

INCREASING STUDENTS' VOCABULARY BY USING COMIC STRIPS

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Abstract : This research aims at finding out whether the use of comic strips could increase the students' vocabulary or not. In conducting this research, quantitative method with pre-experimental design (one group pre-test and post-test) is used. This research is carried out at SMP Anugrah Tondano in which the subject of this research is 8 first-grade students of SMP Anugrah Tondano. The data are collected through matching test and are analyzed by using the mean score formula. The findings show that the mean score of the post-test (85.6) is higher than the pre-test score (58.1). It indicates that Comic Strips is effective way to increase students' vocabulary. So, it can be concluded that the use of Comic Strips as a technique is effective to increase the students' vocabulary. Since this study is conducted in the pre-experimental design, further studies with the experimental design are expected to show the effectiveness of using comic strips in English Language Teaching.

Keywords : *Vocabulary Mastery, Comic Strips, English Language Teaching*

INTRODUCTION

Vocabulary is one of English components that need to be mastered. When someone learns a new language, they should have enough vocabulary to use it four language skills (listening, speaking, reading, and writing). Moge (2019) explains "English takes up a very important position in almost every walk of life: business, commerce, academic field, tourism, etc." Many countries in this world use English as their second language. In other words, if learners have enough vocabulary, they will become able to produce a lot of speech easily in oral or written form (Nation, 2019), especially in English. That is difficult for students to express their opinions, and ideas with low vocabulary. They had difficulty organizing sentences and they also are difficult to understand language. Therefore, mastery of vocabulary must

become the first priority in teaching English.

In Indonesia, English is considered as an unknown dialect. It is one of the mandatory beginning from Junior High School up to college level. In showing middle school understudies we likewise need the applicable matter that must be thought of and we need to legitimize it with the guideline of service of public instruction. As the use of information grows, English is becoming more and more common among academics, government officials, and elites in Indonesia (Liando, 2012). The most crucial growth in vocabulary occurs in the early stages of language learning when the learner starts to accumulate a vocabulary bank in the target language.

These days Indonesia is carrying out K-13, which arranges the understudies to confront their future. As per the guideline service of public instruction, the center

capability and essential ability for middle school grade VII semester two are that they need to play out a few numbers of vocabulary like things at school, things at home, buildings, descriptive message, verb, the preposition of time and place, adjective, etc. A few understudies in Indonesia believe that English is a startling subject. It very well might be caused Indonesia's framework with English was diverse for instance English has various spellings for third individual solitary action words while Indonesia doesn't change the action word. So, the understudies are absence of vocabulary.

In a language learning context, vocabulary is assumed a significant part (Vafae & Suzuki, 2020). It is essential in learning another dialect. Linse (2005) states that vocabulary is the assortment of words than a singular word. Anyway, understudies frequently deal with issues in dominating vocabulary. They feel exhausted when recalling vocabulary by utilizing vocabulary list only. In this case, the analyst picked funny cartoons as a media to show understudies in learning English since utilizing funny cartoons could make them easily, fruitfully and not get exhausted.

Ravelo (2013) states that the power of words and pictures in the comic can be opened reader. Relevance between text and images in comics understandable text. That is, comics can help students to understand the text. In addition, some vocabulary is provided in comics are also relevant to those images also provided in the comics. That can make students easily understand some of the new vocabulary provided in the comics.

Words are symbols for ideas, ideas to be formulated knowledge, and knowledge gained through words. Thornbury (2002) states that vocabulary and understanding have a power relationship. It means if there are students with enough vocabulary, they will get some knowledge easily. By having enough vocabulary, they are able to speak

and write some sayings in English. In teaching English vocabulary, the language material provided is words. Andries *et al* (2019) further explain "without grammar, it is very little can be conveyed, without vocabulary, nothing can be conveyed." We know that before we learn about grammar, we need to have vocabulary. However, students often face problems in mastering vocabulary. They feel bored when remembering vocabulary by using a vocabulary list only. According to Liu (2004), "Among the visual genres, comics participate a lot in the writer's attention because of they are communicative, popular, accessible, and read, and they are read aesthetically perception with intellectual pursuits." When students read comics, they learn new words. Gordon (1998) states that consent between words and images in a comic is complex. There is a relationship that can make it easy for students to solve words or vocabulary through pictures and stories (Karim *et al*, 2023). Comics can contain little or no words and consists of one or more images, which is possible to illustrate or agree to the text to be approved in greater depth.

Visual-based media assumes a vital part in the learning system (Yusuf *et al.*, 2022). Visuals can likewise cultivate understudy intrigue and can give a connection between the substance of the topic and this present reality. To be successful, visuals ought to be set in a significant setting and understudies should interface with the visuals. The remarkable pictures contained in funnies can likewise stand out for students to comprehend the topic which is the substance of the comic story.

Jackson and Amvela (2000) and Richards and Renandya (2002) both assert that vocabulary is a key component of language ability and is essential for speaking, listening, reading, and writing. For learners to realize their full potential and take advantage of language learning opportunities, a large vocabulary is crucial.

According to Hacth and Brown (1995), vocabulary is a list or collection of words used by speakers of a given language; selection criteria and instructional strategies play a significant role. Vocabulary knowledge is essential for reading and interpreting increasingly complicated texts, according to Lehr, Osborn, and Hiebert (2005). In order to communicate and understand effectively in a foreign language, Cameron (2001) emphasizes the value of developing a meaningful vocabulary. The researchers draw the conclusion that learning a new language, like English, requires a strong vocabulary. A small vocabulary might make it difficult to understand and express yourself. Therefore, in order to enhance their English language abilities and effectively communicate with others, students should concentrate on growing their vocabulary.

Due to the enormous amount of words in a language, teaching vocabulary is a difficult endeavor. Vocabulary training must be prioritized, nevertheless, as it serves as the cornerstone for students' ability to learn and use English successfully (Villaver & Justiniane, 2023). For young learners in particular, it's critical to provide an appealing learning environment that will engage their thoughts and inspire them to study vocabulary (Dekker, 2020). The distribution of knowledge can be facilitated and student interest in the learning process can be increased through the use of teaching media.

Being able to comprehend a language depends on having a large enough vocabulary, hence vocabulary and comprehension go hand in hand (Oakhill *et al.*, 2019). Students who have a wide vocabulary can communicate effectively in both spoken and written language and understand the meaning of words they hear or read (Yudha & Mandasari, 2021). To make sure that students have easy access to knowledge and to foster a positive learning environment in the classroom, it is crucial to

use the right teaching resources. Vocabulary is important since it is necessary for both oral and written communication, which is why it is important to have a large word bank (Zou *et al.*, 2021).

No matter if the language is a first, second, or foreign language, vocabulary is a key component of language learning. Teaching vocabulary entails transferring information about words and practical word usage (Alharthi, 2020). To promote vocabulary learning and gauge students' comprehension of word definitions and usage, a variety of teaching methods can be used, such as demonstration, explanation, exploration, and check questions (Slim & Hafedh, 2019). Students can improve their language abilities and speak clearly in English by putting a strong emphasis on vocabulary instruction.

Comic strips are visual stories that communicate a story by combining images in a sequential manner (Cohn & Magliano, 2020). They are common in periodicals and newspapers and frequently serve to amuse readers. Comic books, however, can also encourage learners to think critically. According to research, teaching with comic strips can help elementary and secondary students think more critically (Mena Araya, 2020; Yonanda *et al.*, 2019). Students' analytical skills and linguistic awareness are enhanced by interacting with the language and pragmatics of the cartoons.

The visual depiction of text that comic strips offer helps students comprehend the material (Wijaya *et al.*, 2021). The strips' use of both images and text makes it easier for kids to understand the meaning of new words. Additionally, in order to understand the tale, students are motivated by the comic strip to independently research the definitions of new vocabulary. A more informal and enjoyable learning atmosphere is produced in the classroom by using comic strips as a teaching tool (Losi, *et al.*, 2023). The sentences in the comic strips correspond to the scenarios they represent,

making it easier for learners to comprehend the message and interpret new language.

The visual nature of comic strips enables readers to conjure up images in their minds as they read, improving comprehension and engagement. The ability of comic strips to help students visualize the material being learned can be harnessed by teachers (Matuk, *et al.*, 2021). Comic strips can be included in a range of educational activities, including brainstorming, digital storytelling, visual storytelling, and language acquisition exercises (Kristiawan *et al.*, 2022). The interest of the learners is increased, and the learning process is made more efficient, by using comic strips in the classroom. Teachers have traditionally utilized images to help students learn, and comic strips provide a well-liked, approachable, and educational visual medium for educational reasons.

While using comics in the classroom has many benefits, there are some drawbacks to take into account. Comic strip speech balloons sometimes contain slang, which can make them challenging for students to interpret, especially if they are not familiar with the language. Additionally, many comic strip subjects are based on anecdotal tales, which primary and secondary school learners might not be familiar with. Additionally, comic strip storylines may occasionally use poor grammar and spelling. Therefore, to minimize confusion and emphasize good language usage, teachers should carefully choose comic strips that contain accurate spelling and grammatical usage (Wijaya *et al.*, 2021).

RESEARCH METHOD

This exploration was called quantitative examination in light of the fact that the information was in the type of numbers. It was pre-test research with pre-test and post-test plans. As per Creswell (2017), quantitative techniques are a methodology for testing objective hypotheses by looking at the relationship factors. There are two tests: T1 (pre-test) and T2 (post-test). X is

utilized to represent the treatment in the portrayal of the plan:

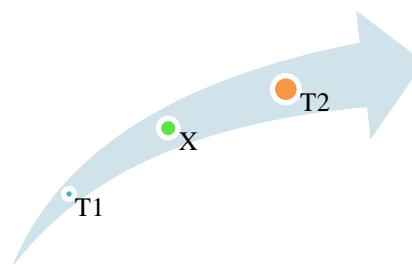


Figure 1. Pre-Experimental Design

The plan above implies that the instructor gave them pre-test prior to utilizing funny cartoons then, at that point, gives them post-test in the wake of showing a few times utilizing funny cartoons.

The writers give the understudies the pre-test and post-test for one gathering of understudy. Pre-test and post-test are something very similar in structure just as its substance yet the time and point are unique. Pre-test, In the primary gathering, the analyst gave a pre-test to the test bunch. The specialist requested that understudies answer a various decision inquiries without seeing the word reference, the scientist gave time just a single hour (20 minutes) since it depended on the analyst gave trial of legitimacy test previously. Before understudies did the pre-test, the specialist presented himself, and actually looks at chaperon rundown of understudies. From that point forward, understudies did the pre-test. First the essayist needs to clarify the genuine motivations behind the material to the understudies. Post-test, The analyst gives a similar test as the post-test. The test contains 20 numerous decision things after the treatment had been done and the analyst give 20 minutes to do that.

Research Procedure

- The writers begin to request that the understudies check out the funny cartoons and request that they find any vocabulary that they don't comprehend.
- The writers give the understudies a pre-test and illuminate the following

timetable regarding the exploration interaction.

- The writers direct the following exploration by doing likewise process with comparative cycle however unique title of funny cartoons.
- The writers give the understudies a post-test to gauge their insight after the execution
- The writers break down the information by utilizing the mean score formula.

In analyzing the obtained data, the researchers use the mean score formula proposed by Brown *et al* (2015):

$$M = \frac{\sum x}{N}$$

Where:

M = The average of students' score

$\sum x$ = The total of students' score

N = The total of students in the classroom

The data presented in frequency distribution, computation or mean score X and the entire test can be presented on frequency polygon.

FINDINGS AND DISCUSION

This section introduces the examination finding and the conversation of this exploration dependent on the information accumulated during the examination. This part is expected to discover whether the utilization of the funny cartoons' method can expand the understudies' vocabulary of SMP Anugrah Tondano. The consequence of examination discoveries is planned to answer the issue of the review and exploration conversation. This part is partitioned two subheadings: arrangement of the information and conversation. Plus, this section investigates measurably the information acquired from the outcome pre-test and post-test.

As it is expressed in the past section that this examination the authors utilize quantitative exploration however pre-test research plan with one gathering pre-test

and post-test plan. The information are gathered and dissected genuinely. The information got are placed into the table of recurrence dispersion were processed utilizing the mean score equation.

Table 1. The score of students in test 1 and test 2

No.	Students	Score (T1)	Score (T2)
1	1	55	85
2	2	50	75
3	3	65	90
4	4	50	80
5	5	60	85
6	6	65	95
7	7	50	80
8	8	70	95
Σ	N = 8	T1 = 465	T2 = 658
Mean Score		58.1	85.6

In view of the table score of understudies over, the most elevated score in pre-test is 70 and the least is 50. At long last the normal of pre-test was 58.1. Furthermore, the most elevated score in post-test is 95 and least is 75. At long last the normal of post-test is 85.6.

Table 2. The frequency distribution matrix of pre-test (T1)

Score	Tally	Frequency	Frequency%	Cum. Frequency	Cum. Proportion	Cum. Percentage
50	III	3	15	8	0.15%	100
55	I	1	5	5	0.5%	92
60	I	1	5	4	0.5%	85
65	II	2	10	3	0.10%	79
70	I	1	5	1	0.5%	75

Table 2 shows that there are eight understudies which take part the pre-test. The aftereffect of pre-test in which one understudies is gotten the most noteworthy score 70, two understudies acquire 65, one understudies got 60, one understudies gets 55, and three understudies get the least score 50.

Table 3. The frequency distribution matrix of post-test (T2)

Score	Tally	Frequency	Frequency %	Cum. Frequency	Cum. Proportion	Cum. Percentage
75	I	1	5	8	0.5%	100
80	II	2	10	7	0.10%	92
85	I	1	5	5	0.5%	85
90	II	2	10	4	0.10%	80
95	II	2	10	2	0.10%	76

Table 3 shows that there are eight understudies follow the post-test. The consequence of post-test in which two understudies is gotten the most elevated score 95, one understudies gets 90, two understudies get 85, two understudies get 80, and one understudies acquires the least score 75.

Table 4. Result of mean score

Pre-test		Post-test	
$\Sigma T1$	465	$\Sigma T2$	685
N	8	N	8
Mean score	58.1	Mean score	85.6

The aftereffect of the examination showed that are eight (8) understudies partook in test. In pre-test, the most elevated score is 70 accomplished by one (1) understudies, and the least is 50 accomplished by three (3) understudies. In the post-test, the most elevated score is 95 accomplished by two (2) understudies, and the least is 75 accomplished by two (1) understudies. The mean score (x) of pre-test (T1) 58.1, and the mean score (x) of post-test (T2) 85.6.

CONCLUSION

In view of the investigation of the information in the past part, the analyst might want to make an end. The

consequence of this examination showed that the mean score of the post-test is higher (85.6) than the pre-test (58.1). This implies that Comic Strips is compelling method for expanding understudies' vocabulary. The analyst presumed that subsequent to learning vocabulary by utilizing funny cartoons the understudies' vocabulary dominance expanded. The understudies learn really fascinating and show in remembering English vocabulary due to the utilization of Comic Strips as showing procedure in showing English vocabulary.

English instructor can give new procedure figuring out how to assist understudies with learning vocabulary since funny cartoons is a decent method to build understudies' vocabulary. Using funny cartoons can be an elective strategy in increment understudies' vocabulary authority. Since the pre-trial configuration utilized is the most vulnerable plan, it is significant for different scientists to do comparative examinations utilizing genuine exploratory plans all together that we might get more exact data about the adequacy of funny cartoons.

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