LinguA - LiterA
JOURNAL OF ENGLISH LANGUAGE TEACHING LEARNING AND LITERATURE

THE EFFECTIVENESS OF COMIC STRIPS IN TEACHING ADJECTIVES AT SMPN 1 BOYOLANGU

Aditya Fajrul Falah[1], Dina Kartikawati[2]
fajrulfalah363@gmail.com, dina.kartika.fuad@gmail.com.

[1]*Pendidikan Bahasa Inggris, Universitas Bhinneka PGRI, Tulungagung, Jawa Timur, 66274, Indonesia*
[2]*Pendidikan Bahasa Inggris, Universitas Bhinneka PGRI, Tulungagung, Jawa Timur, 66274 Indonesia*

Corresponding Author: Aditya Fajrul Falah (fajrulfalah363@gmail.com)

Abstract

English is a language that used to communicate around the world. The goal of learning English for the students is to be able to communicate in English. The objective of this research is to see the significant effect of comic strips to adjective mastery of first grade students at SMP Negeri 1 Boyolangu. This research has a quantitative, pre-experimental design with pre and post-tests for one group. The statistic shows mean of pre-test (39.7222%) and post-test (83.4722%). This research took 36 students as sample. The results reveal that the mean for the pre-test and post-tests is (-43.750), the standard deviation is (27.318), and the standard error mean is (4.553). The t-test result was (-9.609), with a df of 35 and a significance level of 0.000. The t-test result demonstrates that the significant value in the computation is 0.000 lower than 0.05. It means that the alternative hypothesis was accepted and the null hypothesis was rejected. It implies that the students' score would be greater if comic strips had been used in their instruction.
Keywords: Comic strips, adjectives, teaching media.

INTRODUCTION

English is a language that used to communicate around the world. English is used as a language of communication in a number of areas, including the government, the courts, the media, and the educational system (Rohmah, 2005). It means that English not only just a language used by English peoples in casual conversation, but also it is used in formal situation like in government, educational, health, airport, and each other.

In 2023, the 7th class students at Junior Highschool 1 of Boyolangu held a second semester of *Kurikulum Merdeka*. In this curriculum there are chapters that learn about the Adjective Noun. An adjective noun is a noun or noun phrase that is described by a word. The function of an adjective is to describe a noun. Adjectives were once thought to as one of the main parts of speech in the English language, despite the fact that they are typically associated with nouns. Adjectives are usually often employed to

describe nouns and any phrase or portion of speech that serves as a noun. As an illustration, "John has red glasses on." (The word glasses are modified by red).

The writer in first observation from *PLP (Pengenalan Lapangan Persekolahan)* found out some of problems in teaching and learning at Junior High School 1 of Boyolangu. The problems were the students were not focus and were not interested in the English subjects. The effect of this problem in the test score of the students did not meet the standard value of English lessons in SMPN 1 Boyolangu. From 36 students there were 27 students did not exceed the value of the standard minimum completeness. Because of this problem, the writer wanted to know the effectiveness of teaching and learning especially in adjective with the comic strips as a media.

Comics are a kind of visual storytelling that frequently include text or other graphic elements. Typically, it takes the shape of a series of picture panels. Literary devices like as word balloons, subtitles, and onomatopoeia can be used to depict dialogue, narration, sound effects, or other information.

The objective of this research was to see the significant effect of comic strips to adjective mastery of first grade students at SMP Negeri 1 Boyolangu. This research are focused on the effectiveness of the comic strip as a medium in a student-grade adjective mastery at Class 7-A SMPN 1 Boyolangu.

RESEARCH METHOD

According to Creswell (2002), quantitative research has its roots in the physical sciences, particularly chemistry and physics. The researcher's approach to data analysis is based on mathematical models. Past quantitative research subjects include study design, test and measurement methodologies, and statistical analysis. In quantitative research, the researcher obtains data that is typically numerical and analyses the data using mathematical models.

This research has a quantitative, pre-experimental design with pre and post-tests for one group

Table 1. **The Design of One Group Pre-test Post-test**

Pre-Test	Independent Variable	Post-Test
Y1	X	Y2

(Adapted from Ary, et al. 2010: 304)

Note:

Y1 = Pre-test

X = Treatment

Y2 = Post-test

To put it simply, a variable is something that may fluctuate or have more than one value. "A variable, as the name implies, is "anything that fluctuates." Weight, height, anxiety levels, wealth, body temperature, and other variables may all have a role. Each of these traits differs from person to person and has a range of values.

In this research the independent variable is the use of comic strips as a media in teaching learning. While the dependent variable of the research is the adjective mastery.

According to Creswell (2012), a population is a collection of people who share a particular trait. All clearly specified class members, occasions, or items were referred to as the population. The participants in this research were students of class Seven at SMPN 1 BOYOLANGU. There are 11 classes, from 7A to 7K. 396 students made up the total student population The sample of the research is the 36 students at 7A class of SMPN 1 BOYOLANGU. According to Creswell (2012), sample was a subset of the target population that the researcher planned to investigate in order to make generalizations about the target population.

According to Bhardwaj (2019), sampling is the process of choosing a sample from a person or from a big community for a particular type of study purpose. The writer used a purposive sampling method to pick groups, where one whole class would be sampled. Considering the writer was a temporary substitute teacher in grade 7A, the subject of the students will take from the class 7A that the writer already has value data from past PLP program in first observation.

According to Yin (2011), a research instrument is a tool for data collection. The researcher collects data in this study through the use of a test and an interview. According to Dugard & Todman (1995), pre-test-post-test control group designs, which are prevalent in educational research, are well adapted to examining the effects of educational innovations.

The comic strips are used in my research to become a media in giving material to the students about the adjective. This media used as a treatment after the students

conduct pre-test to see the impact or whether comic strips has significant impact in teaching adjective.

Data analysis comes next after data collection. Data analysis is the methodical application of logical and/or statistical approaches to explain and demonstrate, summarize and assess, and assess data. According to Shamoo & Resnik (2009), many analytical techniques "provide a means of inferring inductively from data and separating the signal (the phenomena of interest) from the noise (statistical fluctuations contained in the data)," according to the literature. Simple comparisons and the usage of complicated models are both examples of analytical techniques.

The data of the research is taken from the test (pre-test and post-test)

In the analysis the data the writer uses paired sample T-Test using SPSS 26 program. To compare the means of two groups, a statistical test known as a T-Test is used. It is widely used in hypothesis testing to see whether a method or treatment genuinely impacts the population of interest or whether two groups vary. The t test evaluates the true difference between two group means by dividing the difference in group means by the total standard errors of both groups.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(s^2(\frac{1}{n_1} + \frac{1}{n_2}))}}$$

In this formula, t represents the t value, x1 and x2 represent the means of the two groups being compared, s2 represents the pooled standard error of the two groups, and n1 and n2 represent the number of observations in each group.

A bigger t value indicates that the difference between group means exceeds the pooled standard error, suggesting a more significant difference between the groups.

RESEARCH FINDING AND DISCUSION

The researcher uses students from SMPN 1 Boyolangu academic year 2022/2023. Consist by 36 students at first class A. The researcher did a pre-experimental research post-test pre-test about The Effectiveness of Comic Strips in Teaching Adjectives. The researcher used three steps design, first is pre-test to know their ability before they are treated. After that, continued with treatment using comic strips, and then post-test to gain score 2 which function to know their ability after

treatment. This research it was to see the impact of the use comic strips in teaching adjective. The analysis of pre-test score is presented in the table explanation below.

Table 2. ***The analysis of pre-test***

		Pre-test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	5	13.9	13.9	13.9
	10.00	5	13.9	13.9	27.8
	20.00	1	2.8	2.8	30.6
	30.00	6	16.7	16.7	47.2
	40.00	6	16.7	16.7	63.9
	50.00	1	2.8	2.8	66.7
	60.00	3	8.3	8.3	75.0
	70.00	4	11.1	11.1	86.1
	80.00	2	5.6	5.6	91.7
	90.00	3	8.3	8.3	100.0
	Total	36	100.0	100.0	

Table 3. ***The diagram of pre-test***

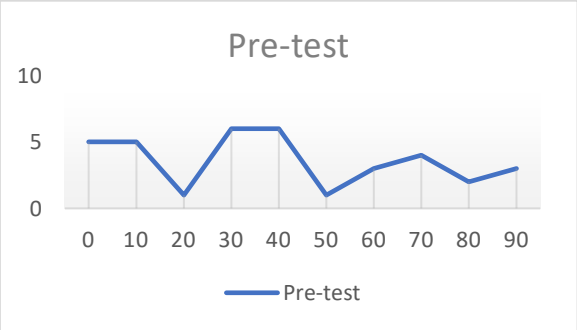

Table diagram show above, that the students score in pre-test before using comic strips, there are 8.3% get score 90, 5.6% get score 80, 11.1% get score 70, 8.3% get score 60, 2.8% get score 50, 16.7% get score 40, 16.7% get score 30, 2.8% get score 20, 13.9% get score 10, and 13.9% students get score 0. It can be concluded that there are 27 students need to improve their adjective skill to passing grade (70). While, the data of post-test is presented below.

Table 4. ***The analysis of post-test***

		Post-test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60.00	2	5.6	5.6	5.6
	65.00	1	2.8	2.8	8.3
	70.00	7	19.4	19.4	27.8
	75.00	6	16.7	16.7	44.4
	80.00	4	11.1	11.1	55.6
	85.00	1	2.8	2.8	58.3
	90.00	2	5.6	5.6	63.9
	95.00	1	2.8	2.8	66.7
	100.00	12	33.3	33.3	100.0
	Total	36	100.0	100.0	

Table 5. ***The diagram of post-test.***

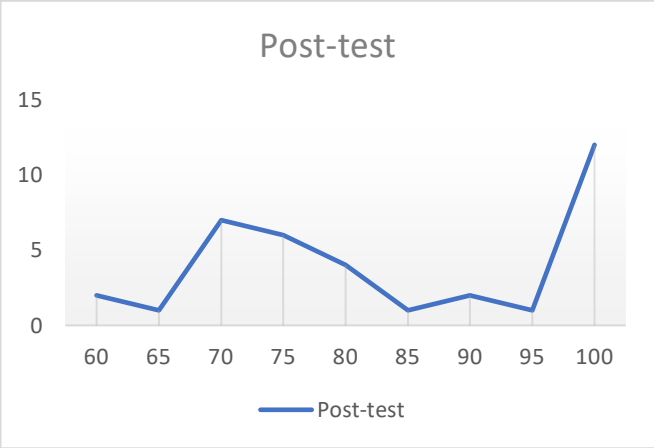

Table diagram show above that the students score in post-test after using comic strips, there are 5.6% students got 60 score, 2.8% student got 65 score. 19.4% students got 70 score, 16.7% students got 75 score, 11.1% students got 80 score, 2.8% student got 85 score, 5.6% students got 90, 2.8% student got 95, and 33.3% students got 100 score. It can conclude that there is enhancement grade from pre-test to post-test after using comic strips in teaching.

Finding insights from data sets using statistical tools and visual can be seen in the table and explanation below.

Table 6. ***Descriptive statistics.***

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
PreTest	36	.00	90.00	39.7222	4.80552	28.83313
PostTest	36	60.00	100.00	83.4722	2.30441	13.82645
Valid N (listwise)	36					

From the table above, the statistic shows mean of pre-test (39.7222%) and post-test (83.4722%), N or students are 36. At the same time standard deviation for pre-test (28.23313%), post-test (13.82645%). and pre-test's mean standard error was 4.80552%, but post-tests was 2.30441%.

Table 9. ***Paired samples test.***

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 Pre-test – Post=test	-43.750	27.318	4.553	-52.993	-34.507	-9.609	35	0.000

The results of the comparison analysis using the t-test are displayed in the output paired sample test based on the aforementioned table. The results reveal that the mean for the pre-test and post-tests is (-43.750), the standard deviation is (27.318), and the standard error mean is (4.553). While the highest difference is (-34.507), the lowest difference is (-52.993). The t-test result was (-9.609), with a df of 35 and a significance level of 0.000.

A research hypothesis, which is also known as a scientific hypothesis, is a prediction of how a study (such as a dissertation or thesis) will turn out.

A decision's interpretation based on probability attainment. In this instance, a determined choice was made:

a. If the probability is greater than 0.05, the null hypothesis is accepted.

b. If the probability is less than 0.05, the null hypothesis is rejected.

According to the above-mentioned hypothesis, the significant value is 0.000 and significant level is 0.05. The alternative hypothesis was accepted and the null hypothesis was rejected at the significant value 0.000 significance level 0.05. The null hypothesis was accepted and the alternative hypothesis was rejected when significant value 0.000 < significance level 0.05.

The significant value was interpreted by the researcher based on statistical analysis performed using SPSS 26. The null hypothesis (H0) was rejected and alternative hypothesis (Ha) was accepted because significant value 0.000 was less than significance level 0.05. It indicates that the use of comic strips to teach adjectives has a substantial impact. Thus, it can be said that utilizing comic strips to teach adjectives in SMPN 1 Boyolangu's first lesson is effective.

The researcher discovered that the significance value was less than the significance threshold, or it may be stated as 0.000 < 0.05, based on the computation of the t-test using SPSS 26. It denotes that alternative hypothesis (Ha) is accepted and null hypothesis (H0) is rejected.

In other words, utilizing comic strips to teach adjectives was effective, according to the research's statistical analysis using the t-test. In order to effectively teach adjectives to the first-class students of SMPN 1 Boyolangu, comic strips can be used as a media of teaching.

The researcher's findings are in accordance with the expert theory from Cimermanova (2015), the use of comic to teach English has proven that it is helpful in language learning, especially vocabulary and expressions, grammar, and compositions.

CONCLUSION AND SUGGESTION

Based on what the observation in SMPN 1 Boyolangu, which was mentioned in chapter one, various issues were discovered when the students' learned adjectives. The writer selected the seventh graders at SMPN 1 Boyolangu because, according to observations, the instructor reported that the students were not focused on or engaged in English classes, which prevented them from meeting the requirements of the curriculum. When teaching the students, the instructor continued to employ the traditional manner. Because they only heard what the teacher said, it made studying English extremely boring for the students.

Based on study conducted with students in first grade at SMPN 1 Boyolangu, where the writer employed an experimental methodology, the writer came to the conclusion that comic strips might help students perform better.

The study of the data revealed considerable differences in the adjective score of pupils received before and after receiving treatment, as can be shown from the following fact. First, the t-test result demonstrates that the significant value in the computation is 0.000 and the significant level is 0.05. At the significant value 0.000 significance level 0.05, the alternative hypothesis was accepted and the null hypothesis was rejected. When significant value 0.000 significance level 0.05, the null hypothesis was accepted and the alternative hypothesis was rejected. The researcher's interpretation of the significant value was based on a statistical analysis carried out with SPSS 26. Because significant value 0.000 was less than significance threshold 0.05, the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. This shows that the alternative hypothesis, that comic strips have a considerable impact on adjective mastery, is accepted. The null hypothesis that comic strips have no substantial impact on adjective mastery is also rejected. It implies that the students' grades would be greater if comic strips had been used in their instruction.

The suggestion is an idea of the researcher to enhance and inspire students, educators, and researchers involved in the teaching and learning of comic strips in adjective mastering.

According to the research's findings, which support the writer's suggestion to use comic strips as a medium to teach adjectives, teachers should be more inventive and creative when choosing how to present their lessons because doing so will help them engage students' interest in the English language curriculum.

According to study findings, this comic strip is useful for teaching students how to grasp adjectives. Additionally, using examples from comic strips helped children expand their English proficiency.

The researcher is aware of how simple the thesis' study's design is. There are still a number of potential flaws in this circumstance. The author would like to provide some recommendations for more study. Future researchers are urged to conduct equivalent study on other skills or elements, such as writing, listening, reading, speaking, vocabulary, and grammar, in order to improve the instruction of English. In

order to support the findings, they are also counselled to improve the study's design. In other words, perhaps further research will bring this approach to a conclusion.

REFERENCES

Cimermanová, I. (2015). Using comics with novice EFL readers to develop reading literacy. Procedia - Social and Behavioral Sciences, 174(2015), 2452–2459. https://doi.org/https://doi.org/10.1016/j.sbspro.2015.01.916

Creswell, J. W. (2012). Educational research: planning. *Conducting, and Evaluating*, *260*(1), 375– 382.

Dugard, P., & Todman, J. (1995). Analysis of pre-test-post-test control group designs in educational research. *Educational Psychology*, *15*(2), 181–198.

Rohmah, Z. (2005). *ENGLISH AS A GLOBAL LANGUAGE: ITS HISTORICAL PAST AND ITS FUTURE*.

Shamoo, A. E., & Resnik, D. B. (2009). *Responsible conduct of research*. Oxford University Press.

Yin, R. K. (2011). *Applications of case study research*. sage.