one of which is comic media, which they want to use as a whole. Students in this sports class still enjoy learning while playing. Therefore, the teacher often uses fun media for learning, one of which is comic media."

These obstacles include: Teachers are less able to control the class. Classroom management is intended to create a conducive learning environment for students so that learning objectives are achieved effectively and efficiently. When the class is disturbed, the teacher tries to restore it so that it does not become an obstacle to learning activities. But these obstacles are not fatal when you look at the advantages that significantly influence when using comic media as a teaching tool for writing comprehension of narrative texts. based on the findings and discussions in the previous chapter. The use of comic media is successful because students understand the text better by looking at illustrations before reading.

# Conclution

- Learning using comic media has been implemented well by the previously prepared learning plan. The teacher has successfully integrated comic media into writing learning, thus helping to improve students' ability to summarize the contents of the story being studied. The use of comic media in writing helps to increase student engagement and their interest in learning.

# References

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