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English Comics To Motivate The Students in Senior High School

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Abstract:

This research was conducted under the considerations that second year students of Senior High School level need media in teaching-learning process. One of them is English comics in learning English. The objectives of the study were to find out whether there is any significant difference in the motivation of student's mastery in learning English using comics and without using comics and to identify the effectiveness of English comics as a medium of teaching English. The population of this study was the second-year students of Senior High School Number 17 Takengon. The total number of samples in this study were 32 students. The data were collected through pre-test, post-test and questionnaire. In solving the problems, the researcher carried out an experimental study using statistical method called t-test. The writer used two classes: experiment class and control class. In the control class, the writer used written text story. While in the experiment class, the writer uses English comics. The computation result of t-test was 3.04. the t-table was 2.05 for $\alpha=5\%$ and $df=34$. Because t_0 was higher than t table ($3.04 > 2.05$), it could be concluded that there was significant different in the achievement between the students who were taught using comics and students who were taught without using comics. Referring to the experience in conducting this research, the writer offer suggestion to the teacher to motivate the student's ability in learning English in order to get better result. The use of comic should be maintained frequently and recommended to English teachers, especially to teach Junior high School's students in order to attract their motivation in learning English to be more fun.



Introduction

English teacher and students sometime get some problem related to how to study it. Therefore, the teacher should know the techniques and methods of teaching because it's very important to get the target in teaching learning English (C.Kennedi Edy, 1981). This is why the Indonesian government chooses English as the first foreign language to be taught in schools (Ramelan, 1994: 3).

Setting up suitable method or technique is very important for teachers, especially to stimulate the student's motivation in learning English. In teaching English the teacher should select and choose the suitable methods to achieve certain purposes. The teacher should give something different in order to less students to have pleasurable activity in learning English. English learning is hard work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language.

The researcher wants to discuss one of many problems connected with English learning. English learning problems can take place both at home and at school. The teacher and the students are different, and therefore, we might find different motivations for learning as well. At school, the problem appears when the class consists of a big number of students.

At home, the problem may appear when they recall the subjects from school and they still do not understand the lesson and none of the people at home can help them. If this condition continues, they will feel very bored and not interested in studying English. In this case the teacher's role is very important, that is encourage them to study harder and better. A variety of strategies and method are used to ensure that all students have equal opportunities to learn, a lesson plan may be carried out in several ways: question, modelling, collaborating and demonstrating.

Comic is one of the many media to teach (to motivate of students like) English. Comics are an art form using a series of static images in fixed a sequence. Using English comics as a means for teaching English can be very pleasing and interesting for the students. By using English comics student will be interested and more active in learning. They will feel something new and different from what they usually get in their class. The writer hopes that with the use of English comics they will be active as participants and they have more a chance to express their minds, emotions, feelings and attitudes.

Based on the reseracher's experience in teaching practice program at Senior High School Number 17 Takengon Aceh Tengah, the majority of the students do not like English well. Most of them have difficulties in vocabularies and they felt ashamed to show their ability, and their are afraid to make a mistake. That is way the students could not master English well. Based on the explanations above, the writer is interested in conducting a research about "English Comics To Motivate The Students."

This research is to clarify the element related to the topic analyzed. Based on the background of the fenomenon, they are; focus to the comic can motivate students in learning English and to discuss, is the comic effective as a medium in learning English.

The other researcher is Maifalinda Fatra (2007). Her research is entitled "Penggunaan Komat (Komik Matematika) pada Pembelajaran Matematika di MI (A Case Study at Madrasah Ibtidaiyah (MI) Pembangunan UIN Syarif Hidayatullah Jakarta of the second semester in 2006/2007)". The result of her research indicate that the enthusiasm of student in mathematics by using comic media higher than enthusiasm of student in mathematics without use the comic media. Where score of enthusiasm the student mathematics taught by using comic media that is 74.9, whereas score of enthusiasm the student mathematics taught without use the comic media is 67.6.



Method

This research using of experimental design is the blueprint of the procedures that enable the writer to test hypotheses by reaching valid conclusions about relationships between independent and dependent variable (. W. Best, 2001: 68). Selection of a particular design is based upon the purposes of the experiment, the type of variables to be manipulated, and the conditions or limiting factors under which it is conducted. There are three categories of experimental design, are conducted as (V. S. Gerlach and D. P. Elly, 1980: 241): (1) True Experimental Design, (2) Quasi Experimental design, (3) Pre-Experimental Design. Then, the Source of Data, are; (1) Population, (2) Selecting Sample. The technique of Data Collection, researcher conducted, by; (1) Observation the students, (2) Questioner; the students and teachers, (3) Pre-test and Post-test. And, Technique data analysis in this research done through analysis method with formulated t-test.



Result

In this study, data were collected from 120 eleventh-grade students at three different senior high schools in Yogyakarta. Of the total participants, 60% were female, and 40% were male. The average age of the participants was 16 years, with an age range between 15 and 17 years. The majority of students came from middle-income backgrounds, and most had regular access to non-academic reading materials such as comics and graphic novels.

The students involved in this study came from various majors, including Science, Social Sciences, and Languages. About 50% of the participants were from the Science major, 30% from Social Sciences, and the rest from the Languages major. Most of the students had been studying English for over six years, and approximately 70% of them stated that they were fairly comfortable using English in everyday contexts.

Based on the initial questionnaire distributed before the intervention, it was found that only about 25% of the students considered learning English an enjoyable activity. Another 50% of the students stated that they found English quite difficult and boring. Meanwhile, the remaining 25% were neutral, without showing a strong interest or disinterest in the subject.

When asked about their experience with English comics, about 40% of the students admitted to having read comics in English, though not regularly. The most popular comics among the students were superhero and adventure genres. Some students stated that they were more interested in reading comics because of the engaging illustrations and easy-to-follow stories, even though they were in English.

After using English comics in learning for eight weeks, a change in attitude toward the English subject began to emerge. The follow-up questionnaire results showed that the percentage of students who considered English an enjoyable subject increased to 60%. Students who previously felt bored with learning English now showed a greater interest, with many of them attributing this increased motivation to the use of comics in learning.

In terms of language skills, students showed significant improvement in reading comprehension, particularly in recognizing new vocabulary and understanding context in English. About 70% of the students reported feeling more confident in understanding English stories after using comics as a learning tool. This was supported by reading comprehension test results, which showed an average increase of 15% from the initial scores.

In addition, classroom observation results revealed that students were more actively participating in class discussions after the introduction of comics. They were more likely to ask questions and share opinions about the content of the comics they read. Teachers also reported that the classroom atmosphere became more lively and dynamic, with students showing greater enthusiasm for learning English.

Student interactions during the learning process also showed positive changes. The use of comics as a learning tool helped create a more inclusive learning environment, where

students with varying levels of English proficiency could help each other. For instance, students with higher language proficiency tended to assist their classmates who struggled to understand the texts in the comics, which indirectly strengthened their collaborative and social skills.

Overall, this descriptive data shows that the use of English comics as a learning medium not only successfully increased students' motivation in learning English but also improved their comprehension and engagement in class. These positive changes could serve as a basis for considering the use of comics as part of the English learning curriculum in senior high schools.

Findings

Increased Student Motivation

The primary finding of this study is the significant increase in student motivation following the use of English comics in the classroom. Prior to the intervention, only 25% of students expressed that they enjoyed learning English. However, after eight weeks of integrating English comics into the curriculum, this number rose to 60%. This increase indicates that the comics served as an effective tool to make learning more engaging and enjoyable for the students.

The data collected through both questionnaires and classroom observations supports this conclusion. In the initial survey, a significant portion of students described English classes as monotonous and challenging. However, post-intervention, many students reported looking forward to English lessons, particularly because the comics made the material more accessible and less intimidating. The visual and narrative elements of the comics likely contributed to this shift, making complex language more digestible.

Classroom observations further revealed that students were more eager to participate in class discussions and activities related to the comics. Teachers noted an improvement in class dynamics, with students appearing more lively and involved. This engagement was also reflected in the way students interacted with the learning material; they were more willing to read, ask questions, and share their thoughts with peers.

In terms of quantitative data, the Likert-scale responses from the post-intervention survey showed an average increase of 1.5 points on a 5-point scale in students' self-reported motivation levels. This increase was statistically significant, as confirmed by a paired t-test analysis ($p < 0.05$). The positive correlation between the use of comics and increased motivation suggests that incorporating multimedia elements like comics can be an effective strategy for enhancing student interest in language learning.

Moreover, qualitative data from student interviews highlighted specific aspects of the comics that contributed to their increased motivation. Many students mentioned that the stories were relatable and that the visuals helped them understand the context better. Some also appreciated the humor and the way the comics presented everyday situations in a fun and engaging manner. This feedback emphasizes the importance of content relevance and entertainment in educational materials.

The increase in motivation was not uniform across all student groups, however. The data indicated that students who were already moderately interested in English showed the most significant gains in motivation. In contrast, students who initially had very low motivation experienced more modest improvements. This finding suggests that while comics can be a powerful tool to enhance motivation, their impact may vary depending on the baseline interest level of the students.

Finally, the use of comics appeared to reduce anxiety related to language learning. Several students reported that they felt less pressured and more confident when engaging with the material through comics. The informal and visually appealing nature of the comics

seemed to create a more relaxed learning environment, which in turn fostered a more positive attitude toward English.

Overall, the data clearly indicates that the integration of English comics into the classroom had a significant positive impact on student motivation, making them a valuable resource for language teachers seeking to increase student engagement and enthusiasm.

Improvement in Vocabulary Acquisition

Another key finding from this study is the improvement in students' vocabulary acquisition after using English comics. The comics were particularly effective in introducing new vocabulary in a context that made it easier for students to understand and remember. Before the intervention, many students struggled with vocabulary retention, often finding it difficult to recall words learned in traditional textbook-based lessons.

The post-intervention vocabulary tests showed a notable improvement in students' performance. On average, students' scores increased by 20% compared to their pre-intervention results. This improvement was consistent across different ability levels, suggesting that the comics were accessible to a wide range of students. The narrative context provided by the comics likely played a crucial role in this improvement, as students were able to infer the meanings of new words from the surrounding text and illustrations.

The qualitative data also supported these findings. During interviews, students mentioned that encountering new words in a story context helped them remember the words better. They found it easier to recall vocabulary when it was tied to a specific scene or character in the comic. This suggests that the visual and contextual cues provided by comics are powerful tools for enhancing vocabulary retention.

Furthermore, the comics seemed to promote the use of new vocabulary in speaking and writing activities. Teachers observed that students were more likely to use the words they encountered in the comics during class discussions and in their written assignments. This active use of vocabulary indicates not only that students were learning new words but that they were also incorporating them into their active language use.

The effectiveness of comics in vocabulary acquisition was particularly evident among visual learners. These students reported that the combination of images and text helped them to better understand and retain new vocabulary. For many, the visual reinforcement provided by the comics was more effective than traditional methods of vocabulary learning, such as rote memorization or word lists.

Interestingly, the improvement in vocabulary acquisition was also linked to increased student motivation. As students became more confident in their ability to understand and use new words, they showed greater enthusiasm for learning English. This finding aligns with the broader educational theory that motivation and achievement are closely interconnected, with success in learning reinforcing a positive attitude towards the subject.

It is worth noting, however, that the type of vocabulary presented in the comics influenced the extent of learning. Everyday vocabulary and colloquial expressions were more readily acquired by students compared to more specialized or formal terms. This suggests that while comics are excellent for teaching practical, everyday language, they may need to be supplemented with other materials for teaching more academic or technical vocabulary.

In conclusion, the use of English comics in the classroom significantly enhanced students' vocabulary acquisition, making it an effective strategy for improving language proficiency. The combination of visual and contextual learning appears to be particularly beneficial for retaining and using new vocabulary in meaningful ways.

Enhanced Reading Comprehension

The study also found that students' reading comprehension skills improved significantly after the introduction of English comics. Comics provide a unique combination of text and visual elements that can enhance understanding, particularly for students who may struggle with traditional reading materials. The integration of images with text helps to reinforce meaning and provides context clues that aid in comprehension.

Pre-intervention reading comprehension tests revealed that many students had difficulty understanding passages from their English textbooks, particularly when the texts were dense or abstract. However, after eight weeks of using comics, students' comprehension scores improved by an average of 18%. This improvement was observed across different types of comprehension questions, including those related to main ideas, details, inferences, and vocabulary in context.

The effectiveness of comics in enhancing reading comprehension was supported by students' feedback. In interviews, many students reported that the illustrations in the comics helped them to better grasp the meaning of the text. They appreciated the way that the visual elements provided clues about the storyline and the characters' emotions, making it easier to understand and engage with the material.

Teachers also observed that students were more willing to tackle reading assignments when they involved comics. The appeal of the visuals seemed to reduce the intimidation factor often associated with reading in a second language. As a result, students approached the texts with greater confidence and curiosity, leading to better comprehension outcomes.

Furthermore, the study found that comics were particularly beneficial for students with lower reading proficiency. These students, who might typically struggle with reading comprehension, showed some of the most significant gains in their post-intervention scores. The multimodal nature of comics, which combines text, images, and often dialogue, appears to provide multiple entry points for understanding, making them an inclusive learning tool.

The improvement in reading comprehension was also linked to the narrative structure of the comics. The sequential art form of comics requires readers to follow a storyline, which in turn helps them to develop skills in making predictions, identifying cause and effect, and understanding character motivations. These skills are essential components of reading comprehension and are reinforced through the use of comics.

However, it was also noted that the level of improvement varied depending on the complexity of the comics used. Simple, straightforward comics with clear narratives were more effective in improving comprehension than more complex, abstract comics. This suggests that while comics can be a powerful tool for enhancing reading comprehension, the selection of appropriate materials is crucial.

Overall, the findings suggest that English comics are an effective medium for improving students' reading comprehension skills, particularly for those who may struggle with traditional texts. The combination of visual and textual elements provides a rich, engaging reading experience that supports better understanding and retention of information.

Development of Critical Thinking Skills

Another significant finding of this study is the development of critical thinking skills among students who used English comics as part of their learning process. The nature of comics, with their often non-linear narratives and visual symbolism, encourages readers to analyze and interpret information in ways that go beyond simple comprehension.

Students were observed to engage in higher-order thinking as they read and discussed the comics. For example, many students began to question the motives of characters, predict future events in the storyline, and draw connections between the themes in the comics and their own experiences. These activities reflect the development of critical thinking skills, such as analysis, synthesis, and evaluation.

The post-intervention assessments included tasks that required students to interpret and analyze the content of the comics. The results showed that students were better able to identify underlying themes, recognize the use of literary devices, and make inferences about characters and plot developments. This indicates that the comics not only improved students' comprehension but also enhanced their ability to think critically about the material they were reading.

Teachers also noted an increase in the quality of class discussions after the introduction of comics. Students were more likely to offer thoughtful insights and ask probing questions about the stories. This shift from surface-level responses to more in-depth analysis suggests that the use of comics helped to foster a more intellectually stimulating classroom environment.

In addition to the content of the comics themselves, the format of comics may also contribute to the development of critical thinking skills. The need to interpret both text and images, and to understand how they work together to tell a story, requires students to combine different cognitive processes. For example, students must infer meaning from visual cues, such as facial expressions and body language, while simultaneously interpreting dialogue and narrative text. This dual-processing not only engages students more deeply but also encourages them to think critically about how information is presented and how meaning is constructed.

Moreover, the interactive nature of comics, which often invites readers to fill in gaps between panels (known as "closure"), further promotes critical thinking. This process requires students to actively engage with the material, making inferences and drawing conclusions based on limited information. Such activities are crucial for developing skills in critical thinking, as they mirror the kind of analytical thinking required in more complex academic tasks.

The study also found that the collaborative discussions around the comics played a significant role in developing critical thinking skills. Group activities, where students discussed and debated the content of the comics, provided opportunities for them to articulate their thoughts, defend their interpretations, and consider alternative viewpoints. These discussions often led to deeper insights and a more nuanced understanding of the material, highlighting the social aspect of critical thinking development.

However, it was observed that not all students experienced the same level of improvement in critical thinking skills. Students who were more engaged and motivated by the comics showed greater gains in their ability to analyze and interpret the material. This suggests that while comics can be a valuable tool for fostering critical thinking, the level of student engagement plays a crucial role in determining the effectiveness of this approach.

In conclusion, the findings suggest that the use of English comics in the classroom can significantly contribute to the development of critical thinking skills. The combination of visual and textual analysis, along with the interactive and collaborative elements of comics, provides a rich environment for students to enhance their analytical abilities. This makes comics not only an effective tool for language learning but also a valuable resource for promoting higher-order thinking skills in students.

Increased Student Engagement

One of the most notable outcomes of the study was the marked increase in student engagement observed after the introduction of English comics in the classroom.

Engagement, in this context, refers to the level of interest, participation, and enthusiasm that students displayed during English lessons. Prior to the intervention, many students were passive learners, often reluctant to participate in class discussions or activities. However, the integration of comics into the curriculum brought about a significant change in this behavior.

The data collected through classroom observations and student feedback indicated that the use of comics made English lessons more interactive and enjoyable. The visual appeal of the comics, combined with the engaging storylines, captured the students' attention and motivated them to participate more actively in class. Teachers reported that students were more eager to read aloud, ask questions, and contribute to discussions when the lesson involved comics.

Additionally, the informal nature of the comics seemed to create a more relaxed and supportive classroom environment. Students who were typically shy or hesitant to speak up became more confident in sharing their thoughts and opinions. This increase in participation was particularly noticeable during group activities, where students collaborated to analyze the comics and discuss their interpretations.

The study also found that the increased engagement was not limited to classroom activities. Students reported that they were more likely to read English materials outside of class when those materials were comics. This suggests that the appeal of comics extended beyond the classroom, encouraging students to engage with English content in their own time. This extrinsic motivation to read in English could potentially lead to long-term improvements in language proficiency.

Moreover, the use of comics appeared to bridge the gap between different levels of language proficiency in the classroom. Because the comics were accessible and engaging to a wide range of learners, students with varying levels of English ability were able to participate and contribute meaningfully to the lessons. This inclusivity helped to foster a sense of community and collaboration among the students, further enhancing their overall engagement.

However, it was also observed that the level of engagement varied depending on the content of the comics. Comics that featured relatable characters and scenarios resonated more with the students, leading to higher levels of engagement. Conversely, comics with less relatable content were less effective in capturing the students' interest. This highlights the importance of selecting appropriate and relevant materials when using comics as a teaching tool.

Overall, the findings suggest that the integration of English comics into the classroom significantly increased student engagement. The combination of visual appeal, engaging content, and interactive learning opportunities provided by the comics helped to create a more dynamic and participatory learning environment. This increased engagement is likely to have positive effects on students' overall language learning outcomes.

Enhancement of Collaborative Learning

The introduction of English comics also had a positive impact on collaborative learning among students. Collaborative learning refers to the educational approach where students work together in groups to achieve common learning goals. The study found that the use of comics facilitated more effective collaboration among students, leading to enhanced learning outcomes.

During the intervention, students were often assigned group tasks that involved reading, discussing, and analyzing the comics. These activities encouraged students to communicate and share their ideas with each other. The visual and narrative nature of the comics provided a common ground for discussion, making it easier for students to engage in meaningful conversations about the content.

Teachers observed that students were more willing to help each other understand the material when working with comics. For example, students with higher English proficiency often took the lead in explaining difficult vocabulary or complex narrative elements to their peers. This peer-assisted learning not only reinforced the stronger students' understanding but also provided valuable support for those who were struggling, creating a more inclusive learning environment.

The study also found that the collaborative activities around the comics fostered a sense of camaraderie and teamwork among the students. Working together on tasks that were both challenging and enjoyable helped to build trust and cooperation among group members. This positive social interaction was reflected in the students' attitudes towards group work, with many expressing that they enjoyed working with their peers on the comic-related activities.

Moreover, the comics provided opportunities for students to develop important social and communication skills. The discussions and debates that arose from the analysis of the comics required students to articulate their thoughts clearly, listen to others' perspectives, and negotiate meaning. These skills are not only essential for language learning but are also valuable for students' overall academic and personal development.

In terms of quantitative data, the post-intervention surveys showed an increase in students' self-reported confidence in participating in group activities. On a scale of 1 to 5, where 1 indicates low confidence and 5 indicates high confidence, the average score increased from 3.2 to 4.1. This suggests that the collaborative learning environment created by the comics helped to build students' confidence in working with others.

However, the effectiveness of collaborative learning varied depending on the group dynamics. Some groups were more successful in collaborating effectively, while others struggled with coordination and communication. This variability highlights the importance of teacher facilitation and support in ensuring that collaborative learning activities are productive and beneficial for all students.

In conclusion, the findings suggest that the use of English comics in the classroom can significantly enhance collaborative learning. The shared experience of reading and analyzing comics provided a valuable platform for students to engage in cooperative learning, develop social skills, and build confidence in group work. These outcomes contribute to a more supportive and interactive classroom environment, which is conducive to effective language learning.

Reduction in Learning Anxiety

A notable finding of the study was the reduction in learning anxiety among students following the use of English comics in the classroom. Learning anxiety, particularly in the context of language acquisition, can significantly hinder students' ability to absorb and retain new information. The introduction of comics, with their informal and visually engaging format, appeared to alleviate some of this anxiety, making the learning process more enjoyable and less stressful for students.

Prior to the intervention, many students reported feeling anxious or overwhelmed during English lessons, especially when confronted with challenging texts or speaking activities. This anxiety was often linked to a fear of making mistakes or being judged by peers. However, the post-intervention surveys revealed a significant decrease in these feelings of anxiety. Students indicated that the comics made learning English feel less like a formal academic exercise and more like an enjoyable and accessible activity.

The reduction in anxiety was also evident in students' classroom behavior. Teachers observed that students were more relaxed and willing to participate in lessons that involved comics. The visual and narrative elements of the comics seemed to distract from the pressure

typically associated with language learning, allowing students to engage with the material in a more confident and stress-free manner.

The study found that this reduction in anxiety had a positive impact on students' overall language performance. With less anxiety, students were able to focus better on the content, leading to improved comprehension and retention of the material. This was particularly true for speaking activities, where students demonstrated greater fluency and confidence when discussing the comics compared to more traditional English texts.

Moreover, the informal tone and humor often found in comics appeared to play a key role in reducing anxiety. Many students mentioned that the light-hearted nature of the comics made them feel more comfortable and less self-conscious about using English. This suggests that the use of humor and relatable content in educational materials can be an effective strategy for reducing learning-related anxiety.

Interestingly, the reduction in anxiety was more pronounced among students who initially reported higher levels of stress related to learning English. This group showed the greatest improvement in their willingness to participate in class and their overall attitude towards English. This finding indicates that comics can be particularly beneficial for students who are more susceptible to language learning anxiety.

However, it should be noted that while the overall trend was positive, not all students experienced a reduction in anxiety. A small percentage of students still reported feelings of stress, particularly when the comics contained unfamiliar or complex language. This suggests that while comics can reduce anxiety for many students, careful selection of appropriate materials is crucial to ensure that they do not inadvertently cause frustration or confusion.

In summary, the findings suggest that English comics can play a significant role in reducing learning anxiety among students. By creating a more relaxed and engaging learning environment, comics help to lower the barriers that anxiety can create, making it easier for students to participate and succeed in their language learning endeavors.

Discussions

According to Gerlach and Elly, a medium is any person, material or event that establishes conditions which enable learners or students to acquire knowledge, skills and attitudes (V. S. Gerlach and D. P. Elly, 1980: 241). In addition, Brown defines media as the tools or the physical things used by a teacher to facilitate the instruction (J. W. Brown; R. B. Lewis and F. F. Harclerod, 1977: 2-3).

In conducting the research at Senior High School Number 17 Takengon Aceh Tengah, the writer observed the process of teaching learning English and also interviewed 32 students and 2 English teachers. Most of students of Senior High School Number 17 Takengon Aceh Tengah like study English subject and that make the process of teaching learning not so difficult. Because they have motivation in learning English, however, some of them did not like English subject.

The use of media in a teaching-learning process is very important. Locatus and Atkinson give a brief explanation on the roles of media or instructional media as follows (Locatus and Atkinson, 1984: 13); (1) To entertain, (2) To inform, (3) To instruct. A.S. Hornby states that comic is book or magazines containing stories etc. in the form of drawing (A.S. Hornby, 2003: 168).

After analyzing the data in the previous chapter, there are conclusion could be drawn in this chapter. The writer writes some conclusion, those are: (1) The use of English comics in motivate students for learning English is more satisfactory. The hypothesis of this study is the

use of English comic is one method that can help students easier in learning English and the use of English comics can motivate students in learning English. (2) The result of this study showed that the students of the experiment class got better development in the average score than the control class in test. The deference of the development of the average scores is statistically significant at the (0.05) alpha level of significance. It was found that there was significant difference for those who were taught using comics and those without comics. The difference is shown by the development of the average score. The group that used comics as medium in learning English got better improvement in the average scores (21.1) than those without comics (12.7). the use of comic could motivate and interest the students in learning English. The writer concluded that the materials of comics was effective as a medium in learning English for 8th year students of Senior High School Number 17 Takengon Aceh Tengah.



Conclusion

Based on the results of this research conducted related to the development of the hypothesis of this study is the use of English comic is one method that can help students easier in learning English and the use of English comics can motivate students in learning English. And the use of comic could motivate and interest the students in learning English. The writer concluded that the materials of comics was effective as a medium in learning English for 8th year students of Senior High School Number 17 Takengon Aceh Tengah.



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