

USING OF CARTOON STRIP MEDIA TO IMPROVE IN ENGLISH LANGUAGE LEARNING IN SENIOR HIGH SCHOOLS

Hamzah Alias¹, Amiruddin², Satriani³, Ummul Khair⁴, Marya A⁵

^{1*,2,3,4,5} Institut Agama Islam As'adiyah Sengkang, Indonesia
hamzahalias7@gmail.com

Abstract

The preliminary and needs study found that partner schools required genuine media in the classroom with appealing colors. As a result, the goal of this service is to develop English vocabulary as well as the quality of cartoon strips as a learning tool. This community service project involves teaching children about Cartoon Strip Media in order to improve their English skills. Students from Madrasah Aliyah As'adiyah Sengkang do this function. The findings suggest that cartoon strips as a form of English language learning medium are appropriate for MA students. It may be concluded that comic strips can be used as a medium in the classroom to improve vocabulary skills and student learning results, particularly in English language acquisition.

Keywords: Cartoon Strip, Media, English Language, MA As'adiyah Sengkang, Vocabulary

Introduction

Rapidly emerging technological advancements in education have a significant impact on the current learning process. In order to be carried out properly and quickly, the learning process must also be planned, implemented, assessed, or monitored. In the field of education, the advancement of technology and information should make the learning process more convenient. This is because there is a transmission of information messages in the learning process, and these messages can be sent through tools such as tools to convey information or material that will be an educational aim for students. Learning media are the tools that are used to communicate information (Kumar Basak, Wotto, & Belanger, 2018; Sarwar, Zulfiqar, Aziz, & Ejaz Chandia, 2019; Ramadhan, Indriyani, & Nabila, 2021; Siregar, Tobing, & Fitri, 2021).

On the other hand, the media has the ability to increase students' enthusiasm and interest (Wichadee & Pattanapichet, 2018; Dewale & Li, 2021); it may also assist students in improving their knowledge by presenting data that is both fascinating and reliable, facilitating the interpretation of existing facts, and condensing information. As a result, it's critical to choose a learning medium that's appropriate for the material being taught because student learning motivation and interest in the process of learning activities are two important factors in conveying information and achieving instructional goals in the ongoing learning process. However, technological advancements have not yet been fully utilized in the learning process, particularly in the usage of various learning media (Bates, 2005; Bond et al., 2018; Kessler, 2018). There are no reviews or opinions from teachers that using the media is difficult and expensive, that the teacher is not skilled in using the media, that the media is only for entertainment while learning is serious, that the media is not available in schools, or that lecturing in the delivery of learning materials is a bad habit.

The teaching and learning process is fundamentally a communication process, in which messages are delivered from the source of the message to the recipient of the message via various media (Kirkwood & Price, 2008; Kumar Basak, Wotto, & Belanger, 2018; Junaidi, 2019). The components of the communication process are the message, the message source, the message

media, and the message recipient. The content of the teachings or materials that have been determined based on the existing curriculum is the message to be transmitted in learning activities. Teachers, students, other individuals, book authors, media producers, and so on are all examples of message sources. The message's medium is learning media or educational media, and the message's recipients (subject matter) are students and even the teacher himself. The teacher or other sources pour a message into communication symbols, both verbal (spoken or written words) and non-verbal (visual) symbols. Encoding is the process of converting messages into communication symbols. The teacher, in his or her role as a facilitator, can use learning media to communicate the message (Johana & Widayanti, 2007; Fitria, 2014; Kearney, 2011; Kariadi, Riyanton, & Anggraheni, 2021).

Learning media are used to assist teachers and students in teaching and learning activities (Kearney, 2011; Guan, Song, & Li, 2018; Ayu, Sari, & Muhaqiqin, 2021; Resmini, Satriani, & Rafi, 2021), as well as in selecting the appropriate learning media. This does not mean that the media must be expensive or modern; rather, the effectiveness and benefits of the media during the learning process are more important. The rapid growth of comics in the community and the widespread popularity of comics among children. This sparked the idea of using comic strips as a community service tool. One of the benefits of comic strips is that students who read more comics, say at least one per month, have a far larger vocabulary than students who do not enjoy comics (McVicker, 2007; Khoii & Forouzesh, 2010).

Madrasah Aliyah is a secondary school, all secondary students must acquire English language abilities. As a result, English subject teachers must work diligently in order to achieve the desired English learning results. The teacher makes various efforts and employs various tactics in order for the material or subject matter to be easily assimilated by the learning topic. Using learning material is one of the ways that teachers can employ. Learning media, according to Aryuntini, Astuti, & Yuliana (2018); Maulina, Hikmah & Pahamzah (2019); Syakur (2020); Afidah & Alkhoyyath (2021), is a conceptual framework that specifies procedures for structuring learning experiences in order to fulfill learning goals.

The low mastery of students' vocabulary in English is caused by a number of variables, including: (1) a lack of student knowledge; (2) a lack of student willingness to read, particularly in English; and (3) a lack of media in vocabulary instruction. The service team discovered that the students' capacity to master the English language at MA As'Adiyah Sengkang was still low, based on the survey findings. This may be observed in the student's daily test scores, which are still low, as well as the teacher's oral exam during the teaching and learning process in the classroom.

Based on the preceding description, it appears that action is required to solve this problem. Therefore, this service using Cartoon Strip learning material is believed to be the ideal option for overcoming today's English learning challenges. The name "cartoon strips" was coined in England, and the word "cartoon" derives from the French word "cartoon," which means "cardboard" or "thick paper" (Streeten, 2020; Andria & Ardi, 2021; Sathasivam, 2022). During the period, palace paintings were created on cardboard and carried many hidden innuendos towards palace officials. The phrase "cartoon strips" was coined to describe cardboard cut into several panels or picture frames. Cartoon strips, in the form of frame sheets or columns containing conversational text, can be determined to constitute pictorial media (Beard & Rhodes, 2002; McVicker, 2018; Sathasivam, 2022).

Comic strip media, being a visual medium, has its own set of advantages in terms of teaching and learning (Liu, 2004; Megawati & Anugerahwati, 2012; Cohn, 2014). The advantages of comics are that they feature visual aspects that make them easier to understand, as well as excellent storytelling. Visualized expressions can also make the reader feel emotionally invested, which encourages them to keep reading until the book is done (Cohn, 2014). It's also the source of the topic matter for the comic strip. Looking at the current situation, students dislike textbooks because

they believe they are uninteresting, particularly when they are not accompanied by fascinating photos and drawings. Students, on the other hand, prefer books with graphics that are vivid and realistically drawn, as well as learning humorous cartoons, which are projected to stimulate students' interest in reading and, as a result, improve student learning outcomes.

Image media is a common type of learning medium. Image medium is simple, easy to use, inexpensive, and comes in a variety of appealing colors. As a result, image media is frequently used. Furthermore, teachers are required to incorporate learning media into every classroom lesson. Learning media that are appropriate for high school children are those that are colorful and must be actual objects. As a result, learning media will pique their interest, and they will want to use it.

Newspapers, periodicals, novels, science books, and the internet are examples of learning media used to accompany English language materials. Students should always be shown a variety of media in order for them to better understand and comprehend the material being taught. Images in the media are frequently utilized media. Because it uses attractive and simple colors, image media has unique qualities. However, the service team focuses on "cartoon strips media" in this community service (PKM).

Implementation Method

MA As'Adiyah Sengkang was the site of this community service (PKM). Students provide the service by using comic strips as a type of learning medium. The purpose of the data source is to identify the frequency with which students use learning media in English classes, as well as their interests and the need to enhance their English abilities.

The socialization, training, and guiding methods are used to implement community service (PKM) on the usage of comic strips media on English language skills for high school students. As an initial phase of the introduction and approach, the socializing method is used. The training takes the form of classroom instruction with the goal of teaching pupils how to recognize, speak, and write English. Two English tutors guided this English tuition for students utilizing comic strips as the medium. The desired outcome of this program is that high school students' English vocabulary abilities will improve, allowing them to adjust to a higher level, and students will be able to practice pronouncing basic words/sentences in English that are relevant to daily life. through the medium of comics on a daily basis

Results and Discussion

The first step was to create comic media to meet the needs of MA students who needed to use learning media in English classes. At MA As'Adiyah Sengkang, the outcomes of the development of comic media are then employed as a platform for community service (PKM).

Comics media, particularly comic strips, are an efficient means of socializing and instruction for students learning English. The decision to use comic strips as the primary medium stems from the fact that the information delivered is accompanied by graphics, making it easier for pupils to understand than other forms of media. This service program went off without a hitch, as intended. The Community Service Team invented and refined the process of creating comic strips about learning English (PKM). There are multiple stages to the creation of this comic, including:

1. Data collecting, documentation, and research for the production of comic book characters, specifically the Doraemon character.

- 2) The process of converting Doraemon characters into other drawing styles, such as cartoons and manga, based on the target designation.

- 3) Creating comic sketches by hand.
- 4) The process of using digital programs such as Adobe Illustrator and Photoshop to repair and finish comics that were created manually.
- 5) After all of the comics have been created in a square style for pupils, the finishing stage for usage in the community service program begins (PKM).

The community service team (PKM) employed media comic strips to help MA As'adiyah Sengkang students improve their English vocabulary. Figures 1, 2, 3, and 4 show comic strips using Doraemon characters.

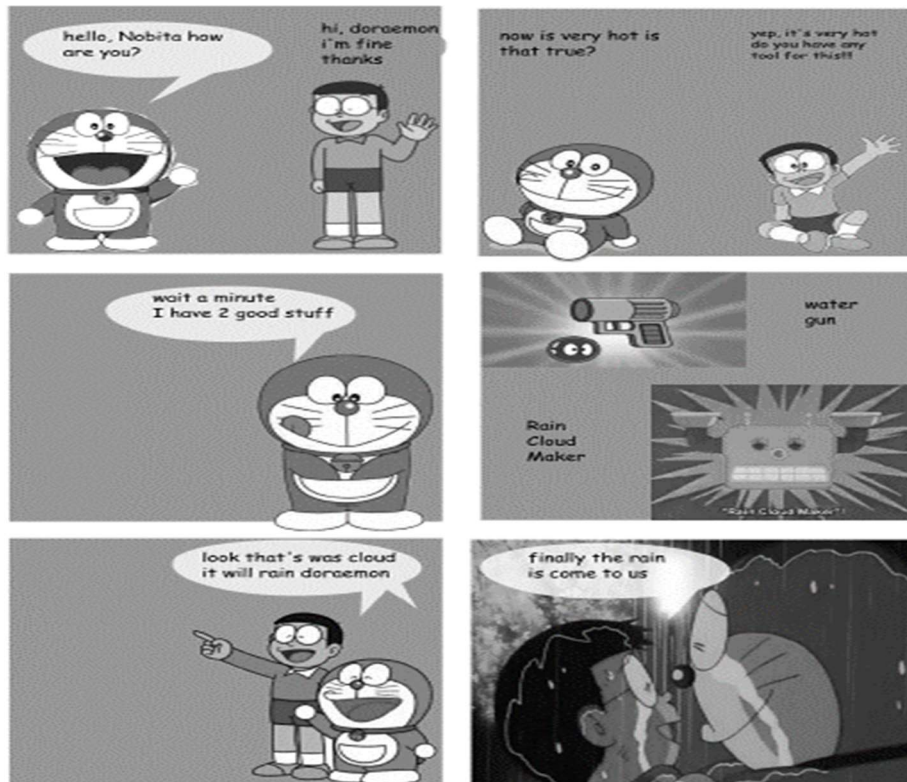


Figure 1. Comic strips media



Figure 2. Comic strips

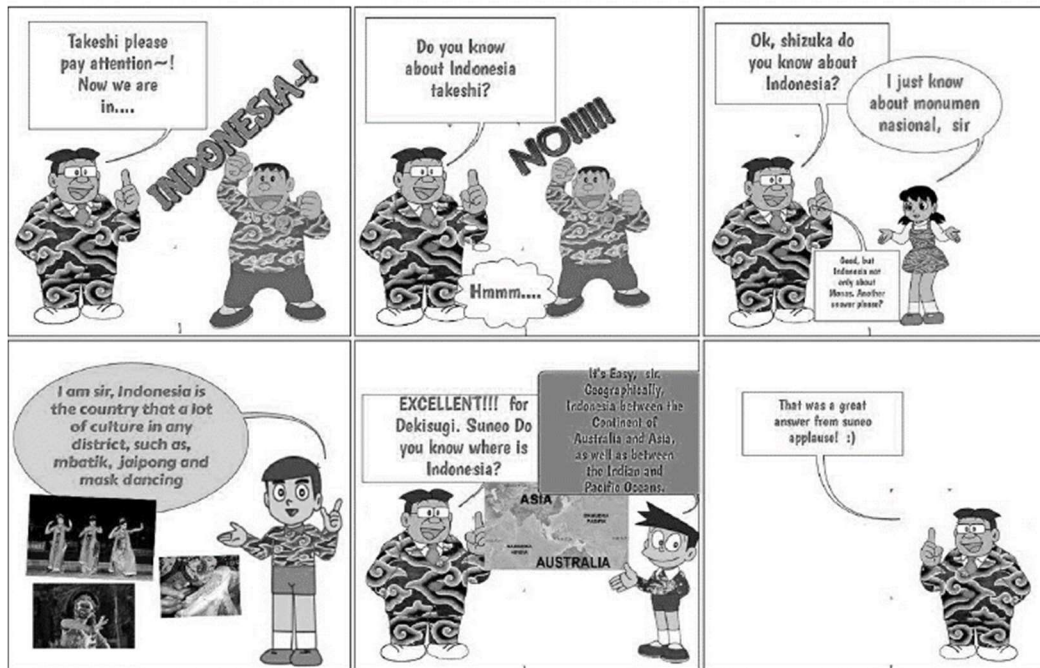


Figure 3. Comic strips for students MA



Figure 4. Comic strips

Learning media is a medium used to transmit information to students throughout the learning process (Jewitt, Clark, & Hadjithoma-Garstka, 2011; Aryuntini, Astuti, & Yuliana, 2018). This community service project (PKM) uses comic strips as a learning tool. Comic strip media is a comic strip that contains educational material that is conveyed to students by the teacher. This media increases student interest in learning and enhances student learning outcomes. Previously, teachers only utilized traditional methods and media such as Infocus and blackboards as learning media, but this time the service team produced very engaging media for students in order to increase student engagement and, of course, improve student learning outcomes.

The service team noticed an increase in student vocabulary and learning outcomes after adopting comic strip media as a learning medium. Learning outcomes are seen and measurable changes in a person's behavior as a result of his knowledge, attitudes, and skills. According to the author, there are several factors that influence student learning outcomes, including students who are tired of learning solely by looking at written material, students who are tired and bored by learning, and students who are interested in using comic strips as a learning medium because of the available comic material and images. In order for students to not become bored while learning.

The service team evaluated comic strip media as a learning medium based on the results of this service. It appears that comic strip media is very suitable for students' learning and, of course, very useful for every teacher to communicate their teaching material through comic strip media as a learning medium. Of course, there are no easy or difficult ways to use this medium, but the teacher must be as creative as possible in order for students to be more interested in learning through comic strip media as a learning medium; comics are also very interesting media, and the illustrations are full of colors and themes. and the plot is clear and straightforward. The comic's characterization will entice readers to read it. As a result, comic strip media is unquestionably a good learning medium (Ana, 2015; Manik, 2019; Rosalin & Ying, 2021; Lutfiyanti, 2021), because students prefer pictures with words (content) over merely writing without pictures. Therefore, comic strips have been shown to be quite effective in improving the grammar skills of students MA As'Adiyah Sengkang.

Moreover, according to the results of the MA As'Adiyah Sengkang students' pretest and posttest, the percentage of vocabulary mastery and student learning outcomes has increased from 35.5 percent to 85.5 percent. As a result, it can be stated that comic strip media has a significant impact on vocabulary and student learning outcomes, as seen by the rise in vocabulary and student learning outcomes among those who have not used the media.

Conclusions and Suggestions

Based on the results of the community service (PKM), it can be determined that, overall, this activity went smoothly and according to the service team's expectations, despite the fact that the process of creating this comic was done separately. Furthermore, comic strips media are quite beneficial and appropriate for use in studying English, particularly in expanding MA As'Adiyah Sengkang students' English vocabulary. The overall results regarding the assessment of the quality of the English cartoon strips media that have been developed, as well as the results of using English cartoon strips learning media, namely the percentage of vocabulary mastery and student learning outcomes, have increased from 35.5 percent to 85.5 percent, according to the results of the recapitulation analysis.

The recommendations and suggestions for the community service program (PKM) can then be considered for implementing the program utilizing English comic strips as one of the media. English cartoon strips, for example, can yield better output, especially in vocabulary, conversation, and listening skills.

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