

## Utilizing Comic Strips for Learning Adjective

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### ABSTRACT

English as one of international language is really important in current life. That is the reason why English given to students. Not only high school students but also it is given to elementary students. First year of high school students are deemed necessary to master of class of words or part of speech to know the meaning and the function of words in English structure. One word can be categorized in more than one different function. For example “book” it can be categorized as *noun* which means “buku” and *verb* wich mean “memesan”. Ing English, a *noun* can be converted into *adjective* by adding affixes. Students consider that it is difficult to convert them. They need to memorize the words. In this study, the writer wants to describe the comic strips used in learning process in classroom. The writer wants to describe how teacher use comic strips as a media to teach adjective in classroom. The population of this study is the first grade students of one of Junior High School in Tulungagung. By utilizing the comic strips, students seemed more interested and more enthusiastic in learning.

**Keywords:** Comic strips, adjective

### INTRODUCTION

English as one of international language is deemed necessary to be taught to students especially high school students. In learning Language, English in this case, students need to know the class of words or part of speech to know the meaning and the function of words. They also need to learn part of speech to be able to create well-constructed sentence. That is why, part of speech is taught in *Kurikulum Merdeka*. The teacher should be creative in delivering the material because students need to memorize the words.

In this study, the writer is interested to describe how teacher used media in teaching adjective. The media used is comic strips. A former research (Aditya, 2023) has conducted a research related to the use of comic strips in learning process. The result shows that comic strips are effective to upgrade students’ ability in mastering adjective. This is become the reason for the writer to describe how comic strips are applied in learning adjective in class.

### LITERATURE REVIEW

A teaching technique is defined as a set of rules, directives, or strategies that educators employ to help students acquire the material. These principles and practices are influenced by both the way we think about teaching and learning, or our presumptions about how students learn. (Westwood, 2008). According to Ayeni (2011), teaching is a

continual process that entails fostering desired changes in students through the application of efficient tactics.

Adunola (2011) asserts that for students to make the desired progress, teachers must use the most effective teaching strategies for the subject matter being covered. Furthermore, according to Bharadwaj & Pal (2011) and Chang (2010), tailored teaching methods that are catered to the needs of the students are the most successful because every student interprets and answers to questions differently. As a result, the effectiveness of teaching strategies depends on how well they are matched to students' requirements and preferred learning styles. (Zeeb, 2004).

The use of instructional media in learning activities will affect how well people learn, as demonstrated by Brown (1973). The media were initially only employed by educators as visual aids in the classroom. The audio-visual aids were developed around the middle of the 20th century for the use of audio equipment as well as the exploitation of visual aspects. Utilization of assistive technologies or media for interactive learning, such as the computer and the internet, has increased as a result of science and technology's advancements, particularly in the field of education.

According to Briggs (1997), this is a concrete method of distributing learning media, such as books, movies, videos, and other content. The National Education Association subsequently declared in 1969 that education is a kind of communication that involves not only spoken and written words but also technical tools.

Historically, the media have been referred to as visual teaching-educational aids (teaching materials), audiovisual aids (teaching materials), audio-visual communication (communication of view heard), and educational technology (educational technology) or teaching technology (Arsyad, 2004).

The following is how Sudjana (2001) defines the function of instructional media in the teaching and learning process:

- a) The use of media in the teaching and learning process has a purpose all on its own as a tool for expressing successful teaching and learning situations.
- b) All learning settings must include the utilization of instructional material. This suggests that one of the components teachers should develop is instructional media.
- c) Using instructional media to speed up the teaching and learning process and help students understand the teacher's content is increasingly important.

Media, according to Mahajan (2012), can be categorized into seven groups:

- a) Graphic media includes all printed materials. Examples include written works, artwork, photography, maps, charts, posters, graphs, and diagrams.
- b) Display Media: A board, such as a chalkboard, bulletin board, flannel board, or peg board, used to show information in a small group environment.
- c) Three-dimensional Media form is referred to as three-dimensional media. Examples include puppets, specimens, artifacts, and models.
- d) Projected media: a form of media where the messages must be displayed using a projector. For instance, films, video cassettes, gramophones, slides, filmstrips, transparencies, films, and records.

- e) Audio Media: only audible media. Examples include radio, audio cassettes, gramophones, and records.
- f) Video Media are combined in visual and auditory media.
- g) Activity Media is referred to as activity media. Examples include field trips, dramatizations, presentations, and role-playing.

Comics, according to McCloud (1993), are described as juxtaposed visual and other representations that are presented in a predetermined sequence with the intention of instructing the reader or evoking an aesthetic response. A comic must at the very least include two panels since; in accordance with the definition juxtaposition is the arrangement of two things side by side. A single-panel drawing is considered as a cartoon rather than a comic in this sense.

A comic is a type of writing that combines words and pictures and arranges them so as to transmit a narrative or information, which may be humorous, confusing, etc., according to Gavigan & Tomasevich (2011). This definition highlights the cumulative nature of the comedy and adds the idea that it is literary.

According to Gavigan & Tomasevich (2011), "comic strips" are brief comics that typically have three to eight panels. Newspapers commonly feature them. The phrase "comic book" refers to multi-page paperback comics, which are frequently released on a monthly basis. Manga is an additional name for Japanese comic books. There is a huge following for manga all throughout the world. In Indonesia, the majority of book stores carry a wide selection of manga novels on their shelves.

In contrast to comic books, comic strips are condensed, claim Duncan et al. (2015). They only contain a modest number of panels since they are made to be read in a matter of minutes or seconds. Everyone knows that comics don't always reveal the whole story. Only the best moments are captured on film. This is what we mean by encapsulation. In comic strips, the panel is often the only unit of encapsulation. Comic books include a greater variety of enclosing units than comic strips, including the panel, the page, the spread, and inset panels. The compositions and layouts are also more intricate.

According to Bowen (2011), comic strips can be utilized as a teaching tool to help students grasp other disciplines in addition to English. Sharma (2020) asserts that while comic strips make it easy for readers to learn a language, they can aid students in understanding how it is used. The use of images in comic strips may foster an exciting environment, as seen by how it aids students in expressing their feelings during the learning process, claim Da Silva et al. (2017) and Sarma (2016). As a result, incorporating comics will make English lessons for pupils more interesting and engrossing.

According to Marcella Frank in her book *Modern English a Practical Reference Guide* Frank (1972), the adjective is a modifier that has the grammatical characteristic of comparison. It frequently has distinctive derivational ends or distinctive adverbial modifiers before it to assist identify it. Although it can be positioned in other places as well, the word it modifies is where it is most frequently placed. The adjective is used as a modifier to give the noun or pronoun greater specificity because the adjective comes before the noun.

## RESEARCH METHOD

This research used qualitative method. The approach is phenomenology because the writer wants to observe and describe how a method applied in learning process in a classroom.

Besides the researcher herself as an instrument, the writer as the researcher in this study also used a smartphone to record the process of learning. Besides, the writer also interviewed the teacher.

## RESULT AND DISCUSSION

### a. Result

When the teacher applied comic strips as a media to learn adjective the students were so enthusiastic. They became more active in discussion with classmates. It also effected to their achievement. The teacher applied the comic strips in a proper. His efforts succeeded in making students more active and enthusiastic in leaning adjective.

Before applying comic strips to students, teacher browsed the comic strips which contents suitable with the material that will be delivered. The teacher browsed free comic strips in open source. He selected suitable and interesting comic strips with the material, in this study was adjective. Finally he used comic of “Garfield” because it is funny and the content is suitable with the material that would be delivered.

Before applying comic strips in activity, teacher first gave explanation to students related to adjective (the definition of adjective and examples of adjective). After giving explanation, teacher asked the students to read the whole comic strips distributed by teacher. The teacher guided the students to analyze the adjective word. The teacher gave a chance to students to discuss or ask the meaning of difficult words with their friends or to the teacher. After discussing “Garfield” comics strips, the teacher used other comic strips in the next meeting. The teacher distributed different comic strips for each student. In the second meeting, the teacher did the same method, the teacher give opportunity to students to discuss with her friends and ask the teacher when they found difficult words. The students still looked active and enthusiastic. Here are the examples of comic strips used by the teacher.

figure 1: The example of comic strips used by the teacher



**alter (verb); altering (adjective);  
 alteration (noun); alterably (adverb)**



### **b. Discussion**

During the activity in classroom, students acted as active learner. The teacher played a role as a guide in learning process. Students' participation in the lesson actively shows their excitement for learning. Students who participate actively in class can also be utilized as a sign that they have the willingness to learn. Students who are active in class are students who actively participate in learning, want to give their opinion, give answers when asked, and also dare to ask questions when experiencing problems in learning. Not those who only actively talk or act so as to make the class rowdy.

Special strategies, techniques, and approaches are required to encourage pupils to participate actively in learning process. In this case, teacher used a medium to make students become more active and enthusiastic in learning process. The media used was comic strips. By asking the students to read the whole part of comic strips and asking the students to discuss the difficult words they found in comic strip, the teacher made an effort to make the classroom environment engaging.

Comic strips are one of media that proper to teach second language. This is in accordance with theory of Sharma (2020). According to Sharma (2020), comic strips not only make it simple for readers to learn a language, but they can also help pupils know how it is utilized. According to Da Silva et al. (2017) and Sarma (2016), the usage of visuals in comic strips could create an engaging environment since it helps students express their emotions while studying.

The comic strips activity blends imagination with comprehension of English grammar, parts of speech, and peer collaboration. Students will be actively involved in the class and connect their understanding of English grammar in a memorable and creative way throughout the exercise.

### **CONCLUSION**

Since English is an international language, it is considered essential that pupils, particularly those in high school, be taught it. In order to understand the meaning and function of words, students studying English need to be aware of the class of words or parts of speech. To be able to produce well-constructed sentences, they must also understand parts of speech.

Teachers apply various methods to make students understand parts of speech, in this case is adjective, easily. One of the methods is the use of comic strips. Students were ecstatic when the teacher used comic strips as a teaching tool to teach adjectives. They started participating more actively in class discussions. It had an impact on their success as well. The comic strips were applied correctly by the teacher. Through his efforts, children were able to learn adjectives with greater enthusiasm and activity.

According to Da Silva et al. (2017) and Sarma (2016), the usage of visuals in comic strips may promote an engaging environment by helping students express their sentiments during the learning process. Comics will therefore add interest and engrossment to English instruction for students.

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