

THE STUDENT'S RESPONSES TO THE USE OF COMIC STRIPS AS A LEARNING MEDIA

Zulhasmi Abasa¹, Zohri Hamdani², Darwanto³, Balqis Husain⁴

^{1,3,4} Universitas Pasifik Morotai

² Universitas Muhammadiyah Lampung

zulhasmi1989@gmail.com

zohrihamdani703@gmail.com

kabelmuhammad1@gmail.com

balqishusain.bh@gmail.com

Abstarct

The purpose of this study is to describe the students' responses to the use of comic strips as a learning medium in class VIII MTs N1 Morotai. This research used a quantitative method and included 38 eighth-grade students. This research employs a genuine experimental procedure, using random sampling as the sampling strategy. In the learning process, this instrument is utilized as a questioner following the comic strip treatment. As a result of this study, seven things are right or legitimate, while the other three are incorrect. Valid items ranging from 0.374 to 0.545 with an r-table of 5% were 0.320. Out of the 10 things tested, only seven were correct. The indicator selection revealed that the lowest score was 28 and the highest score was 45. The indicator of learning independence was assigned a score of 37.45, while the final one was assigned a score of 38.32 as an indicator of media presentation. Although comic strip media has limits, many other respondents think that they outweigh these drawbacks. The majority of responders believe it helps pupils enhance their writing skills.

Keywords: the students' responses, comic strip, learning media

INTRODUCTION

Various attempts to create quality learning process for the sake of realizing the goals of national education. One of them is by utilizing educational facilities and infrastructure that can support the student learning process in schools. In the development of science and technology increasingly encourage various efforts to utilize the results of technology. With the results of technology, it can encourage the implementation of learning to be easier and of higher quality. Learning, Media, and Technology has become an important source for critical studies of education and technology in the past few years. Other places have responded to the sudden shift to online education with useful tips, advice, and links to research from promising studies that might help educators make the most of this current teaching emergency (Williamson et al., 2020). This means that learning media is an important part of learning and can't be separated from it. This is shown to be true, the learning media he uses help the students learn to write in a very good way (Marudut et al (2021). The English language education study program at Mts Negeri 1 Pulau Morotai schools as a part of education implementation aimed to form qualify prospective students. However, in reality the implementation of lesson planning still finds many obstacles, especially in the delivery of learning materials. For this reason, tools were to that make it easier for teachers to convey

material and students in understanding school material. Problems encountered during the learning process still many obstacles, namely students are less active and less motivated to learn, less active in asking questions and not focuses with explanations during learning, and many students chat, feel sleepy, and ignore the learning process in class, so that it has an impact on low learning outcomes. Various problems in the learning process are caused by the implementation of learning by teachers who do not use the facilities and infrastructure to attract students' attention.

Success in the learning process should contain three learning components, namely the teacher or teacher, learning materials, and students, as well as involving the means and infrastructure such as various methods, learning media and environmental arrangements. The use of instructional media as an effort to implement easier and better quality learning can be a solution to the obstacles encountered during school. A technique was a method that is use during the learning process. One of the techniques that are proving and able to optimize learning outcomes is the comic strips technique because comics are a way to learn if the content of the comic story includes learning elements and is not just for entertainment. Learning comics must also achieve the instructional goals or learning objectives of each item mentioned in its content, including learning material with the subject matter to be taught (Arjuna, 2011). This line with Rohani (2014), comics are a good way to learn because they are simple, clear, easy, and personal. Thus, Ratnawuri (2016), comic strips as learning media have a significant influence on student learning outcomes. Comics provide simple stories, easy to grasp and understand contents, so it is very popular with both children and people adult. Comics as a learning medium which is educational, has a characteristic simple, clear, straightforward and characteristic personal. Comic is a cartoon which reveals a character and acting out the story in a tight order, linked by images and designed to provide entertainment to the readers. The main role of comics in instructional is his ability in creating student interest (Rohani, 2014).

Based on the explanation above the researcher's interests to conduct the research entitle" the student's responses to the application of comic strips as a learning media to the MTS Negeri 1 Palau Morotai".

METHODOLOGY

This used true experimental in this research, the sample of this research is the students of class VIII 2 A and B totaling 75 students. However, the researcher uses a random sampling technique: Random sampling of the population, which allows each individual the opportunity to become a researcher, by lottery. Add the quota required by the researcher. This used the questionnaire in which must be the center of attention; it is a problem to be solved. In this study, the researcher gave 30 questions to students to determine student responses to the material by using comic strips as media. In analyzing the data, this study uses SPSS windows 10 or statistical analysis to calculate validity, reliability.

RESULT AND DISCUSSION**The Student's Response to the Effectiveness of Learning through Comic Strips Media on Students' Narrative Text Writing.**

There are ten items in corrected item and each items has different score.

Table 1: Validity Test Ease of understanding

No of items	Corrected Item Total Correlation	r table (5%)	Sig	Criteria
1	0.545	0.320	0.000	Valid
2	0.153	0.320	0.358	Invalid
3	0.393	0.320	0.015	Valid
4	0.291	0.320	0.076	Invalid
5	0.487	0.320	0.002	Valid
6	0.297	0.320	0.070	Invalid
7	0.534	0.320	0.001	Valid
8	0.374	0.320	0.021	Valid
9	0.378	0.320	0.019	Valid
10	0.384	0.320	0.017	Valid

These data indicate that seven items are correct or valid and the other three items are invalid. Valid items from 0.374 to 0.545 with an r-table of 5% were 0.320 only seven instruments are accurate out of these ten items.

Table 2: Validity Test of Independent Learning media.

No of items	Corrected Item Total Correlation	r table (5%)	Sig	Criteria
1	0.324	0.320	0.048	Valid
2	0.254	0.320	0.123	Invalid
3	0.158	0.320	0.345	Invalid
4	0.440	0.320	0.006	Valid
5	0.492	0.320	0.002	Valid
6	0.407	0.320	0.011	Valid
7	0.623	0.320	0.000	Valid
8	0.421	0.320	0.008	Valid
9	0.269	0.320	0.102	Invalid
10	0.491	0.320	0.002	Valid

These data indicate that seven items are valid and the other three items are invalid. Valid items from the ten items in the table are 0.324 to 0.623 with an r-table of 5% is 0.320. Only seven instruments are accurate out of these ten items.

Table 3: Validity Test of media presentations

No of items	Corrected Item Total Correlation	r table (5%)	Sig	Criteria
1	.106	0.320	0.526	Invalid
2	.151	0.320	0.366	Invalid
3	.271	0.320	0.100	Invalid
4	.547	0.320	0.000	Valid
5	.423	0.320	0.008	Valid
6	.155	0.320	0.353	Invalid
7	.186	0.320	0.264	Invalid
8	.414	0.320	0.010	Valid
9	.406	0.320	0.012	Valid
10	.008	0.320	0.961	Invalid

The data shows that only four items are valid and the other six items are invalid. The valid items from the ten items in the table were 0.406 to 0.547 with an r-table of 5% was 0.320. Only four instruments were accurate of these ten items.

Table 4: Reliability Test

Cronbach's Alpha	N of Items
.615	18

The table shows that the Cronbach Alpha score was 0.615 and is higher than the minimum reliability (0.6). All of these instruments look consistent All or reliable.

Table5: Description of Indicators

	Minimum	Maximum	Mean	Std. Deviation
Ease of understanding	28	45	38.61	3.484
Independent Learning	28	44	37.45	4.098
Media presentations	30	46	38.32	3.247
Total	86	135	114.38	10.829

This table shows that the largest average was 38.61 and was aimed at indicators of ease of understanding. It was found that the minimum score was 28 and the maximum score was 45. The indicator of learning independence was classified into the last category, an average of 37.45 and the last one was classified as an indicator of media presentation, meaning 38.32. Although comic strips media have limitations, many other respondents believe that they have many advantages compared to these limitations. Most of the respondents think that it helps students to improve their writing mastery The majority of respondents believe that studying media using comic strips in narrative writing was really beneficial for writing improvement since the content was concise and simple to comprehend. Using comic strips as media in the classroom also helps pupils become more excited and engaged about the learning process. Although comic strip learning medium presents certain challenges for students in the classroom, children will get additional benefits, particularly writing fluency.

The study by Estacio (2015) found that comic strips as educational material improve students' performance in class because the graphic diagrams make the subject easy to understand. It also confirms that cartooning may boost student performance, even in physics.

Toledo et al. (2014) found that cartoons improved students' environmental education problem-solving abilities. The study also noticed respondents' active engagement in media cartooning, which helps individuals organize, act, and solve local and worldwide environmental challenges. Comic strips as educational material in scientific classrooms may boost science literacy and increase student performance in particular subjects(Tilley, C. L., & Weiner, 2017).Most of the studies that have been done on the use of comic strips have shown that they are helpful.(Kumar, 2013; Nadiyah et al., 2019; Ratnawuri, 2016).

CONCLUSION

Comic strip medium is employed well in teaching students' writing abilities by employing narrative texts for class VIII students at Mts Negeri 1 Morotai. That students' replies have a positive influence on their motivation to learn how to write a narrative text prove this. Because of this, the usage of comic strips as a learning medium for students in Mts Negeri 1 Morotai Island considerably enhances their writing results, particularly in the English subject. This study has some suggestions for how to help students do better in school. Here's what they are: Teachers should at least use learning tools that are more interesting and get students interested in learning, like using comic strips to help students improve their writing. At least, students were more eager to learn and use fun ways to do so, like comic strips. Schools should at least encourage and give teachers the tools they need to use different, new, and proven learning media to help students improve their writing skills.

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