

ABSTRACT

Mubarroq, Muhammad Haikal Fathul (2024): Exploring One Piece Comics in Improving EFL Students' Reading Comprehension

Learning English as a foreign language (EFL) can be challenging for students, especially regarding reading comprehension. Multiple factors can influence this difficulty, including the availability of suitable reading materials, effective teaching methods, and appropriate learning strategies. Fortunately, implementing reading comprehension strategies can greatly aid EFL students in understanding content. Utilizing engaging materials like popular comic series such as "One Piece" can help improve students' reading skills and enhance their comprehension abilities. The research aims to explore the impact of One Piece comics on students' reading comprehension, their perception of using comics as a learning tool, and the challenges they encounter in the process.

The study employs a qualitative research methodology. The research site was a One Piece community located in Bandung, Indonesia. The study's research instruments were questionnaires and interviews, with 20 participants for the questionnaire and 5 participants for the interview. The data was analyzed using the six interrelated steps involved in qualitative data analysis and interpretation by Creswell (2012).

The study found that One Piece comics had the potential to improve reading comprehension skills among EFL students. Participants expressed strong agreement on the ease of identifying main characters and conflicts, emotional connection to the stories, and motivation to continue reading. However, they also highlighted challenges related to unfamiliar vocabulary, complex story elements, and comprehension difficulties. These findings provide valuable insights into the potential benefits and challenges of integrating One Piece comics in EFL instruction to enhance students' reading comprehension skills.

This study highlights the potential of using One Piece comics as a self-directed learning tool to improve Indonesian students' EFL reading comprehension skills. The utilization of both questionnaires and interviews provided a comprehensive understanding of participants' experiences and perspectives on One Piece comics. It is recommended that EFL teachers and learners consider incorporating One Piece comics in their teaching and learning practices to enhance reading comprehension skills and motivation to read. Future studies could explore the use of comics in different language learning contexts and with different age groups to further validate the effectiveness of this approach. The findings of this study have practical implications for EFL teachers and learners looking for innovative and engaging approaches to language learning.

Keywords: Reading Comprehension, EFL, English as a Foreign Language, One Piece, Comic.