STUDENTS' ENGAGEMENT IN READING CLASS WITH DIGITAL COMIC STRIPS

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ABSTRACT

This paper investigated students' engagement to digital comic strips in reading class. Students' engagement is a term to define someone's interest and enthusiasm for school. This research aimed to investigate the students' engagement in teaching English at SD 2 Sukanagara Lakbok Ciamis. This study used case design and the respondents were eighteen students from sixth-grade and one of English teacher who reading by using digital comic strips. The data were obtained from three instruments, including classroom observation, the student's interview, and the student's questionnaire. The findings revealed that many students were enthusiastic in participating in learning activities and enjoyed seeing interesting images in narrative text. The finding showed that that the students had a positive response in learning to read the narrative text by means of digital comic strips. The suggestion was addressed to English teachers and also students who learn English to always use digital comic strips in the learning process so that the interaction in the teaching and learning process runs well.

Keywords: *digital comic strips, reading class, students' engagement*

INTRODUCTION

English learners must be encouraged and motivated actively in learning four language skills of writing, speaking, reading and listening. Moreover, some inspirations come to many teachers to be as creative as possible to motivate the students to study English more effectively. It requires the involvement of students in applying a method digital comic strips. According to Reeve (2012), active learning classrooms promoting the students' engagement within the instructional process gives a positive change in student behavior. Accordingly, it is expected for the students to be able to communicate in English as the curricula demand and enhanced competencies. In this study, it is important to support the existing research result related to the assessment.

Reading is one of productive skills that should be mastered by students. Reading is an interactive process in which readers formulate a meaningful representation of a text using effective reading strategies. Based on Mcvicker (2007), there are many findings of a digital comic strip that can illustrate cause and effect, connect a concrete

concept to abstract insight. By means of a digital comic strip as an alternative text structure for reading, it alters the child's view of traditional text structures such as narratives (story books), nonnarratives (non-fiction), and poetry. A digital comic strip is some series of drawing that tell a story and are often printed in news papers. In other word, it is a sequence of drawings set up in interconnected panels to view brief humor or form a narrative, sometimes in series, with text in balloons and captions.

In this study, the teacher used digital comic strips for the easy way of teaching narrative text. Moreover, the use of digital comics as a language learning tool seems obviously to be mostly effective for teaching reading to the students with less proficiency in the English language.

There are three purposes of the study. They are; (1) To observe how the teacher implement digital comic strips on reading narrative text. (2) To figure the students perception on students engagement in reading class with digital comic strips. (3) To identify the students respond on students' engagement in reading class with digital comic strips.

LITERATURE REVIEW

Students' Engagement

Gallup (2013, p. 2) said that students' engagement is an individual's interest and enthusiasm for school, which affects their learning performance and behavior. Archambault and Colleagues (2009, p. 2) classified three distinct categories of student engagement: behavioral engagement, effective engagement, and cognitive engagement. Behavioral engagement includes a student's compliance with rules and involvement in the classroom and with extracurricular activities. Effective engagement includes students' experience, feelings, attitudes, and perceptions towards school, specifically sense of belonging, interest, willingness to learn, and a general sense of liking school. Cognitive engagement refers to the cognitive functions including in a student's learning process. Due to the fact that behaviors, emotions, and cognition are included into development, it is important to consider all those three categories within a prevention program (Archambault, Janosz, Morizot, & Pagani, 2009, p. 2). Wang and Eccles (2013) stated that a student's perception of the school environment influences their motivation for academic achievement, which can be influenced by all three of these types of engagement.

Reading Class

Reading Class is a learning process carried out where a special reading class hour is provided. Reading is the skill to recognize and know the content of something written by reading aloud or by heart. Most of all, reading is the process of communication between the reader and the author through the text he wrote. If students do not have the ability to read, then students will have many difficulties in studying various fields of study in the next grade. Harmer (2007) defined that reading is beneficial for other purposes too. Any exposure to English (provided students understand enough is a good thing for language students. Therefore, students must learn to read so that they can read to learn. According to Patel and Jain (2008, p. 113 – 114), "reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success." It can be concluded that reading can build a solid foundation to be able to learn and understand the various knowledge as well as apply in everyday life. In addition, reading can help improve self-confidence, develop emotional abilities, and enhance the ability to engage in positive social interactions anywhere and anytime.

Digital Comic Strips

A digital comic strip is defined as a series of drawing that tell a story and often printed in news papers. In other term, it is a drawing sequel set in interconnected panels to show brief humor or form a narrative, often serialized, with text printed in balloons and captions. To simplify, comic is a unification of serial comic, work of art among fine literary works in which there are common forms of the verbal explanation in fixed sequence with cartoon story as theme. It is usually published in news paper. In this study, narrative text will be much easier to use with digital comic strips. Furthermore, the use of digital comics as a language learning tool seems obviously mostly effective to teach reading to students with less proficiency in the English language

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Narrative Text

A narrative is a kind of story telling, frequently in words (though it is possible to mime a story), or something that occurred (a story). The narrative is not the story itself but rather storytelling. That's why it is often used in phrases such as written narrative, oral narrative, etc. A narrative is a story created in a developed format (written, spoken, poetry, etc) that elaborates a series of fictional or non-fictional events. The narrative is

the most general of writing because the researchers just tells their own story unintentionally. Narrative tells what happened in timeline. Its genre is one of the most generally read, despite of least understood of all genres. Because narrative has become such a famous genre. There is an assumption that it is a genre that students choose and write naturally. Narrative does not have, for instance a single generic purpose, as some other genres do. It has also a strong social part beyond that of being of entertainment medium.

The Generic Structure of the Narrative Text: The generic structure of narrative text develops the character, setting and time (Siahaan, & Shinoda, 2008, p. 74). The developing steps in a narrative text are: Orientation: arranges the scene and introduces the characters, assessment: a review evaluates the predicament. Compilation: a problem varies, Resolution: the problem is resolved, for better or for worse, Re-orientation: optional.

The Linguistic Features of the Narrative Text: Siahaan and Shinoda (2008, p. 74) stated that some typical linguistic features are commonly identified in narrative. They are: emphasis on specific and usually single participants, use of material process, (and in this text, behavioral and verbal process), use of relation and mental processes, use of tentative conjunction, and temporal circumstances, use of past tense.

METHOD

This study was a qualitative case study to follow up detailed information about teacher and students' activities in the classroom. According to Duff (2007, p. 23), "the case study method provided a unitary character to the data being observed by interconnecting various facts to a single case. The population in this study was a teacher and the sixth-grade students consisting of 18 students in an Elementary School. This study was conducted in an Elementary Schools in Ciamis which engages students in teaching. This study used three data collecting techniques. They are observation, interview and questionnaire in conducting the study.

FINDINGS AND DISCUSSION

This study concerned with students' engagement in reading class with digital comics strips used by teacher and students in classroom interaction. Therefore, the results of the study are elaborated based on the research questions as follows;

The students' engagement in reading class with digital comic strip

In obtaining the data of observation, the scope of observation was teaching and learning process in the class for three meetings. Thus, the first meeting was conducted on January 29th, 2019. Meanwhile, the second meeting was conducted on February 20th, 2019. In addition, the third meeting was conducted on March 23th 2019. In this study, the researcher was a non-participant observation. In other words, the researcher did not participate in the activity being observed but just recorded all activities of the teaching of reading the narrative text in the classroom. The results could be seen in these following parts. In transcribing the result of classroom observation that has been elaborated in chapter 2.

This activity was intended to find out how the students were engaged with digital comic strips in reading class. At one class of sixth-grade of an elementary school in Ciamis has been using digital comic strips in reading class. In doing the observation, the researcher employed video recorder.

Interview to the students

This study included the interview to strengthen the questionnaire data. This study employed students as interviewer. The interview was conducted in English language. The questions concludes:

1. "What is your response about digital comic strips in the reading class?"
2. "How do you feel when learn to read narrative text using digital comic strips?"
3. "Do you have difficulties to read narrative texts in English using digital comics strips?"
4. "As a student, how can the things that support learning to read narrative text using digital comic strips be easy to understand?"

From four questions, the researcher found that students gave positive responses in teaching reading narrative texts using digital comic strips. Students are very happy and enthusiastic in this learning but some students who are a little confused because maybe this is the first time for the rest of them using digital comic strips they are able to interpret the meaning of the reading text, able to explain the storyline, but to support this learning pay attention to maintaining order when studying, good cooperation and providing games to make so students feel unbored in learning.

The students respond on students' engagement in reading class with digital comic strips

This study proceeded the data using a likert scale a questionnaire. The computation of the frequency of respondents' responses of each questionnaire item used the percentage of Hatch and Lazaraton (1991, p. 136) with a brief rating scales questionnaire (Strongly Agree, Agree, Neutral, Disagree, or Strongly disagree) to ask the students perceive students' engagement in reading class with digital comic strips. The finding showed that many students gave good response about the students' engagement in reading class with digital comic strips. Of course from each student's opinion has a good impact on this study although some other students gave contradictory response. Students feel excited, encouraged and do not feel left behind in learning to reading narrative text with digital comic strips.

CONCLUSIONS

Based on the observation result, it was found that there are some important points highlighted from the first to the last class observation sessions. The conclusion from the first observation indicated that many students enthusiastically participate in learning activities because they enjoyed looking at an image by adding an interesting bubble text. Teachers also persuaded them to be active and to read a text that has been disturbed by the teacher.

The second conclusion reveals the interview with students. In conclusion, digital comic strips are useful tools to give students the opportunity to practice reading, especially in narrative texts. By using digital comics it can be easy and slow for students to ask for help in their search for learning English. But some students feel that they don't understand because this is the first time.

The third conclusion was revealed in the questionnaire. This shows that students gave a positive responses to the learning process. Most students feel happy when the teacher applied digital comic strips in the reading class. Meanwhile, this is the result of students' perceptions about using digital comics in learning to read. Most students feel that learning to read English using digital comics is an interesting learning activity, positive activities, and digital comics are easy to used.

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APPENDIX

OBSERVATION TRANSCRIPT

Teacher morning : "Assalamualaikum Warahmatullohi Wabarakatuh, Good class?"

Students morning sir" : "Waalaikumsalam Warahmatullohi Wabarakatuh, Good

Teacher about : "Today, we will discuss about narrative text?, do you know

narrative text?"

Students : "No,"

Teacher : "*Dalam Bahasa Indonesia tau tidak tentang text narasi*?

Students : "*Tidak pak"*

Teacher : "*Jadi text narrative itu adalah jenis text yang berisi tentang dongeng atau Imaginative, kalau di daerah kita seperti malin kundang, tau tidak? "*

Students : " *Tau"*

Teacher : *"Nah itu merupakan dongeng, apa saja yang kalian tau tentang dongeng?*

Teacher : "Okay look, May I have your attention please!
Now we are going to discuss about narrative text and I want to ask you what is definition of the narrative text? Anybody know?"

Students : "No"

Teacher : "Ok, you can look this power point definition of the narrative text, and generic structure. Narrative text is defined as an imaginative story to amuse people (*teks narasi adalah cerita imaginasi yang bertujuan menghibur orang*). *Apa kalian tau apa itu imaginasi?"*

Student : *"Tau*, khayalan"

Teacher : " Good *khayalan,* For instance *dongeng. coba sekarang bapak mau bertanya lagi apa yang di maksud dengan narrative text*?"

Students : "Narrative text means an imaginative story that entertains people *atau teks narasi adalah cerita imaginasi yang bertujuan menghibur orang*"

Teacher : " Okay, can you read next generic structure of the narrative text ?"

Students : "Yes"

Teacher : " *Sebelum ke contoh kita harus tau dulu generic structure dari text narrative.* Generic structure *dari* narrative text *yang pertama* Orientation, Complication, Resolution and Riorientation"
Coba baca yang ada di papan tulis, apa yang di maksud Orientation?

Students : "It is an opening paragraph introducing the characters of the story".

Teacher : "do you have the explanation? *Apa itu artinya?*

Students : "No"

Teacher : " Orientation yakni *pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana"* Biasanya *terdapat pada awal cerita seperti "pada jaman dahulu" kemudian " pada suatu hari". kemudian yang kedua complication, apa itu complication? Complication adalah munculnya suatu masalah contohnya seperti di film film suka ada masalah kan?"*

Student : "Oh iya tau pak!"

Teacher : " *kemudian yang ketiga resolution, apa itu resolution?*

Students : *" Penyelesaian masalah"*

Teacher : " *iya betul penyelesaian masalah, biasanya di dalam cerita narrative text terbagi menjadi dua pertama happy ending dan yang kedua sad ending. tau maksudnya tidak? Jadi jika di dalam cerita orang itu senang di sebutnya apa?*

Students :" Happy ending!"

Teacher : "Iya benar, happy ending kalau sedih sad ending!"
yang terakhir Reorientation, reorientation itu adalah nilai nilai yang terkandung di dalam cerita tersebut, misalnya ketika kita selesai membaca kisah malin kundang kita harus tahu pesan moralnya seperti apa".

Teacher	: "Well, I would like to show you example of the narrative text using Digital Comic Strips" have you hear about this?"
Students	:" Not yet"
Teacher	:"*Digital Comic Strips adalah sebuah comic yang di gunakan dalam digital bukan seperti koran atau buku.* Okay, please attention for the first slide! Anybody know for this example?"
Students	: "This example about "Snow White"
Teacher	: "Okay good, this is Snow White. *Coba kita baca slide pertama pada gambar. Bapak satu kali kalian satu kali.* listen and repeat!"
	" Snow white and the seven dwarfs"
Students	:" Snow white and the seven dwarfs"
Teacher	:" Once upon a time there was a lovely little princess name snow white" ini termasuk pada Orientation
Students	:"Once upon a time there was a lovely little princess name snow white"
Teacher	: "Who was forced to dress in rags and do mineal works around the castle"
Students the	: "Who was forced to dress in rags and do mineal works around castle"
Teacher	:" Do you know what this means?"
Students	:"*Berpakaian compang-camping dan melakukan pekerjaan mengepel*"
Teacher	: "Yes good, *berpakaian compang camping dan melakukan pekerjaan di sekitar kastil.* Next, "by her wicked step-mother, the queen"
Students	:"By her wicked step-mother, the queen"
Teacher	:"Queen grimhilde had a magic mirror that could answer any question she asked and being very vain, she always asked the same question: " Mirror ,mirror,mirror, on the wall, who is the fairest one of all?"
Students all?"	: " Mirror ,mirror,mirror, on the wall, who is the fairest one of
Teacher	:" Mirror itu apa?"
Students	: "*Cermin*"
Teacher	: "Now you can search what this means sentence using your dictionary"
Students	:" Okay "
Teacher	: "Now I want you to mentions meaning of the text in your book and after that come forward. Describe this picture!"
Teacher	: "Have you finish?"
Students	: "Yes, finish!"
Teacher	: "Anyone dare to read this example? *Adakah yang berani membaca contoh ini dan artinya?*"
Students	: "Yes, I will".
Teacher	:"Okay good, please come forward" *lanjutkan kalimat pada gambar selanjtnya*"
Students	: "Mirror ,mirror,mirror, on the wall, who is the fairest one of all ? *artinya cermin, cermin, cermin, di dinding, siapa yang paling indah dari semuanya?*

Teacher	: "Good ! next?"	
Students my	: "And always the face in the mirror gave the same reply: you	

queen, are the fairest one of all!" *dan selalu wajah di cermin memberikan jawaban yang sama: Anda, ratu saya, yang paling cantik dari semuanya!"*

Teacher	: "Good, *yang lainnya?"*
Students	:"So the queen would go back to her throne, where she sat, admiring her beauty!" "*Sang ratu akan kembali ke tahtanya, di mana dia duduk, mengagumi kecantikannya*"
Teacher	:" Yes good, Nurul please !"
Students	:" I won`t always have to work so hard! Some day a prince will come for me!" "*Saya tidak akan selalu harus bekerja keras! Suatu hari seorang pangeran akan datang untuk saya!* "
Teacher	:" Okay, next!"
Students	:"Do you want to see what my prince will look like?" "*Apakah Anda ingin melihat seperti apa pangeran saya nantinya?"*
Teacher	: *Jadi putri salju sedang berbicara dengan siapa di gamabr ?*
Students	: "*Dengan burung sahabatnya*"
Teacher	;"*Iya betul, dia berharap akan ada pangeran menemuinya*" okay next!"
Students	:" There he is my prince! Prince buckethead!" "*itu dia pangeranku! Pangeran ember!"*
Teacher	: *Apakah Putri Salju sudah bertemu dengan Pangeran?"*
Students	: "Not yet, *dia menggambarkan Pangeran di sebuah ember*"
Teacher next!"	: "Yes, Snow White *belum bertemu dengan Pangeran*" okay
Students	:" But from a far country, comes an adventurous prince who has heard of snow white`s beality!" "*tetapi dari negeri yang jauh, datanglah seorang pangeran yang suka berpetualang yang telah mendengar tentang sifat putih salju!* "
Teacher	: "Can you explain the characteristics of this prince?"
Students	: " This prince rides a horse"!
Teacher	: " Yes betul, *Pangeran mengendarai kuda!"*
Students	: "Within an hour we shall be at the castel and our greates advanture will start"
Teacher	: "*Karena waktunya sudah habis dari tadi bapak rasa cukup dulu sampai di sini. See you next week and Assalamualaikum wr. Wb..*"
Students	: "*Iya pak* waalaikumsalam wr. Wb..."

INTERVIEW TRANSCRIPT

No	Questions	Answer
1	"What is your response about digital comic strips in reading class?"	In my opinion very interesting, because we can learn together about how to understand

		images, reading, and interpret narrative text using digital comic strips"
2	"How do you feel when learn to read narrative text using digital comic strips?"	I am happy and the images shown are very interesting and easy to understand".
3	"Do you have difficulties to read narrative texts in English using digital comics strips?"	When I first learned to read the narrative text, I find it difficult because this is the first time using digital comic strips but after being studied more deeply I understood the meaning of the narrative text"
4	"As a student, how can the things that support learning to read narrative text using digital comic strips be easy to understand?"	Not noisy and can cooperate in learning

RESPONSES TO THE QUESTIONNAIRE

No	Questionnaire Items	SA	A	N	D	SD	Total
1.	I am able to determine the main ideas in narrative texts through digital comic strips	13	5	0	0	0	18
2.	I am able to mention the character's in narrative text reading through digital comic strips	3	14	1	0	0	18
3.	I can explain the message in the narrative text story through digital comic strips.	0	2	16	0	0	18
4.	I was able to deduce the contents of the discourse in narrative text using digital comic strips.	0	5	12	1	0	18
5.	I feel bored with learning to read narrative texts using digital comic strips	0	0	0	0	18	18
6.	I feel embarrassed when asked by the teacher when learning to read narrative text using digital comic strips	0	0	16	2	0	18
7.	I find it difficult to understand narrative text using digital comic strips	7	3	3	2	3	18
8.	I feel less enthusiastic in learning to read						

| | narrative texts using digital comic strips | 2 | 0 | 0 | 7 | 9 | 18 |