

THE EFFECTIVENESS OF COMIC STRIPS ON THE STUDENTS' IDIOMATIC EXPRESSION MASTERY

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Abstract: This study aimed to find out whether comic strips improve the students' mastery on idiomatic expressions. The research used a pre-experimental type with one-group pre-test and post-test design. The population was the second-grade students of the Senior Islamic Boarding School in Lombok. The researcher chose one class which consisted 16 students as the sample. The data was analyzed by using t-test. The data analysis revealed that the use of comic strips on students' idiomatic expression mastery was successful. The increase in the pre-test to post-test score of students' average scores is an indication that the students have really understood and done well in all the questions assigned to them. The treatment given using comic strip media is very helpful for students in answering the questions given. Comic strips help students in overcoming errors in interpreting the idiom. The research analysis of students' scores on the pre-test and post-test scores, it shows that the value of the t-test result is $0.000 < 0.05$, therefore it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

Keywords: *comic strips, idiomatic expressions mastery*

INTRODUCTON

Idiomatic expressions are part of every language. According to Boers in MED Magazine (2008) that idioms are a common feature of all languages. Native speakers frequently employ idiomatic terms without considering their figurative connotations. It makes sense that non-native speakers have trouble understanding idioms because they don't know what the idiomatic expression's base meaning in linguistics. Idioms are defined as fixed expressions that are typically used in a figurative sense and they have arbitrary meanings. Idiomatic terms, then, derive their meaning via coincidence and accident. Idioms are taught to be memorized and that there is no connection between an idiom's meaning and its form.

Rana (2016) demonstrated the opposite, demonstrating a connection between idiomatic idioms and their meanings. Physical experiences, which are generally shared, or particular domains, which are culturally specific, may serve as the foundation for the connection between an idiom and its meaning. Understanding the idiom's foundation and what it is founded on aids in understanding its metaphorical meaning. Every day, native English speakers utilize idiomatic terms in conversation. It is a crucial component of the vocabulary and lexicon of the English language. As a result, idiomatic expressions are seen to be unavoidable for English language learners. Therefore, non-native English speakers should practice utilizing these expressions. Similar to native English speakers, non-native English speakers must study and practice using idiomatic idioms. Idiomatic expressions can help English language learners and dictionaries expand their vocabulary.

Additionally, language proficiency can help one better comprehend the culture and traditions of a particular language. Tarone in Syarifudin & Rahmat (2021) stated students use a single target vocabulary or structure, which was incorrect but had quite the same semantic features as the vocabulary items desired to satisfy the other person. Moreover, idioms must be taught and used by English teachers through games and pursuits. Idiomatic terms are frequently used in literature, since they make the writing clearer and more literal. However, if the reader does if a person doesn't understand the idiom's specific meaning, they risk misinterpreting what the researcher wishes to state (Bakhtiyorovna & Khamrokulovna, 2021).

Moreover, three consequences are clear when it comes to how improperly translated idioms affect the translation itself: loss of meaning, minimization of aesthetic dimension, and unsuitable meaning in context. Thus, when idiomatic statements are translated literally, the context and their extremely expressive and stylistically distinct connotative dimension are ignored. As a result, the translation contains strange constructs and words that make it difficult to read and make the language appear stiff and fake. Additionally, the idioms' imagery is spoiled, which indicates that a crucial component of them is absent from the translation. In such a case, the reader is deprived of the stylistic impression that he or she should feel (GJurchevska Atanasovska & Sazdovska Pigulovska, 2017).

Idioms may be flattering or demeaning. They can express various emotions, from joy to sadness, love to hatred, valour to fear, and everything in between. Idioms are also utilized in a variety of situations. To provide a feeling of time, place, or scale, the variety of idioms has a wide range of applications (Malkoç & Smolinski, 2010). Learning idioms as we know them is not easy. To help learn idioms, the researcher tries to use the media by using comic strips. Students were feeling enthusiastic during the teaching-learning process if the teacher uses engaging media to teach idioms. The use of comics strips is one of the ways of teaching idioms easily because, there are some reasons the first one is clear context and the second is help understanding meaning. A comic strip is a visually appealing tale with images that convey information to the viewer.

According to Weganofa et al. (2019) a comic strip is "a succession of pictures inside boxes that tell a story." In comic strips, three or four pictures in the box convey a tale about one or more characters. Some comics tell different events every day. In short, a comic is a story with pictures and some dialogues that are published continuously from the beginning of the story until the end.

Some researchers conducted their research that is relevant to understand. Darsalina, Syamaun, & Sari (2016) found that the students' vocabulary has improved after the application of comic strip. The results of this study showed that students' pre-test score with level significance degree $(\alpha) = 0.05$ resulted in $t\text{-score} = 13.23 > t\text{-table} (20,0.05) = 2.086$. Those statistical numbers indicated that there was a significance improvement of using Comic Strips. Meanwhile Kartikawati & Rakhmawati (2018) found out a significant difference in students' idiom exam scores before and after utilizing Google Classroom to teach them. Students can practice idioms in a very natural, flowing way using Google Classroom. It's also a wonderful technique to double-check your work. Furthermore, Iranmanesh & Darani (2018) showed that watching movies helped Iranian EFL learners understand common idioms and expressions in English. Movies are regarded as one of the greatest methods for teaching English due to their various perks and benefits. Authentic language input and an engaging framework for class discussions are two advantages of employing movies in EFL classrooms.

Idioms are considered to be a type of figurative language that contains confusing linguistic features that language learners are exposed to while learning the language, idioms are not literally translated. According Seran (2020) idioms are a part of socio-cultural aspects and necessitate those language users employ the target language's grammar and vocabulary. According to Shakouri and Nafissi (2019) idioms have their own, distinct meaning from figurative meaning. It certainly falls within the category of metaphorical language, but it is more precise. It denotes that the meaning is not lexically understandable.

Lim (2004) proposed categories of idioms. Firstly, phrasal verbs refer to a combination of a verb and a preposition or adverb that creates a meaning different from its original. For example, the phrase 'look after' that has meaning take care of someone or something the total meaning of look after is different from the meaning of the 'look' and 'after'. Secondly, prepositional phrases refer to idioms with verbs as phrase that begins with a preposition and ends with a noun, pronoun, gerund, or clause, followed by the preposition's object. For example, the prepositional phrases in sentence "Does he really go out With That Pretty Girl?" operate as an adverb of the verb go out. Thirdly, idioms with

verbs as keywords which emphasizes the idiom by using verbs. The examples of this type of idiom can be found in come 'in handy' or 'fight shy of'. Fourthly, idioms which are formed by using nouns as keywords for example 'blessing disguise' and 'child's play'. Fifthly, idioms which use adjectives as the keywords. In the sentences use these idioms, a noun or pronoun is as an adjective. For example, the idioms which are found in 'cold comfort', and 'wishful thinking'. Sixthly, idiomatic pairs which refers to two words that contain adjectives, nouns, and adverbs and are joined together to produce an idiom sentence for examples 'safe and sound' and 'aches and pains'.

Anjarini & Hatmanto (2021) revealed that students understand English idioms through context in numerous strategies. The first is to have deeper look of the context used by connecting the phrases with the previous phrases. The second is to adjust the meaning to the context. The third is to use the context to understand the meaning the sentence. The last is to guess the use of the idioms from the discussion.

Comic strips refer to a series of drawings, either in color or black and white, about an incident, an adventure, a mystery story made in comics. They are often made in serials shown in balloons-dialogue printed, and they are also printed in stripped-horizontal published daily in newspapers. They are also an uninterrupted block or longer sequence in newspapers and comic books (Anjarini & Hatmanto, 2021). Comic strips should be brief-contained, so the utterances and idea can be easily grasped by children. The familiar location for the scene such as school might help the children understand the comic strips characters.

According to Poai (2018) panel, writing, balloon, caption, and borders are features of strips in addition to the photos. In comic strips, the panel is the most basic element. A square, circular, or triangular panel can be used. The panel is where all of the other parts are communicated. The graphics depict the characters' appearances, movements, and facial expressions, whereas the lettering refers to any text on a comic strip page that is utilized to accent key words. The balloons are for the texts, and they frequently have a pointing edge that ties them to the characters who are speaking or thinking about the words in the texts. Thought balloons are normally on bubble-edged balloons, while speech balloons are usually on straight-edged balloons.

In order to aid students' learning, interesting materials and appealing media might be shared in the classroom. The lesson plan is created with the effective use of comic strips in mind. Comic strips for young learners should contain brief, lifelike utterances so that kids may grasp the idea without difficulty. Because the scene is at school, the characters in comic strips are also familiar to kids (Rokhayani & Utari, 2014).

The benefits of comic strips are that they are a media that makes the students' learning process more interesting, and with the help of images, the students was more motivated and thrilled to study understand the main points of the text (Humola & Thalib, 2016). Meanwhile, many advantages of comic strips, but beside that there were some disadvantages of comic strips. They were students need computer access; face expressions have a limited range; need more time to search or to make it; and not easy to find appropriate comic strips (Putri, et.al., 2021)

Edmund (2014) has mentioned three stages of teaching by using comic strips. They are before reading, during reading, and after reading. These procedures are described as following.

1. Before reading the teachers distribute the comic's copies so that the entire class can see them. Therefore, the students are allowed to look through the comic without reading the text. The teachers ask students to predict the comic's content and the characters. The teachers also remind that information comes from pictures as well as words. The students have to predict and generate a few questions about the comic and record them for the class to answer later.
2. During reading, the class read the comics thoroughly and discuss the information and available questions. The teacher asks the students knowledge and experience about the topics. The

questions also focus on vocabulary found in the Comic Strips in which the students should know and understand well the meanings.

3. Thirdly after reading in this phase, the teachers revisit the questions that students posed before reading and answer them as a class. Next, the teachers distribute worksheets and have students complete them individually or in groups. Finally, the teachers review the worksheet and discuss the students' answers.

METHOD

This research was used a quantitative approach as it referred as social research that employs empirical methods and empirical statements (Creswell, 1994). He states that an empirical statement was defined as a descriptive statement about what "is" the case in the "real world" rather than what "ought" to be the case. Typically, empirical statements were expressed in numerical terms; another factor in quantitative research was that empirical evaluations are applied. Empirical evaluations were defined as a form that seeks to determine the degree to which a specific program or policy empirically fulfills or does not fulfill a particular standard or norm. This study applies experimental approach specifically pre-experimental type. The research population was the second-grade students of a senior Islamic Boarding School in Lombok. Meanwhile the researcher uses one class consisted of 16 students as the sample. For the descriptive study the minimum of the sample was 10% from the large population and for a simple population, 20% of the sample was needed, whereas the number of samples for correlation was 30. This research was use two types of variables, namely independent and dependent variable. The independent variable is (X) and dependent variable is (Y). In this research, which is domiciled the independent variable (X) is the comic strips and the dependent variable in this study (Y) is idiomatic expression mastery.

In order to get the data, the research uses multiple-choice test as instrument. In addition, the aim of the researcher is to choose a multiple-choice test because the test is easy to analyze the questions using certain software tools, besides that there is only one correct answer. In this multiple-choice question, if it is true then the value is 1 and if it is false then the value is 0. Therefore, the assessment is more efficient and the problem solving is simpler.

The t-test was used to analyze the data in this study. At the chosen probability level, the t-test is employed to see if the two means are substantially different. In this research, the researcher used the t-test formula to analyze the data in order to determine which method is more effective in learning idiomatic mastery of the second-grade students of Senior Islamic Boarding School in Lombok before and after they consider using comic strips as media. The data from the t-test was used SPSS in this study.

A normality test is a need for performing data analysis. A normality test is performed before the data is processed using the research models given. The goal of a data normality test was to figure out how data on a single variable would be distributed. This normality test was uses non-parametric statistics by Frank Wilcoxon. The hypothesis test in this test is "does the sample/experimental condition come from a representative population?" so the median of the different scores is zero. If there is a significant difference, then this indicates that there is a tendency for samples/experimental conditions to come from different populations. Meanwhile the homogeneity of variance test is use to see if the variance of multiple populations is the same. For testing, the statistical T-test (Levene's Test for Equality of Variances) was used. The significance level used was 0.05.

Although the terms Validity and Reliability are often used similarly, they refer to different aspects of the measuring instrument. In most cases, a measuring device is used. It is possible for an instrument to be dependable without being valid however, if a measuring instrument is valid, it is

reliable. In this study, researchers were used face validity determine whether the measuring instrument used does measure the concept want to measure. Face validity checks and ensures that the size used corresponds to what you want to measure. Kaplan & Saccuzzo (2017) claimed that the face validity can be interpret as demonstrating validity even while the measuring tool does not assess the structure it is designed to test and is not supported by statistical data. The term "reliability" relates to the consistency and stability of the measurement device utilized throughout time. In other terms, the capacity of measuring instruments to produce identical results when used at different times is referred to as reliability. It is, of course. Due to changes in time, it is doubtful that the same results were presented every time. In this research, the researcher used internal consistency reliability. The reliability of the expressions in the measuring instrument is related to internal consistency. The measuring device assesses the uniformity of the components within it and inquiries into the accuracy with which it gauges a specific action or quality.

FINDINGS AND DISCUSSION

Based on the results of the study, the use of comic strips on students' idiomatic expression mastery was successful. The increase in the pre-test to post-test score of students' average scores is an indication that the students have really understood and done well in all the questions assigned to them. The treatment was given used comic strips media was very helpful for students in answering the questions given.

The procedures of experimental research that uses one group pre-test and post-test design in this study are described as follows:

1. Administering pre-test (P1) with a purpose of measuring students' idiomatic mastery ability before applying treatment
2. Applying experimental treatment teaching idiomatic mastery by using comic strips.
3. Administering post-test (P2) with a purpose measuring student's idiomatic mastery ability after applying treatment.

Pre-Test

First of all pre-test was given to the eleventh graders to get their provisional scores. At this stage students answered 10 multiple choice that have been prepared. Of course, the idiom must be able to understand the meaning of each word. Next, the researcher was asking students to read and interpret the meaning of each word and together interpret it according to the context and then give a score. In this stage, the scores are collected and was compared later at the end of the test.

Treatment

The next stage is treatment. After getting student scores from the pre-test, the researcher was given treatment to class sample students using comic strips. In this study, the researcher explained idioms using comic strips to students as a medium to make it easier to interpret these idioms and also to improve their mastery of idioms.

Post-Test

The last is the stage or stage of determination. The post test was given to students by asking them to share 10 multiple choice questions and using comic strip media as well then students was asked to work independently on the questions given by the researcher. So that researchers can provide a final score

Table 1. The Data Description of Pre-Test

No	Description	Score
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1	Class	Pre-Test
2	The total of students	16
3	Mean	24.3
4	Minimum score	10
5	Maximum score	40

Based on the data above, the researcher gave a pre-test on the first day of the meeting after explaining the material about idioms related to the question but not using the treatment in the eleventh grade of the Senior Islamic Boarding School in Lombok. Consisting of 10 multiple choice questions and then giving them time to answer after that, the researchers collected questions and obtained data. The highest value is 40 and the lowest value is 10 with an average of 24.3.

Table 2. The Data Description of Post-Test

No	Description	Score
1	Class	Post-Test
2	The total of students	16
3	Mean	63.7
4	Minimum score	60
5	Maximum score	80

Based on the data above, on the final day of the study, the researcher gave a post-test at the meeting after the treatment using comic strips was carried out in the sample class XI of the Senior Islamic Boarding School in Lombok. Consists of 10 multiple choice questions and then given time to answer after that the researcher collects questions and obtains data. The highest score is 80 and the lowest score is 60 with an average of 63.7.

The results in the initial pre-test were far from the targeted. Hence, the treatment was implemented, namely using comic strips as a medium for the questions given, then the data in the post-test table 2 showed significant results. The increase in the pre-test scores to their students' average post-test scores is an indication that the students have really understood and performed well in all the activities assigned to them. The treatment was given used comic strips media was very helpful for students in answering the questions given. Comic strips help students in overcoming errors in interpreting the idiom. In addition, they show the highest interest in the presented learning concepts. There is increasing value and developing knowledge about idioms and the process of understanding the material provided.

Table 3. T-Test Result

Pair1	Pre-test post-test	Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
		39.37500	11.81454	2.95363	-45.67052	-33.07948	13.331	15	.000

Note:

If the value of sig. (2 tailed) < 0.05 then there is a significant difference between the results of student data on pre-test and post-test.

If the value of sig. (2 tailed) > 0.05 then there is no significant difference between the results of student data on pre-test and post-test.

Based on the explanation above, it is known that the value of sig. (2 tailed) of 0.000 < 0.05, it can be concluded that there is a significant difference between the results of the pre-test and post-test.

Table 4. The Description of Normality Test Using Non Parametric Wilcoxon Test by SPSS

		Ranks		
		N	Mean Rank	Sum of Ranks
Post-Test - Pre-Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	16 ^b	8.50	136.00
	Ties	0 ^c		
	Total	16		

a. Post-Test < Pre-Test

b. Post-Test > Pre-Test

c. Post-Test = Pre-Test

Explanation:

Negative ranks or the difference (negative) between the data from the pre-test and post-test results is 0, both for the value of N, the mean rank, and the sum rank. This 0 value indicates no decrease (reduction) from the pre-test value to the post-test value.

Positive ranks or the difference (positive) between the research data for the pre-test and post-test. Here there are 16 positive data (N) which means that 16 students experienced an increase in the value of the pre-test to the post-test. The mean rank or average increase is 8.50 while the number of positive ranks or sum of ranks is 136.00.

Ties are the same value of pre-test and post-test, here the value of ties is 0, so it can be said that there is no equal value between pre-test and post-test.

Table 5. The Result of Normality Test Using Non Parametric Wilcoxon Test by SPSS
Test Statistics^a

	Post-Test - Pre-Test
Z	-3.554 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

According to the description of the values above and the explanation related to negative ranks, positive ranks, ties, and the results of the Wilcoxon data test, a decision can be made based on the output test statistics known as asymp.sig. (2 tailed) is 0.000 because the value 0.000 is less than < 0, 05 then it can be concluded that "the hypothesis is accepted". It means that there is a difference between the scores on the pre-test and post-test so it can be concluded that "there is an effect of comic strips on students' idiomatic expression mastery at Senior Islamic Boarding School in Lombok.

Table 6. The Result of Homogeneity of Variance Test

		Levene Statistic	df1	df2	Sig.
Students' learning outcomes	Based on Mean	4.342	1	30	.046
	Based on Median	5.000	1	30	.033
	Based on Median and with adjusted df	5.000	1	28.213	.033
	Based on trimmed mean	4.662	1	30	.039

Note:

If the significance value > 0.05 then the data distribution has homogeneity.

If the significance value < 0.05 then the data distribution does not have homogeneity.

According to the explanation above, it can be seen that the sig value is 0.039 where the value is greater than 0.05, it can be concluded that the distribution of the data in the pre-test and post-test has homogeneity.

DISCUSSION

In this study, teaching idiomatic expressions through comic strips, instead of reading passages, made a significant contribution to the teaching of the target language's idiomatic expressions in a non-native learning setting. This was done in order to measure the understanding of the meanings of the given idiomatic expressions and to determine the appropriate usage of the same idiomatic expressions in the given situations. In other words, authentic visual materials, like comic strips, can significantly aid in the comprehension and use of idiomatic idioms. Speaking the target language consequently, it may be claimed that comic strips had a specific value in imparting knowledge of the idioms that language aimed at. The idea here might be that because comic strips have appealing material, they tend to engage students' attention more than traditional reading passages. Since comic strips are so prevalent in current culture. Additionally, because they use natural, informal language, it was to our benefit to take into account what pupils and begin considering the format of our overseas a distinct perspective on language instruction.

In addition, it is certain that the teaching of idiomatic expressions using comic strips is effective and useful to teach English subject. It can also be seen from the calculation table that the initial value of the pre-test is very low but after the treatment using comic strip media, the results of the final exam or post-test can be seen in the table that the students' scores has increased well. Therefore, comic strips can be the right medium to be used in teaching idiomatic expressions in English subjects.

The results have supported the various studies about the use of comic strips in learning. Merc & Kampusu (2013) demonstrated that students who experienced learning by using the comic strip effect fared better than those who did not. Moreover, Morrison, Bryan, and Chilcoat claimed that comics have more strength than other teaching materials as follows. These benefits may cover the familiarity and popularity among students; the light and enjoyable literature; the great exploration due to comics' format; the various communication types can be investigated; and the prevention of boredom and contents.

CONCLUSION

Based on the research findings above, students' scores on the pre-test and post-test scores show that the value of the t-test result is $0.000 < 0.05$, therefore it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. In addition, it is certain that the teaching of idiomatic expressions using comic strips is effective and useful to teach

eleventh graders at the Senior Islamic Boarding School in Lombok. It can also be seen from the calculation table that the initial value of the pre-test is very low but after the treatment using comic strip media, the results of the final exam or post-test can be seen in the table that the students' scores has increased well. Therefore, comic strips can be the right medium to be used in teaching idiomatic expressions in English subjects.

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