

## THE USE OF COMIC STORIES IN MASTERY STUDENTS' VOCABULARY AT SMA NEGERI 1 TONDANO

INGGRIT N. Y. SOLANG, ELISABETH Z. OROH, IGNATIUS J. C. TUERAH

*English Education Department  
Faculty of Languages and Arts  
Universitas Negeri Manado*

*Corresponding author: [elisabethoroh@unima.ac.id](mailto:elisabethoroh@unima.ac.id)*

*Received: 16 July 2023  
Accepted: 20 October 2023  
Published: 24 October 2023*

**Abstract:** The purpose of this study was to determine whether or not comic stories can help students' vocabularies. Thirty students from class 11 IPS 1 at SMA Negeri 1 Tondano served as the study's subjects. Pre-experimental, quantitative research using pre-test and post-test designs were used in this type of study. Using 20 items multiple choice and essay test, with 10 multiple choice questions and 10 essay questions all of them, data from the pre-test and post-test was gathered. According to the study's findings, there was a significant progress between the pre-test and post-test. On the pre-test, students may achieve scores as high as 60, and on the post-test, students may achieve as high as 90. The conclusion is that using Comic stories to teach vocabulary to students is an effective approach. At SMA Negeri 1 Tondano, English teachers are encouraged to use Comic Stories to provide students at SMA Negeri 1 Tondano enhance their vocabulary.

**Keywords:** *comic stories, mastery, vocabulary, improving*

### INTRODUCTION

Learning and improving vocabulary mastery is certainly not an easy thing, especially for students. If this learning is only given carelessly, it will not affect the students' ability to master vocabulary, which ultimately hinders them from learning the language more deeply. Therefore, the selection of the right media and techniques is very important to help students learn. Based on observations made by researchers on class XI students at SMA Negeri 1 Tondano, there are many students who have weaknesses in understanding English, especially regarding vocabulary. This is evidenced by the value of each student in English subjects which is still low. This happened because some students admitted that they were not interested in the learning process that took place in the classroom. Therefore, researchers are trying to find learning media that can attract the attention of

students to be more focused when learning languages, especially English which includes explaining with vocabulary. One of the media that researchers believe can help students improve their mastery of English vocabulary is through the use of comics.

According to Nana Sudjana & Ahmad Rivai (2002: 64) defines comics as a form of cartoon that reveals characters and plays a story in a sequence that is closely related to images and is designed to provide entertainment to its readers. The reason the researcher chose comics as a learning medium to be applied in the research is because comics are one of the most popular reading materials for young people today, including students. The collection of stories presented with interesting pictures is able to make students interested in continuing to follow the available storylines. Researchers will use English comics with interesting plots, so that students are interested in reading while the researcher asks students to focus on the vocabulary used, and look for the meaning of each word that cannot be understood.

### ***Vocabulary***

According to Adiwirarta "In Husen, 1994: 7" All words contained in a language. Words controlled by a person or words used by a group of people in the same environment. An alphabetical list of words and phrases of a language with boundaries and descriptions. According to Dowdowski "1982:1454" Vocabulary is the whole word contained in a language. Vocabulary is all available words, both active vocabulary used by readers and writers and passive vocabulary used by readers and listeners (Liando et al., 2022); (Lengkoan & Hampp, 2022); (Kumayas & Lengkoan, 2023). Based on some of these opinions, it can be concluded that vocabulary is all the words contained in a language. In addition, vocabulary is all the words owned by someone that contains all the information about the meaning and use of words in language.

### ***Comic Stories***

Comics stories is a medium that can provide a model to improve and develop a child's personality. Comics are also a means of communication, a means of conveying stories, messages, and scientific things like other genres of children's

literature. Comic Stories is the presentation of stories with a series of funny pictures. And always manages to captivate the audience. Comics is to provide simple stories, easy to catch, and understand. Comics are usually very popular with children and adults.

## RESEARCH METHOD

This type of research was quantitative with Pre-experimental design with pre-test and post-test design. The subjects in students this study were 30 students from Class 11 IPS 1 at SMA Negeri 1 Tondano. 20 items of ,ultiple choice and essay test had been used to collect data from the pre-test and post-test; there were 10 multiple choice questions and 10 essays.

### *Data Analysis*

Data analysis techniques are carried out used quantitative data, namely by analyzing quantitative data obtained from student worksheets. Methods used in quantitative approaches. Data analysis techniques used two tests, namely Normality Test and Paired t-Test Sample.

## FINDINGS AND DISCUSSION

Students conduct a pre-test before getting treatment. After getting treatment utilizing Comic Stories, students conducted a post-test. 30 students represent the sample for this study. Multiple choice and essay test with 20 numbers was used to gather the results from pre-test and post-test. 10 multiple choice questions and 10 essays questions. Finally, this data showed up in the table below:

**Table 1. The score of students in pre-test (T1) and post-test (T2)**

| NO | Number of Students | Score            | Score             |
|----|--------------------|------------------|-------------------|
|    |                    | Pre-test<br>(T1) | Post-test<br>(T2) |
| 1  | Angel Tumuju       | 58               | 89                |
| 2  | Gerin Watulingas   | 59               | 80                |
| 3  | Kezia Susanto      | 54               | 82                |
| 4  | Jhosua Sualang     | 48               | 75                |
| 5  | Kingly Kambey      | 60               | 90                |
| 6  | Arsheland Mamanua  | 48               | 75                |

|    |                       |    |    |
|----|-----------------------|----|----|
| 7  | Leonor Kambey         | 40 | 78 |
| 8  | Febiola Watae         | 53 | 83 |
| 9  | Luis Polii            | 56 | 85 |
| 10 | RovlanSagai           | 54 | 79 |
| 11 | Erik Kolondam         | 59 | 84 |
| 12 | Syalomitha Posumah    | 50 | 86 |
| 13 | Fabriano Rey          | 52 | 82 |
| 14 | Geraldly Agow         | 60 | 90 |
| 15 | Kayla Pombaile        | 46 | 81 |
| 16 | Ramdhani's Revelation | 49 | 79 |
| 17 | Christifa Karundeng   | 53 | 84 |
| 18 | Karen Kumontoy        | 57 | 90 |
| 19 | Moh. Alvian           | 54 | 88 |
| 20 | Muh. Reza             | 48 | 80 |
| 21 | Nabila Saleh          | 55 | 78 |
| 22 | Reivana Pontoh        | 59 | 90 |
| 23 | Revalina Regar        | 60 | 82 |
| 24 | Romezia Runtukahu     | 58 | 80 |
| 25 | Intercession of Arsy  | 50 | 81 |
| 26 | Ursya Jahidji         | 58 | 84 |
| 27 | Nurhayati Ngahu       | 49 | 83 |
| 28 | Syalomita Mamahit     | 57 | 86 |
| 29 | Rangga Lumantouw      | 54 | 80 |
| 30 | Nathania Sengkey      | 48 | 76 |

**Table 2. Pre-test Normality Test (T1) and Post-test (T2) Results Data**

|         | Tests of Normality  |    |       |              |    |      |
|---------|---------------------|----|-------|--------------|----|------|
|         | Kolmogorov-Smirnova |    |       | Shapiro-Wilk |    |      |
|         | Statistics          | Df | Sig.  | Statistics   | Df | Sig. |
| PRETEST | .120                | 30 | .200* | .931         | 30 | .052 |
| POSTEST | .092                | 30 | .200* | .950         | 30 | .168 |

\*. This is a lower bound of the true significance. a. Lilliefors Significance Correction

Based on normal distributed data decision making when:

1. If the significance value  $>0.05$ , then the research data was distributed normally

2. If the significance value  $<0.05$  then the research data was not normally distributed.

Based on the pre-test and post-test tables above, it can be concluded that the data was distributed normally due to the pre-test significance value of 0.052 where it has been  $>0.05$  and the post-test significance value is 0.168, where it has been  $>0.05$  and both data above are distributed normally.

**Table 3. Paired Samples Statistics**

|        |         | Paired Samples Statistics |    |                |                 |
|--------|---------|---------------------------|----|----------------|-----------------|
|        |         | Mean                      | N  | Std. Deviation | Std. Error Mean |
| Pair 1 | PRETEST | 53.5333                   | 30 | 5.04964        | .92193          |
|        | POSTEST | 82.6667                   | 30 | 4.49009        | .81977          |

Based on the guidelines for the paired sample T-Test, namely:

1. If the significance value (2-tailed)  $<0.05$  then there was a significant difference in productivity between before the treatment and after the training.
2. If the significance value (2-tailed)  $>0.05$  then there was not significant difference in productivity between before the treatment and after the training.

So based on the interpretation of SPSS output results in the table above can be concluded:

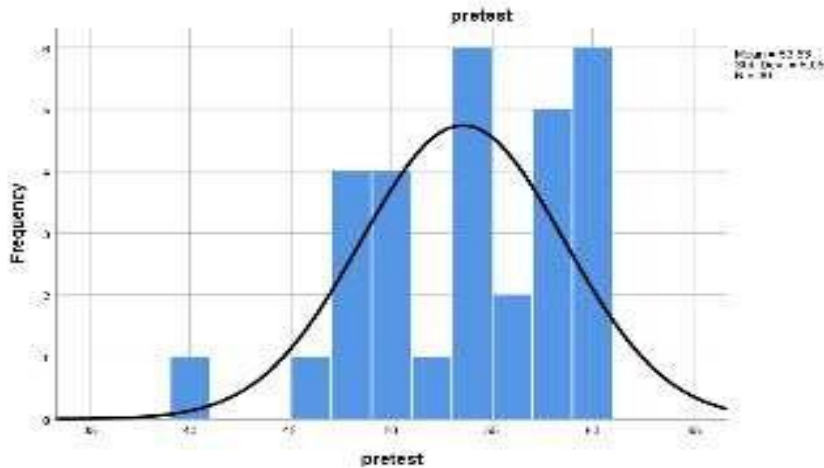
SPSS output analysis: Obtained an average value (Mean) after treatment was greater than before treatment. The initial result before the treatment was 53.5333 and after treatment was 82.6667. So that after the treatment was proven to improve students' reading comprehension.

**Table 4. Paired Samples Correlations**

|        |                   | Paired Samples Correlations |             |      |
|--------|-------------------|-----------------------------|-------------|------|
|        |                   | N                           | Correlation | Sig. |
| Pair 1 | PRETEST & POSTEST | 30                          | .612        | .000 |

The analysis of SPSS's output can be derived from the table above, which states as follows: Obtained a significance value of 0.000, the value was smaller than 0.05 then the conclusion was that both data have a correlation or significant relationship.

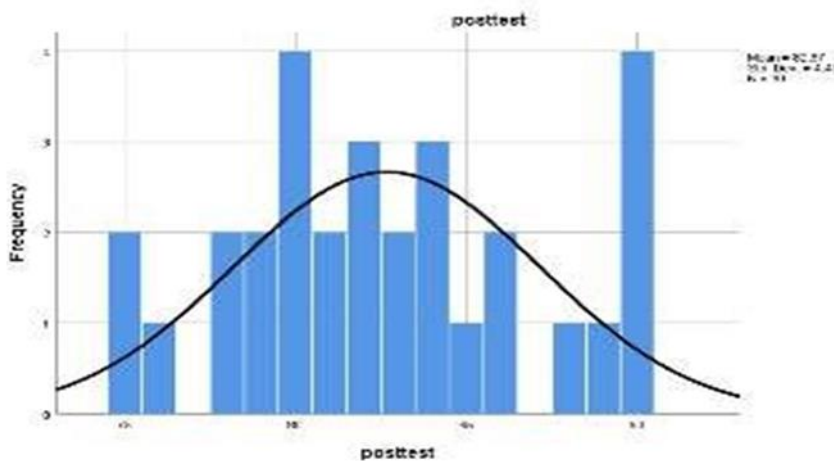
Based on the histogram on the pre-test or test carried out before being given treatment, the lowest score obtained by 1 students was 40 score and the highest score was 60 score by 6 students, with mean of 53.53.



**Histogram Pre-test (T1)**

Based on the post-test histogram below, it can be seen that there is a change between the scores before and after the treatment. The lowest score achieved by students in the post-test was a score of 75 obtained by 2 students. While the highest score was 90 which was achieved by 4 students, with mean 82.67.

**Histogram Post-Test (T2)**



This research focused on the use of comics stories to improve students vocabulary in class 11 SMA Negeri 1 Tondano. This research focuses on 1 class, namely class 11 IPS 1 and has been conducted research in the even semester of the 2021/2022 school year. This study was conducted with two events, namely used pre-test and post-test. The first step that writer do was to provide a pre-test as a preliminary test to measure students' abilities. Furthermore, researchers conduct the teaching and learning process with descriptive text material. The next step was for the writer to given a pre-test as a final test to see if there was any influence of the learning media used so as to make student learning outcomes increased.

Based on the results of research obtained showed that post-test (T2) results are higher than pre-test results (T1). In the pre-test score, the highest score achieved by students was a score of 60. While the highest value in the post-test (T2) is a value of 90. Based on the results of the pre-test showed that students' comics stories was still low compared to post-test results after treatment used comics stories.

From the results of the data analysis there was a significant achievement where the score in the post-test was higher than the score in the pre-test before being given treatment. Based on the above explanation, the writer assumes that comics stories can be an interesting tool to used as an alternative way of improving understanding of the students comics stories. It can be concluded that the used of comics stories to improve students vocabulary.

## **CONCLUSION**

Based on data from research conducted at SMA Negeri 1 Tondano, it can be concluded that the used of comics stories can improved students' vocabulary. The score of post-test results is higher than the score at the time of pre-test. On the pre-test, students may achieve scores as high as 60, and on the post-test, students may achieve as high as 90. The results of the pre-test and post-test normality test results obtained in pretest results of 0,052 and post-test of 0,168, both data were normally distributed because it was  $>0,05$ . While in the paired sample test the productivity between before and after treatment was significant because the

significance value (2-tailed) was 0,000, the value was smaller than 0,05. On the paired sample test data can be declared significant if the test result  $<0,05$ . From the overall results obtained, it can be concluded that the use of comics stories are very influential because it can improve students' vocabulary.

## REFERENCES

- Campbell, R. (1977). *Using Comic Books as an Alternative Supplement to Basal Reading Program at Albert Sidney Johnston Elementary School. [Published Doctoral Thesis]. Nova University.*
- Csabay, N. (2006). *Using Comic Strips in Language Classes. English Teaching Forum, 1(44), 24-26.* Edmund, T. (2014). *Reading with Pictures. Missouri: Andrews Mc Meel Publishing.*
- Fata, I.A. Mawaddah, H., Kasim, U. (2016). "Down: Very important, across: Modal verbofability": Cross word puzzle in teaching English. *Proceedings of English Education International Conference 1 (2), 290-294, Banda Aceh.*
- Kumayas, T., & Lengkoan, F. (2023). The Challenges of Teaching Grammar at the University Level: Learning From the Experience of English Lecturer. *Journal of English Culture, Language, Literature and Education, 11(1), 98-105.*
- Lengkoan, F., & Hampp, P. L. (2022). Imitation technique in learning English at English education department Universitas Negeri Manado. *Jurnal Pendidikan Bahasa Inggris Indonesia, 10(1), 48-53.*
- Liando, N. V. F., Tatipang, D. P., Tamboto, G., Poluan, M., & Manuas, M. (2022). Pictures as a Learning Media in Teaching Vocabulary. *Jurnal Ilmiah Universitas Batanghari Jambi, 22(3), 1944-1949.*
- Liando, N. V., Katiandagho, C. W., & Rorimpandey, R. (2023). Improving Students' Reading Comprehension Using Paired Reading Method. *Jurnal Ilmiah Universitas Batanghari Jambi, 23(1), 698-704.*
- Mega Ryani Parede, Tini Mogeia, Fivy A. Andreas. *IMPROVING STUDENTS' VOCABULARY BY VISUAL MEDIA*
- Nadiatul Khoiriyah (Student Number: 063411049). *The Use of Comic Stories to Improve Students' Vocabulary (An Experimental Study at the Eight Grade of MTs NUUngaran in the Academic year 2010/2011).*
- Rini Erina, Urai Salam, SyHusin. *Teaching vocabulary by using English comic stories to improve vocabulary mastery Jurnal Pendidikan dan Pembelajaran Khatulistiwa 6 (12), 2017.*
- Selerang, E., Liando, N., & Andries, F. (2023). The Correlation Between Students' self-Confidence And Their Speaking Skills. *JoTELL: Journal of Teaching English, Linguistics, and Literature, 2(2), 240-248.*