

THE EFFECTIVENESS OF DIGITAL AND PRINTED COMICS TO TEACH MONOLOGUE OF VISUAL AND AUDITORY STUDENTS
A case of the Tenth Year Students of State Senior High School 1 Ungaran

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Abstract

This study attempts to know the effectiveness of digital comics to teach monologue of visual and auditory students. This study used quantitative approach and experimental study as its research design. The subjects of this study were the students of grade X of State Senior High School 1 Ungaran. To collect the data, the researcher used test, questionnaire, and documentation. The result of the study shows that digital comics is effective to teach monologue of visual students. Printed comics is effective to teach monologue of visual students. Digital comics is effective to teach monologue of auditory students. Printed comics is effective to teach monologue of auditory students. Digital comics is not more effective than printed comics to teach monologue of visual students. Digital comics is more effective than printed comics to teach speaking monologue of auditory students. And the last, there is interaction among the teaching media, students learning styles, and students' speaking. Therefore, digital comics is effective to teach monologue of visual and auditory students.

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INTRODUCTION

In Indonesian curriculum, English is considered as one In Indonesian curriculum, English is as one of the compulsory subjects taught in Junior and Senior High School and tested in final examination. The last goal of English teaching and learning is the students have to master the four skills of language: listening, speaking, reading, and writing. In speaking, Senior High School students have to be able to convey their interpersonal and transactional talks. English teachers need to find effective pedagogical techniques to enhance students' speaking abilities. They should realize that students have different learning styles. So that the teachers need to verify their teaching technique in order to accommodate the different learning styles the students have.

In fact, most students of State Senior High School 1 Ungaran are not able to speak English well. Moreover, most English teachers focus on giving preparation for the students to face their final examination. Most of the teaching materials are also related with reading and listening since speaking is not included in the examination. Teaching speaking in Indonesia still uses the traditional way, mostly teacher-centered, and based on the textbooks. The teachers need visual media such as comics in stimulating the learning of a foreign language. Comic is very popular among the students in kinds of level and class. Due to the technology development, especially information technology, the product of comics is not only in printed form but also in digital.

Comics are also considered not only as interesting but also useful media in teaching and learning process in the classroom. Based on the researcher's experience, we can support the students' abilities in mastering direct-indirect speech by transforming a monologue narrative text into comics or from comics into a monolog narrative text. The students comprehend the stories better and they enjoy the classroom activities including drawing the characters, designing the dialogues, and coloring the comics. In retelling the stories based on comics,

it seems that the students do more efforts to use their own words compared with what they do in retelling monologue narrative texts; they just memorize every single word in the texts.

Based on consideration above, the researcher conducted a research entitled the effectiveness of digital and printed comics to teach monologue of visual and auditory students in order to find out which one was more effective between digital and printed comics to teach monologue.

METHODS

In this study, the researcher used a 2 x 2 factorial experimental design. The subjects were the tenth year students of State Senior High School 1 Ungaran in the academic year of 2014/2015. The samples taken through a purposive sampling were X MIPA 1 (try out class), X MIPA 3 (control class), and X MIPA 4 (experimental class). The techniques to collect the data were Reid's Perceptual Learning Style Preference Questionnaire and analytic speaking criteria adapted from Brown (2004) and O'Malley & Pierce (1996). The researcher analyzed the data using ANOVA 2 x 2 and Tukey test.

RESULT AND DISCUSSION

The aim of this research is to find out the effectiveness of digital comics to teach monologue and to find out the effect of the students' learning styles toward digital comics for enhancing the students' speaking skills. To make the calculation easier, the digital comics is compared with the printed comics that usually read by the students.

Before the treatment was applied, the researcher divided the class into two groups, visual and auditory students by using Reid's Perceptual Learning Style Preference Questionnaire. After that, the researcher delivered pre-test for the experimental class and control class. The next step was presenting the treatment. Experimental class had digital comics and control class had printed comics.

The final step was giving individual task to each student to know the level of competence they achieved after they got the treatment. After getting all the data, the researcher calculated the data using normality test and homogeneity test. Because all data was normal and homogeneity, so the instruments were appropriate to give to the students.

The first analysis is to measure how effective the use of digital comics to teach monologue of visual students. Based on the analysis of the students' ability, it was found that the significance value was 0.000 which was less than 0.05 ($0.000 < 0.05$). It meant that there was significant difference between the pre-test and post-test of visual students taught using digital comics. Then from the t-count it could be seen that the t-count was 9.09 (minus is ignored), while the t-table was 1.739. Since the t-count was more than t-table ($9.09 > 1.739$), H1 or hypothesis alternative was accepted, while H0 was rejected. Therefore, it could be concluded that there was significant effect of digital comics to teach speaking of visual students. In the other words, digital comics is effective to teach monologue of visual students.

As stated by Brown (2000, p.122) and Grace Fleming (cited in Herdiawan, 2014), visual students learn best in visual images. They prefer reading and studying charts, drawings, and other graphic information. They learn through seeing things. Digital comics belong to visual media as explained by Yang (2003). By using comics in teaching speaking, teacher can also simplify difficult materials into easier ones. Therefore the students are able to understand the lesson well.

The second question is about the effectiveness of printed comics to teach monologue of visual students. From the calculation, the significant value in pre-test and post-test was 0.000 which was lower than 0.05 ($0.000 < 0.05$). Therefore there was significant difference between pre-test and post-test score of visual students taught using printed comics. The t-count in the pre-test and post-test was higher than t-table ($10.818 > 1.739$). Therefore, there was significant effect of printed comics for

enhancing speaking skill of visual students. Printed comics is effective to teach monologue of visual students.

According to Brown (2000, p. 122) and Gardner (Putintvera, 2006) visual learners learn best in visual images or visual display. They prefer reading and studying visual learning materials. Comics are visual medium that combines the written words with the visual concept. Comics is a way of graphic story telling (Tiemensma, 2009, p. 2). Digital and printed comics are visual media that is common for the students. They can enjoy reading digital comics as well as printed comics. It is supported by Khoii&Forouzesh (2010, p. 169) who said that comics is visual media that helps students not only acquire vocabulary, grammatical and communicative competence but also provide them with special cultural knowledge.

Moreover, the implementation of jigsaw technique in the teaching and learning process, enable the students to learn in group. Then each of the students has to teach their peers or be a good teacher for others. They are free to retell the story in their own way. These activities can improve their achievement in speaking. It is in line with what Zapalska&Brozik (2006) say that the teaching strategies for visual learners include group learning and activities that allow freedom and emphasize creativity. It is also supported by Slavin (Jacob, Lee, & Ball, 1997, p. 16) as stated in chapter two, who said that in cooperative learning the students work together to learn and are responsible for their teammates' learning as well as their own. Therefore, students can maximize their own and each other's learning achievement. Barkley, Cross, & Major (2005, p. 156) also said that jigsaw can motivate the students be responsible for learning something well enough to teach it to their peers.

For the third data, it is to find out the effectiveness of digital comics for improving the speaking skill of auditory students. It was seen that the significant value was 0.000 which was less than 0.05 ($0.000 < 0.05$). Therefore there was significant difference between pre-test and post-test score of auditory students taught using digital comics. It also showed that the t-count

was higher than t-table ($6.487 > 1.739$). Therefore, H1 3 was accepted and H0 3 was rejected, which meant that there was significant effect of digital comics to teach monologue of auditory students. Digital comics is effective to teach monologue of auditory students.

Auditory learners tend to hear things and studying in group as stated by Brown (2000). By listening the story from the digital comics, they can understand it better so that they are able to memorize and then retell it better. In addition to, the jigsaw technique applied in the teaching and learning process give good impact to their ability in retelling the story in the form of monologue. It is in line with what Slavin (cited in Jacob, Lee, & Ball, 1997) and Barkley et.al. (2005) explain jigsaw motivates students to work together to learn and be responsible for their learning as well as their teammates'. Therefore it maximizes not only the achievement of each student but also their peers when they work together. It can also motivate the students to be responsible for learning something well enough to teach it to their peers.

For the next question is to find out the effectiveness of printed comics to teach monologue of auditory students. Based on the data calculation, the value of significance was 0.000 which was lower than 0.05 ($0.000 < 0.05$). Therefore there was significant difference between pre-test and post-test score of auditory students taught using printed comics. It also showed that the t-count in the pre-test and post-test was 15.096 (minus is ignored) while the t-table was 1.739. It could be seen that t-count was higher than t-table ($15.096 > 1.739$). Therefore, H1 4 was accepted and H0 4 was rejected, which meant that there was significant effect of printed comics for enhancing speaking skill of auditory students. Printed comics is effective to teach monologue of auditory students.

From the result mention above, it can be summed up that the use of digital comics as well as printed comics is effective for enhancing the auditory students' speaking skill. It is based on the following reasons. First, having comics in their classroom is such a new experience for the

students who belonged to auditory learners so that they were more active than without any media. They tried to memorize the story by speaking loudly. They felt more confident to retell the story in front of the class. They are motivated to speak up. It is in line with the strength of comics in education as stated by Yang (2003). The other reason is that in peer teaching, the auditory learners paid more attention to their friend who retold his or her story. It is in line with what Brown (2000, p. 122) and Fleming (Herdiawan, 2014, p. 47) state that the auditory learners learn best through what they listen than what they see. The auditory students are also good at explaining, reading to self out loud, and studying in group. They are brave at speaking in front of the class. They are also good at understanding grammar as well as studying in group.

The fifth analysis is to find out the effectiveness of digital comics compared with printed comics to teach monologue of visual students. From the calculation, the t-count was 0.652 and the t-table was 2.03. So the t-count was lower than t-table ($0.652 < 2.03$). It was also seen that the significant value or P value was higher than α ($0.519 > 0.05$). It meant that H0 5 was accepted and H1 5 was rejected. Therefore there is no significant difference in the effectiveness of digital comics compared with printed comics for enhancing speaking skill of visual students. Digital comics is not more effective than printed comics to teach monologue of visual students.

As visual students learn best through visual learning media and comics either printed or digital comics belong to visual learning media, it revealed that there was no difference in the effectiveness of both media. Both of the media support the students' ability to improve their speaking skill in this case monologue since printed and digital comics are visual media. Therefore, it is true that visual students learn best through seeing and prefer information to be presented visually in the form of pictures, posters, maps, diagrams, film and so on.

The sixth analysis is to find out the effectiveness of digital comics compared with

printed comics to teach monologue of auditory students. From the calculation it was found that t-count was 2.438 and the t-table was 2.03 at the significant level of 0.05. So the t-count was higher than the t-table ($2.438 > 2.03$). Then the significant value or P value was lower than α ($0.02 < 0.05$). It indicated that digital comics were more effective than printed comics to improve speaking skill of auditory students. In other words, digital comics is more effective than printed comics to teach monologue of auditory students.

The interaction among teaching media, students' learning style and students' speaking skill can be explained as follow. From the calculation, it was found that F-count was 4.845 which was higher than F-table ($4.845 > 2.739$) and the significant value was 0.031 which was lower than 0.05 ($0.031 < 0.05$). So it can be concluded that there is significant interaction of the use of the media and students' learning style for enhancing students' speaking skill. It means that digital comics and printed comics as media and visual and auditory learners as students' learning styles, influence the students' improvement in speaking. It means that there is a significant relationship between the media, students' learning style, and the competence of students' speaking.

Having comics in the classroom, the students looked happy and enjoyed the activities. It changed the classroom environment from a quiet place to a noisy environment. Some students tried to memorize the story and the other students taught their peers. There were also some students who were arguing about how to pronounce the unfamiliar words and the plot of the story. Comics not only improve the students' abilities in speaking but also the other skills; listening, reading, and writing as what have been investigated by Liu (2004), Seventilova (2014), and Yunus et.al (2012).

Finally, from all the explanation based on the data gained in the research and after the calculation using statistical calculation, the research has proven that digital comics are more effective than printed comics for enhancing

speaking of narrative texts for visual and auditory learners.

According to Oller (Khoii and Forouzesh, 2010), a text that has a story line and a logical structure is easier to remember and to recall. Comics are visual materials that provide the structure and stimulus to which student response, and because stories are universal, students from different cultures can understand their structure and identify the characters. This helps them to acquire vocabulary, grammatical and communicative competence and provide them with special cultural knowledge.

In addition, some of previous studies explained that comics is one of appropriate technique in studying English as second or foreign language. Liu (2004) investigated the effect of comic strips on second language learners' reading comprehension. Seventilova et.al (2013) found that there was a significant interaction effect of teaching strategy (downloaded comic strategy and conventional strategy) and students' learning styles (field dependent and field independent) on students' narrative reading competencies.

Digital comics is one of the pedagogical tools that apply Information Computer Technology or ICT. The use of technology enables the students to use both the language and the technology. Therefore, the students are motivated to study and improve their abilities in mastering English.

Moreover, the students were more motivated in studying by using digital comics since digital comics are new media in the classroom. As we see, the students seldom have comic especially digital comics during the study time since it is prohibited to read them. Therefore, having digital comics in the classroom is very interesting and challenging.

CONCLUSION

The result of the findings shows that digital comics is effective to teach monologue of visual students. Second, printed comics is effective to teach speaking monologue of visual students. Third, digital comics is effective to

teach speaking monologue of auditory students. Fourth, printed comics is effective to teach speaking monologue of auditory students. Fifth, digital comics is not more effective than printed comics to teach speaking monologue of visual students. Sixth, digital comics is more effective than printed comics to teach speaking monologue of auditory students. And the last, there is interaction among the teaching media, students learning styles, and students' speaking. Therefore digital comics is more effective than printed comics to teach monologue of visual and auditory students.

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