



THE STUDENTS' CHALLENGES IN COMPREHENDING ENGLISH COMIC STORIES

Fadilla Sari¹,

¹Universitas Bina Bangsa Getsempena

Abstrak

This study analyzed the students' challenges in comprehending English comic stories. It was conducted to know the students' challenges in comprehending English comic stories. The method used in this study was qualitative research. The research design of the study was a descriptive analysis method. The primary data were from the interview guideline of six members of Senior High School in Banda Aceh. The data collecting procedure is the Interview guideline. The results from the steps of data collection procedures revealed that there are thirteen students' challenges in comprehending English comic stories. These challenges are reading a lots comic stories, noisy atmosphere, unfamiliar vocabulary, difficulty understanding topics of English comic stories, complicated story, inding the main idea of the story, pronunciation, incorrect grammar, unclear pictures, black and white comics, writing, reading bubble chats and thoughts, multiple panel.

Keywords: *Students' challenges, English comic stories*

PENDAHULUAN

Media is an inseparable part of the learning process to achieve learning purposes. This media support and influence the learning success. It works as a source of information and knowledge that overcomes the limitations of space, time, and the ability of the human senses. The media helps students understand a particular concept, increases learning motivation and interest, and enhances learning absorption and retention.

Sometimes the verbal explanation made by the teacher is boring if the method used is not attractive, so it requires media to regenerate students' attention. Besides, learning materials cannot always be understood only with the teacher's explanation, so it would be wise if the teacher used the media to clarify students' understanding of the learning materials. The selection of appropriate, fun, and informative learning media will affect student learning outcomes. The use of this media should be carefully selected to the needs of the students.

Comics have become very popular. It has a lot of enthusiasm because comics entertain people with ideas expressed by blending images and text or visual information to tell stories. Using stories is a magical way to learn and effective also. Stories educate

and entertain everyone. Besides, visual aid plays an important role in practicing reading comprehension of comics. Comics make it easier for readers to imagine the characters and events in the story because they comprehend them from the existing text and available pictures. Comics are a pleasure to read and can be a tremendous practical resource used by learners.

Therefore, comics as a literary work are suitable to be used as learning media. The delivery of educational messages through comic media can attract students' interest in learning (Saputro, 2016:2). Due to their attractive and entertaining appearance, comics media help to encourage students and can arouse their interest in learning. It will improve learners' ability in an exciting way. Beautiful pictures, interesting characters, and a fantastic plot can attract people to read it, so they will not feel boring when reading. The various genres and stories allow them to choose which comics they want to read. Moreover, it is easy to find since the comics are available online. The learners can learn through their mobile phones everywhere and anywhere.

Sudjana and Rivai (2005:70) in Saputro (2016:2) reveal that comic media helps them develop language skills, art activities, and creative statements in storytelling, dramatization, reading, writing, painting, and drawing and helps them interpret and remember the content of the reading from a textbook. They also added that teachers could use comic books and pictures effectively to increase interest and develop vocabulary and reading skills. It will be beneficial if comics are involved in the learning process.

However, when creating learning media, teachers must know the challenges that students will face in reading comics. It is because students who will take advantages of this media, thus the media should be in accordance with their condition. So later, the teacher can select the proper comics to use in the teaching and learning process based on the students' characteristics. It is essential because the use of media designed according to student learning needs can lead to a positive attitude of students towards the teaching and learning process.

METODE PENELITIAN

This research used qualitative method, with descriptive analysis design. This research used interview to get the data. The subject six students from several senior high school in Banda Aceh.

In collecting data, the researcher explores the information throughout the interview. The interview process is held one-on-one directly. To collect data of interview,

the researcher makes some procedures. First, prepare the questions that want to be asked to the subjects. There are sixteen open-ended questions related to students' challenges in comprehending English comic stories. In addition, the researcher applies the semi-structured question because it will be much easier for the researcher to get deeper and further information from the interviewees.

Second, the researcher conducts interview with the subjects. The interview runs offline. The researcher do interview by asking some questions about the challenges in comprehending English comic stories. During the interview, the researcher uses audio recording as the data saver so that the researcher does not need to worry about the missing points within the interview. Last, the researcher transcripts the result of interview.

RESULTS AND DISCUSSION

Presentation of results and discussion can be written into several sub-headings that are relevant to the results described. Explanation of results can be enriched with tables, graphs or pictures to clarify verbal information. The discussion is given to answer the research objectives and discuss it based on existing references or theories. The table is created with a 1 pt thick line and is captioned above the table. Table captions with more than two lines are written using single spacing. If the table is split into two pages, rewrite the table header (header row) on the second page and make it in one column.

Data Analysis

In this part, the researcher explains the procedure of the process of data analysis that has been collected previously. Rijali (2018) explained that in qualitative research, there are four stages that are interconnected with one another. Sequentially, data analysis in qualitative research starts from the stages of data collection, data reduction and categorization, data display, and drawing conclusions. The explanation of the four stages in qualitative research is as follows.

1. Data Collection

The researcher collects the data through interviews with the subjects of the research. Moreover, the interview will be hold by the researcher with the students who read English comics to find out information about their challenges in comprehending English comic stories.

2. Data Reduction and Categorization

Researchers choose which data is most relevant to be used to support the research. It is the stage of reducing or simplifying the data to fit the needs. The data were sorted or filtered. Then, the filtered data will be categorized as needed. This step used to be elected which are the data or information have to keep and discard.

3. Data Display

After data reduction and categorization, the next step is the data display. This stage shows clear data in a short explanation. So that the data set can be more easily conveyed to others. It contains clear information so the readers can easily get that information. The process of presenting data is needed to be able to present or display data neatly, systematically, arranged with a certain relationship pattern, organized, and so on. So that this data is no longer in the form of raw data but already presents information.

4. Drawing Conclusion

After the three processes have been passed, the last step is to conclude. The content of the conclusion must include all important information found in the research through the interview process. Sugiyono (2013:252) stated that the collected data is categorized, patterned, and finally concluded by the researcher. There were some specific conclusions analyzed from each respondent's interview. It supported the basic conclusion of the research.

SIMPULAN DAN SARAN

Conclusion

The results obtained from the students' interview are crucially important to reach the goals of the research. After analyzing and interpreting the responses, the researcher draws the following conclusions:

Based on this research, the researcher found 13 challenges that all students face in understanding English comic stories. These challenges are reading a lots comic stories, noisy atmosphere, unfamiliar vocabulary, difficulty understanding topics of English comic stories, complicated story, inding the main idea of the story, pronunciation, incorrect grammar, unclear pictures, black and white comics, writing, reading bubble chats and thoughts, multiple panel.

Suggestion

In the last of this research, the researcher suggests the result of the research to the some stakeholders as follow:

Teachers

When teachers want to use comics as a learning medium, besides adapting the comic to the topic of learning, the teacher must also adapt it to the needs of the students. It is because students are people who take advantage of the learning process. The teacher should understand the comic story in English before giving it to the students, so they can provide the right direction and method after carefully selecting the proper comic. Besides, the teacher should motivate students to practice more.

Students

To improve their understanding of comics in English, the students must supply themselves with knowledge and skills. The students should be ambitious to practice more daily and build a reading habit.

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