

**THE STUDENTS' CHALLENGES IN
COMPREHENDING ENGLISH COMIC
STORIES**

THESIS

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By

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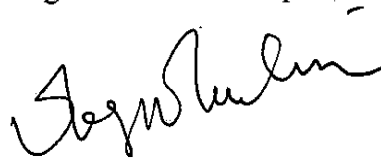

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CHAPTER I

INTRODUCTION

This chapter focuses on the background of the study, the research problem of the study, the objective of the study, the scope of the study, the significance of the study, and the definition of the key term.

1.1 Background of Study

Media is an inseparable part of the learning process to achieve learning purposes. The media support and influence 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 much 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.¹ Stories educate and entertain everyone. Besides, visual aid plays a vital 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 can 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, comic media help encourage students and arouse their interest in learning. It will excitingly improve learners' abilities. 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 (2015) 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, teachers must know students' challenges in comprehending comic stories when selecting learning media. It is things or objects that need to be handled (*Pusat Bahasa Departemen Pendidikan Nasional*, 2008). It is because students will take advantage of this media. Thus the media should be under their condition. So later, the teacher can select the good comics to use in the teaching and learning based on the students' situations. 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.

There is some previous research related to the current study. The first research is from Youcef Deliah from Mohamed Khider University of Biskra, in 2019, with the title of the study "The Role of Digital Comics in Enhancing EFL Learners' Reading Comprehension". The research investigates the role of digital comics in enhancing novice EFL learners' reading comprehension. It shows that the majority of students think that implementing comics in reading tasks inside the classroom will improve students' reading comprehension. However, reading is a challenging task for learners because they do not read actively, and due to the lack of vocabulary and the lack of concentration.

The second research is from Erika Edith Clark in 2017 under the title "Are comics effective materials for teaching ELLs? A literature review

on graphic media for L2 instruction”. This paper reviews the literature that justifies how comics have been used to spark student motivation, heighten vocabulary acquisition, enhance multiple literacies, and improve multimodal skills during the learning process. It found that students negotiated the meaning while reading comics and made connections. To comprehend the story, the readers have unconsciously been forced to fill in the blanks between panels by making connections between what the characters were saying or thinking, objects, settings, and font. Besides, the time spent reading is lengthier if a learner finds the artwork along with the text since more attention would be given to several different texts or literary features instead of one.

Next, the third research is from Ashley K. Dallacqua, “Reading Comics Collaboratively and Challenging Literacy Norms”. This article focuses on literacy work in a social studies classroom. It documents how comics were welcomed into and challenged classroom spaces. Comics were introduced, read, and engaged with collaboratively. While comics could support strategic practices, such as a standardized curriculum implemented by the school system, their presence and use in classrooms helped to surface teachers’ and students’ awareness of their typical rhythms. There were impacts on how students and teachers recognized and critiqued literacy practices in their schools. By inviting a comic into their curriculum, teachers unlocked the way for change in the space of learning.

Previous research focuses on using or implementing comics as media to help students learn. This research is also about comics as a learning medium but focuses on the students' challenges in comprehending the English comics story. The problems in the comics themselves, not comics as a medium to solve other issues. In addition, no previous research refers to the students' challenges in comprehending English comics stories. Therefore, the researcher intended to conduct new research under **“The Students' Challenges In Comprehending English Comic Stories”**.

1.2 Research Problem of The Study

Based on the background study above, the research questions is what are students' challenges in comprehending English comic stories?

1.3 Research Objective of The Study

Based on the problems of the research, the purposes of this study is to know the students' challenges in comprehending English comic stories.

1.4 The Scope of The Study

The researcher scoped the analysis of the study toward literary work, which is English comics stories, and toward students who read English comics stories. This research only focuses on students' challenges when reading English comics in all genres. Because the more varied the genres students read, the more varied challenges they get.

1.5 The Significance of The Study

The significance of the study can be seen as described below:

1. Teachers

Teachers can use this research to select the proper comics as a learning medium for students' needs. This research presents students' condition, which is their challenges in comprehending English comic stories. The use of media designed according to student learning needs can lead to a positive attitude of students towards the teaching and learning process.

2. Students

Students can use this research as a reference while reading to comprehend stories in English, especially comics. Since they are who take advantage of the learning media, they can select the proper and exciting comics to study. Comics be able to improve students' abilities in an interesting way. With the text and pictures available, they will not feel boring when reading.

3. Researchers

This study will be helpful for the other researcher who needs additional ideas or information and new references. Since the research about comprehending English comic stories is still lacking, it will be a way to support the other researcher in conducting similar research to be better.

4. Other stakeholders

The result of this study is expected to be helpful for all stakeholders, whether for references, fun, or new inspiration.

1.6 The Definition of The Key Term

To make sure that the problems in this study do not deviate from the objectives due to misinterpretation of the terms used in this study, then the author provides an operational definition as follows:

1. Students' challenges

Challenges are inspiring determination to improve problem-solving abilities, things that need to be overcome, or difficulties to work harder. When comprehending a story, indeed, students face some challenges or difficulties. The problems can hinder the students as comic readers from understanding the story or getting information. The readers have to deal with the situation to enjoy the reading and figure out some gaps to reach the story. There must be some way or some strategies to be up against those challenges.

2. Comprehending English comics stories

When the students understand what they read, it will make them get information, genuinely enjoy reading, and ensure they follow the story. Besides, comics are picture stories. It uses images arranged in such a way that forms a storyline and is complemented by conversations among characters and other informational texts. Comics entertain and educate. Combined with pictures, the comprehension process will be less challenging to do. It can help teenagers in getting information easier than reading text-only. In addition, English comics are comics that are delivered in the English language, and it could be English translation comics.