

**THE IMPLEMENTATION OF COMIC STRIPS AS MEDIA  
TO IMPROVE STUDENTS VOCABULARIES MASTERY  
AT EIGHT GRADE STUDENTS OF MTS AL-FIRDAUS  
PANTI JEMBER**

**THESIS**

Presented to  
State Islamic University of Kiai Haji Achmad Siddiq Jember  
In Partial Fulfillment of the Requirements  
for Bachelor Degree (S.Pd.)  
Faculty of Tarbiyah and Teacher Training  
English Education Department



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

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FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH EDUCATION PROGRAM  
DECEMBER 2022**

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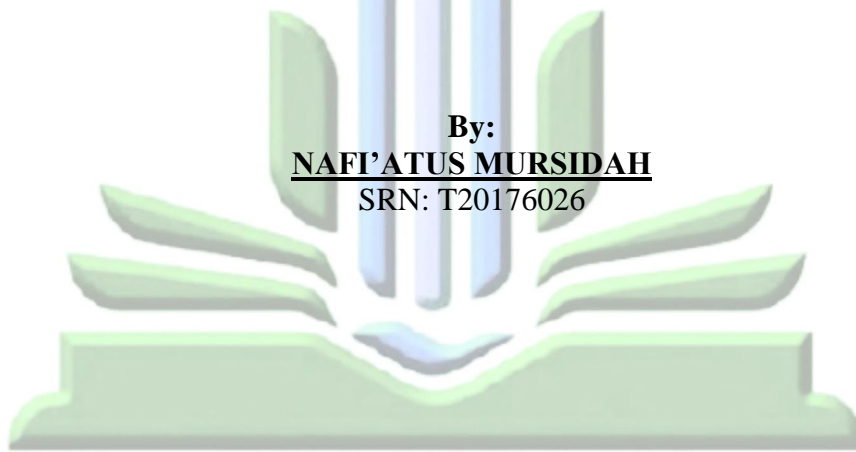
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Has Been Examined and Approved  
In Partial Fulfillment of The Requirement  
For The Bachelor Degree of Education (S.Pd.)  
Faculty of Tarbiyah and Teacher Training  
English Education Department

Day: Friday  
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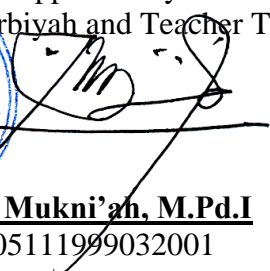
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## MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ③

(1) read: in the name of thy Lord who created, (2) created man from a clot, (3)  
read: and thy Lord is the most bounteous (Q.S. Al Alaq [96]1-3)\*



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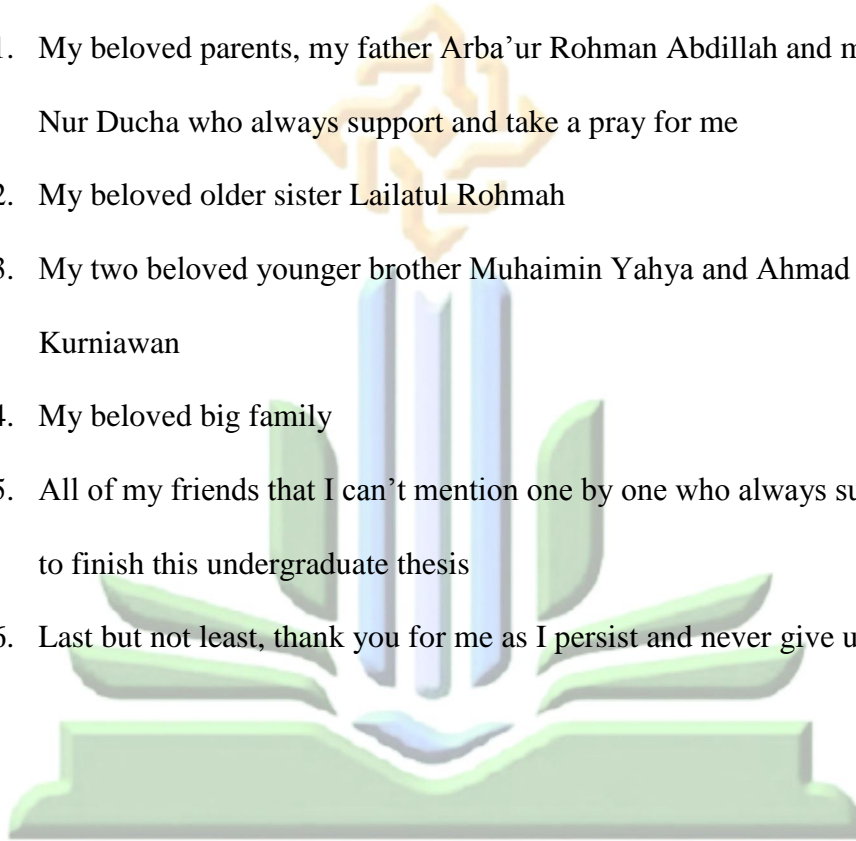
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\* Taufik Mukmin, *Urgensi Belajar dalam Perspektif Al-Qur'an Surat Al-Alaq 1-3*, 2016 XI no 02.

## DEDICATION

I dedicate this thesis for:

1. My beloved parents, my father Arba'ur Rohman Abdillah and my mother Nur Ducha who always support and take a pray for me
2. My beloved older sister Lailatul Rohmah
3. My two beloved younger brother Muhaimin Yahya and Ahmad Ma'ruf Kurniawan
4. My beloved big family
5. All of my friends that I can't mention one by one who always supports me to finish this undergraduate thesis
6. Last but not least, thank you for me as I persist and never give up.



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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, all praises to Allah SWT, who always give me all His graces, taufik, guidance, and inayah, so that I can finish this thesis. Never been forgotten to send Sholawat and salam to our great man all over the world, Prophet Muhammad SAW. Hopefully, we will receive His intercession in the end of the day, Aamiin.

This thesis is presented as one of the requirements to obtain an undergraduate degree in English Language Teaching at State Islamic University of KH Achmad Siddiq Jember. The undergraduate thesis entitled “The Implementation Of Comic Strips As Media To Improve Students Vocabularies Mastery At Eight Grade Students Of Ms Al -Firdaus Panti Jember”.

1. Prof. Dr. H. Babun Suharto, S.E., MM as a Rector of State Islamic University of KH.Ahmad Siddiq of Jember who has given opportunity for me to study in this university.
2. Prof. Dr. Hj. Mukni'ah M.Pd.I as the Dekan of the Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty.
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5. Ninuk Indrayani, M.Pd. as my advisor, who helped, guided and supported me during the writing of the thesis.

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7. The Principal of MTs Al-Firdaus Pantai Jember, Maskur Efendi and all of teachers and staffs for giving me a permission and helping me during my research in MTs Al-Firdaus Pantai Jember.
8. Dwi Yunita K,S.Pd. the English teacher who has helped in conducting my research at school and the students VIII who have gave their time to participate in this research.
9. My beloved parents never stop praying for me.
10. All off people who have helped me “Thank you So Much”

I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticism and suggestions. The researcher hopes this thesis will be useful for readers and other researchers who need it.

Jember, 6 January 2023

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## ABSTRACT

**Nafi'atus Mursidah, 2022** :*The Implementation of Comic Strips as media to Improve Vocabularies Mastery at Eight Grade Students of MTs Al-Firdaus Panti Jember*

**Keywords:** *Comic Strips, Media, Vocabularies Mastery*

Students are difficult to express the sentence in English because of the lack and limited vocabulary. This causes students to feel pressured when doing exams using English comic strips can be an effective and interesting alternative media for learning English for students. Comic strip itself is a series of pictures that have a story and are displayed episodically so that it is expected to be able to make students easy to memorize English vocabulary. Comic strips including English dialogues and pictures visuals can make students feel something new and different from what they are used to in class.

The research question in this research is: How is the implementation of comic strips as media able to improve students vocabularies mastery at eight grade students of MTs Al-Firdaus Panti Jember? This study aim to investigate how the implementation of using comic strips as media is able to improve students vocabularies mastery at eight grade students of MTS Al-Firdaus Panti Jember.

This research applied Classroom Action Research of Kemmis and Mc. Taggart consists of four stages, they are planning, acting, observing, and reflecting. There was one cycle in this research which consisted of four meetings. This study focused on comic strips to improve students vocabulary mastery. The researcher conducted this research at MTs Al-Firdaus Panti Jember which consists of 28 students of eighth grade. To collect the data, the researcher used the students vocabulary test, interview, and document review.

The criteria of action success were 70 of learning achievement. The result of this research before implementing comic strips was 35,71% of students who reach 58.57 scores and the result after students implemented comic strips was 78,57% of students who reach 72.67 scores. From that result, the researcher conclude that the implementation of comic strips was successful to improve Vocabulary Mastery at Eight Grade Junior High School At MTs Al-Firdaus Panti Jember.



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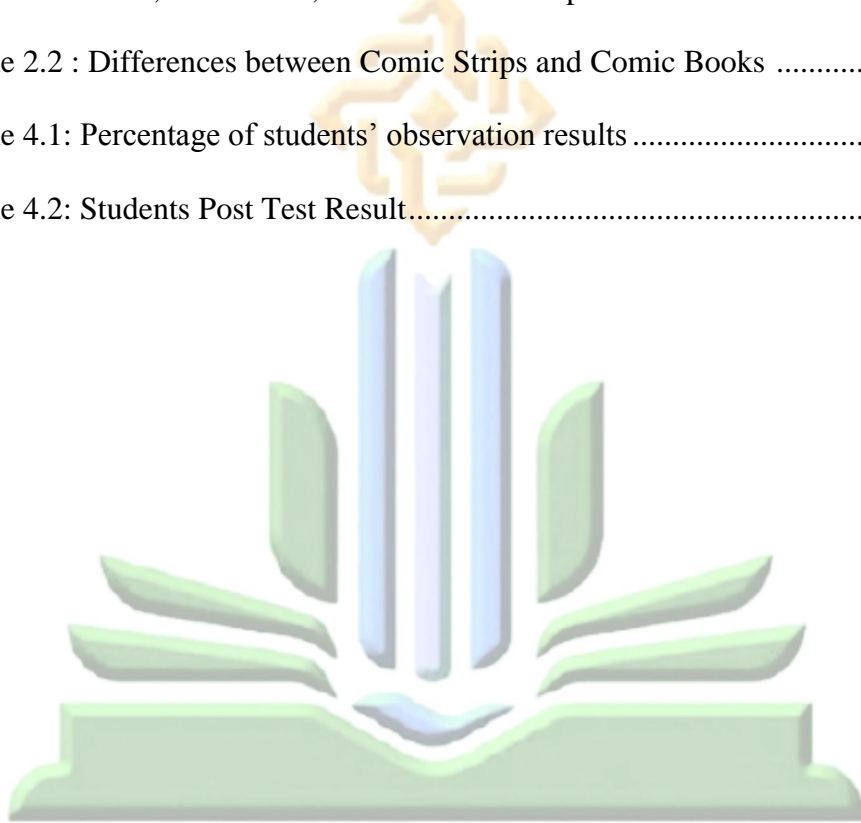
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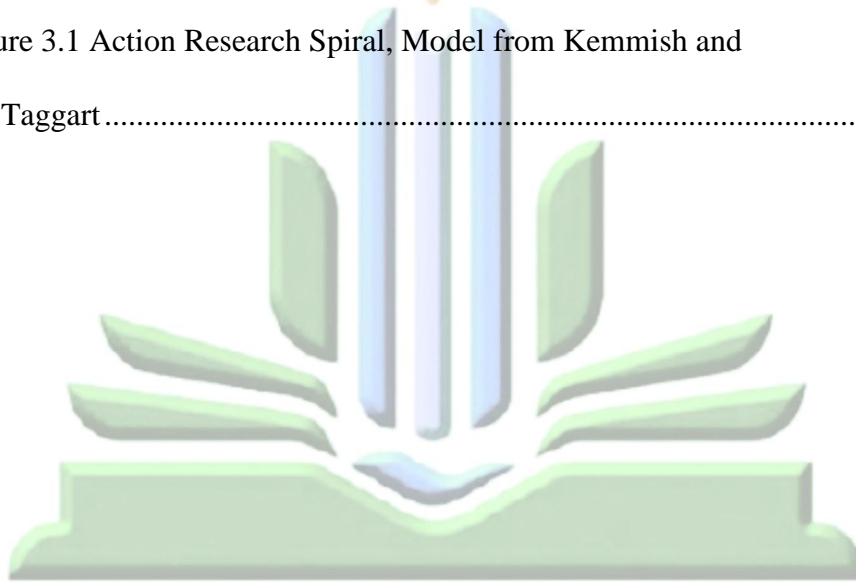
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## CHAPTER I

### INTRODUCTION

#### A. Background of Research

English is a foreign language that must be learned by students in Indonesia from basic education to higher education.<sup>1</sup> Early teaching is carried out so that students master the four skills in English, namely listening, speaking, reading, and writing. In order to be able to master these four skills, it is necessary to have a good mastery of vocabulary.<sup>2</sup> Here, to speak someone needs a lot of vocabulary so that it can be understood by the other person. Even when writing, one also needs vocabulary to compose sentences and paragraphs that make sense and are easily understood by readers.

On the other hand, to catch the true meaning of what someone says, it is also important to have good vocabularies mastery. It can be a misunderstanding if one cannot know the meaning of what people are saying. In addition, reading skills require mastery of vocabulary so that a person can read some written information and understand its contents. In the holy Qur'an, reading is an important skill that should be learned. There is a verse that states the existence of reading stated in Al-Qur'an that is surah Al Alaq 1-3:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)

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<sup>1</sup> Raden Intansari, "Teachers' Strategy in Implementing English Curriculum in a Junior High School in Indonesia," *Indonesian Journal of Applied Linguistics* Vol 2, No 2 (January 2013): 12.

<sup>2</sup> Mofareh AlQahtani, "The Importance of Vocabulary in Language Learning and How to be Taught," *International Journal of Teaching and Education* Vol 3 No 3, (July 2015): 18.

The meaning: (1) read: in the name of thy Lord who created, (2) created man from a clot, (3) read: and thy Lord is the most bounteous.<sup>3</sup>

Based on those verses, Allah SWT instructs us to read widely, because it would have an impact when we look for the information, especially in the modern era some information could be known from reading. As prophet Muhammad said that reading is the window of the world. It means reading would open up our insight into many things, therefore we must improve our habit to read because by reading a learner could develop his or her language competence. Hence, they will have many vocabularies by reading many things. Everyone needs to have good vocabularies mastery.<sup>4</sup>

Scott Thornbury<sup>5</sup> stressed the importance of good vocabularies mastery. He stated that without mastery of grammar very little can be conveyed, without vocabulary nothing can be conveyed. That is, a person says a little through grammar, but he can say everything with vocabulary. In line with that, David Nunan emphasized that to master a second language or a foreign language well, an adequate mastery of vocabulary is required.<sup>6</sup> Because without adequate vocabulary, a person will not be able to use the structure and function of the language that he may have learned.

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<sup>3</sup> Taufik Mukmin, *Urgensi Belajar dalam Perspektif Al-Qur'an Surat Al-Alaq 1-3*, 2016 XI no 02.

<sup>4</sup> *Ibid*, 20.

<sup>5</sup> Scott Thornbury, *How to Teach Vocabulary* (London: Pearson Education, 2002), 21.

<sup>6</sup> David Nunan, *Language teaching Methodology: A text Book For Teachers Prentice*(New Jersey: Prentice Hall, 1991), 29.

However, Alqahtani<sup>7</sup> gave a slightly different statement from David Nunan. According to him, adequate vocabulary is very important for the use of language because we still have communication that can be understood even though we cannot see its structure and function. So, even though the speaker does not understand well the structure and function of a language as long as he has a large vocabulary and understands the meaning, he can communicate with the other person.

In Indonesia, the mastery of vocabulary by students is an acute problem. Many of them find it difficult when they have to absorb many foreign words while remembering their meanings in their brains.<sup>8</sup> As a result, when the teacher asks students to say something, some of them do not know what they want to say, it seems difficult for them to express it in English because of the lack and limited vocabulary. This causes students to feel pressured when doing exams using English.

According to Khajloo,<sup>9</sup> the problem stems from the low participation, interest, and motivation of students to learn English. He added that most of the students in the class were not interested and only thought of passing the course as soon as possible. Some of them also did not pay attention and listen to the teacher when explaining the material. Some students also do not learn anything, even if they study, they will quickly forget. Sometimes

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<sup>7</sup>Mofareh AlQahtani, "The Importance of Vocabulary in Language Learning and How to be Taught," *International Journal of Teaching and Education* Vol 3, No 3 (July 2015): 14.

<sup>8</sup>Syawal Patahuddin, "Investigating Indonesian EFL Learners' Learning and Acquiring English Vocabulary" *International Journal of English Linguistics* Vol 7, No 4 (July 2017): 24.

<sup>9</sup>Akram Inanloo Khajloo, "Problems in Teaching and Learning English for Students," *International Journal of Engineering Research and Development* Vol 7, No 3 (May 2013): 21.



students feel embarrassed to ask the teacher for new words, so they keep it to themselves without finding a solution.

Furthermore, Khaljoo added that this can be overcome if the teacher uses different learning methods and media so that it can attract interest and increase students' motivation to learn English. In short, a teacher must turn English lessons into something fun and not boring for students, especially for children and teenagers. Therefore, teachers should use learning media that can build a pleasant atmosphere in the classroom.

Thornbury added that teaching new and unfamiliar vocabulary involves long-term memory so that students don't forget the vocabulary they have learned.<sup>10</sup> In this case, there are several principles that need to be included in teaching vocabulary, such as repeating words, imagining their use and context, increasing student motivation by using interesting media. Therefore, interesting media and teaching methods must be provided to create effective and enjoyable teaching and learning activities.

In this case, comic strips can be an effective and interesting alternative media for learning English for students. Comic strip itself is a series of pictures that have a story and are displayed episodically so that it is expected to be able to make students easy to memorize English vocabulary. Comic strips including English dialogues and pictures visuals can make

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<sup>10</sup>Scott Thornbury, *How to Teach Vocabulary* (London: Pearson Education, 2002), 34.

students feel something new and different from what they are used to in class.<sup>11</sup>

The importance of using comic strips as a medium of teaching in the classroom is emphasized by the opinion of Cary. He suggested that teachers should include comic strips in the classroom for three reasons.<sup>12</sup> The first reason is to get students' interest. Comic strip illustrations increase students' motivation to see and try to find out the story from the comic. The second reason, comic strips are flexible to be used at any level of participants. That is, the teacher can easily adapt the content to the students' ability to understand sentences. Third, comic strips are inexpensive because comics can be obtained easily from the internet or our own creations.

The use of comic strips themselves has been used in learning media as shown by various studies. The first study by Hening Yusrika Dewi found that the use of comic strips significantly improved students' reading comprehension of narrative texts.<sup>13</sup> The second study from Ranggan Darmawan<sup>14</sup> which found the same thing stated that using comic strips was more effective in developing students' ability to read comprehensively.

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<sup>11</sup>Will Eisner, *Comics and Sequential Art* (New York: W. W. Norton & Company, 2008), 29.

<sup>12</sup>Stephen Cary, *Going Graphic: Comics at Work in the Multilingual Classroom* (Portsmouth: Heinemann, 2004), 41.

<sup>13</sup>Hening Yusrika Dewi, "The Use of Comic Strip as Media to Improve the Reading Comprehension of Narrative Text of the Tenth Grade Students of SMA N 1 Karangrayung Purwodadi"(Thesis, University of Muria Kudus, 2013), 70.

<sup>14</sup>Ranggan Darmawan, "The Use of Comic Strips in Improving Students' Reading Comprehension: A Quasi-Experimental Research in Eight Grade Students of a Junior High School in Bandung"(Thesis, University of Indonesia Education, 2013), 88.

Finally, a study from Anggun Savora<sup>15</sup> confirmed that using comic strip recount text was more effective in improving students' writing skills.

Based on the explanation above, mastery of vocabulary is a fundamental matter that must be mastered by students well. This is because the boring teaching media makes students not interested in English. Therefore, alternative learning media such as comic strips can be utilized as has been studied by the three studies above. With these problems, this proposal tries to raise research on "The Implementation Comic Strips As Media to Improve Students Vocabulary Mastery at Eight Grade Junior High School At MTS Al-Firdaus Panti Jember".

#### **B. Research Question**

Based on the previous explanation, the research question as follow:

How is the implementation of comic strips as media able to improve students vocabularies mastery at eight grade students of MTs Al-Firdaus Panti Jember?

#### **C. Research Objective**

Based on the research questions above, the purpose of this study is:

To investigate how the implementation of the comic strips as media is able to improve students' vocabulary mastery at Eight Grade Junior High School At MTs Al-Firdaus Panti Jember.

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<sup>15</sup>Anggun Angel Savora, "Using Comic Strip to Improve the Recount Writing Ability of Eight Graders in SMPN 21 Malang" (Thesis, Malang Public University, 2011), 85.

#### **D. Scope Of The Research**

This research focused on using comic strips to improve students vocabulary mastery. The research aimed to prove that comic strips could improve students vocabulary. The subject of this research are eight grade of MTs Al-Firdaus Panti Jember

#### **E. Significance of The Research**

The significance of research are the usefulness of research results, both for the significance of program development and the interests of science, which are considered important to be carried out, and certain functions that can be used in everyday life. The significance of making this thesis can be divided into theoretical and practical significance for researchers, related organizations or institutions, as well as the general public.

##### **1. Theoretically**

Hopefully, the preparation of this thesis can add scientific insight, especially in the field of teaching science related to the implementation of comic strips as media to improve students' vocabulary mastery.

##### **2. Practically**

This research provides enthusiasm and new experiences for students in learning English by using comic strips as learning media so that they can improve their understanding of vocabulary.

This research is also one of the teacher's references in using alternative learning methods that are more effective when teaching English. Furthermore, this research is an input for the English teachers to improve the

knowledge and skills of English teachers about creative, effective and fun learning methods.

#### **F. Hypothesis**

In conducting a research, researchers must have a temporary guess of the problems that are being studied and named as hypothesis. Hypothesis is the researcher temporary guess/answer of the problem formula. The research hypothesis is “The Implementation of Comic Strips As Media to Improve Students Vocabularies Mastery At Eight Grade Students of MTs Al-Firdaus Panti Jember”.

#### **G. Definition of Key Term**

##### **a. Comic Strips**

Comic is a medium of literature that integrates pictures and words and arranges them cumulatively to tell a story or convey information which can be humorous, mysterious, etc. In other words, comic strip is an illustrated series that contains the whole story idea.

##### **b. Vocabularies Mastery**

Vocabulary mastery is the competence or complete knowledge of a list or set of words that make up a language which might be used by a particular person, class, or profession. It means that the students have the ability in understanding and using the word and meaning.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Previous Research

In this case, the researcher discusses some previous researches about teaching vocabulary by using comic strip to improve student vocabulary mastery. They are conducted by:

1. The first research was explained by Lilies Youlia Priatin, Leni Irianti, and Zia Nurfauziah 2021, with the title “Translating Comic Strips As A Strategy to Enrich Students’ Vocabulary Mastery”.<sup>16</sup> This quantitative study was conducted with the aims to find out students' vocabulary mastery before and after the application of Comic Strips at reading. The findings showed that there was significant improvement of students' vocabulary mastery in reading. It was found on the students' pre-test score with level significance degree  $\alpha = 0.05$ , in  $t$  score =  $13.23 > t$  table  $t_{20, 0.05} = 2.086$ . The method of the research is mixed method design with the type of true-experimental pre-test post-test control group design for the quantitative data and close-ended questionnaire for the qualitative data.
2. The research was explained by Erwin Hari Kurniawan 2009, with the title “Improving Vocabulary Ability by Using Comic”.<sup>17</sup> In this case, the problems of the research were how to improve vocabulary using comic and

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<sup>16</sup>Zia Nur Faizah, “Translating Comic Strips As A Strategy To Enrich Students’ Vocabulary Mastery,” *International Journal of Innovation and Education Research* Vol1, no. 1 (April 2021):1-8.

<sup>17</sup>Erwin Hari Kurniawan, “Improving Vocabulary Ability by Using Comic,” *Journal Cendekia*, (June 2009): 1-17.

how to motivate the students to apply it in their daily activity. The research was guided by a conceptual framework leading to the using comic to improve their vocabulary. The research type was an action research. Data on vocabulary ability using comic were analyzed using the descriptive and statistical analysis, to know the improvement in mean students after the first cycle and the second cycle. Based on the first cycle, the students' average was 64.4, then, on the second treatment, the students' average increase to be 71.7. It can conclude that teaching vocabulary using comic can be used as media to improve students' vocabulary ability.

3. The research was explained by Fathul Munir 2016, with the title "The effectiveness of teaching vocabulary by using cartoon film toward vocabulary mastery of EFL students".<sup>18</sup> Based on the research finding, the researchers conclude that the students' mastery on vocabulary before taught by using cartoon film media can be seen from the result of pre-test, there are 15 students get excellent result, there are 2 students get good result, there are 4 students get enough result, there are 3 students get less result and 1 student get low result. It means that there are 32% students who get low score. The students' mastery on vocabulary after taught by using cartoon film media can be seen from the result of post-test, there are 19 students get excellent result, there are 5 students get good result and there is 1 student get enough result. The significant different, between students' mastery on vocabulary before and after taught by using cartoon

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<sup>18</sup>Fathul Munir, "The effectiveness of teaching vocabulary by using cartoon film toward vocabulary mastery of EFL students". (Thesis, STAIN Tulungagung,2016),1.

film media can be seen from the result of pre-test, it showed that 15 students who get score 80–100 where as the result of post-test showed that 19 students who get score 80–100.

4. The research was explained by Dias Tiara Putri Utomo and Finaty Ahsanah 2020, with the title “Utilizing Digital Comics in College Students’ Grammar Class”.<sup>19</sup>The research design was practical action research which followed Mills’ model Creswell, 2012. The results of the study indicated that 1 there are 4 four major steps in utilizing digital comics in grammar learning and 2 students showed positive responses to the utilization of digital comics in learning English grammar indicated by the results of questionnaire.
5. The research was explained by Resti Mayarani Tanjung 2019, with the title “The Effect of Applying Structural Analytic Synthetic SAS Method Assisted by Comic Strips as Teaching Media on Students Writing Achievement”.<sup>20</sup> The result of this research showed t-observed 7.75 was higher than t-table 2.00 or  $T > T$  with the level of significance 0.05 and the degree of freedom was 58. The final hypothesis showed that  $H_0$  was rejected and  $H_a$  was accepted. It means there was a significant effect of applying Structural Analytic Synthetic SAS method assisted by Comic Strips as teaching media on students’ writing achievement in writing narrative text.

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<sup>19</sup>Dias Tiara and Finaty Ahsanah, “Utilizing Digital Comics in College Students Grammar Class,” *Journal JELTL Vol V*, no.3 (May 2020): 1-16.

<sup>20</sup>Resti Mayarani Tanjung, “The Effect Of Applying Structural Analytic Synthetic (SAS) Method Assisted By Comic Strips As Teaching Media On Students Writing Achievement”. (Thesis, Muhammadiyah University of North Sumatera,2019),1.



6. The research was explained by Yuli Esti Wiyanda 2019, with the title “The Implementation of Comic Book As Media to Increase Students Reading Ability at Narrative Text at The Eighth Grade of SMP Negeri 1 Sei Bingai”.<sup>21</sup> This research was applied by classroom action research. The result of the data analysis showed that the score of students increased from the first post-test I to post-test II. It was showed from the mean of pre-test was 55,4 there was 31% 8 students who got point 75 or more. In the post test I, the mean was 71,9, it was higher than pre-test. There was 46% 12 students who got point 75 or more. The percentage of the students’ score in the orientation test to post-test I was improvement 15%. In the post test II, the mean was 80, and the percentage of students who got point 75 or more was 81%. There was improvement 15% from pre-test to post-test 1, and there was improvement 35% from post-test 1 to post-test 2.

7. The research was explained by Asry Cahyo Nur Kartikasari 2014, with the title “The Implementation of Comic Strips To Improve Students’ ability In Writing Narrative Text At The Eleventh Grade Of Sma Muhammadiyah Purworejo In The Academic Year Of 2013/2014”.<sup>22</sup> The researcher uses observation and interview in collecting the data. In pre-implementation section the mean score of students’ writing ability in narrative text is 67, but in the implementation the mean score of students’ writing ability in

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<sup>21</sup>Yuli Esti Wiyanda, (2019), “The Implementation Of Comic Book As Media To Increase Students Reading Ability At Narrative Text At The Eighth Grade Of SMP Negeri 1 Sei Bingai” (Thesis, State of Islamic University North Sumatera,2019),1.

<sup>22</sup>Asri Cahyo,“The Implementation Of Comic Strips To Improve Students’ability In Writing Narrative Text At The Eleventh Grade Of Sma Muhammadiyah Purworejo In The Academic Year Of 2013/2014” (Thesis, Muhammadiyah University of Purworejo,2014),1.

narrative text using comic strips increase become to 77.4. It means that the implementation of comic strips in improving students' writing ability is success. From the interview, the researcher found that comic strip is appropriate to be applied in teaching writing. The students also gave a positive response, because they become more creative and active in writing narrative text.

8. The research was explained by Nurul Fajriah 2018, with the title "The Use of Comic Strips to Improve Students' Reading Comprehension A Classroom Action research of the Eighth Grade Students of SMP Negeri 1 Kledung in the Academic year of 2017/2018".<sup>23</sup> The approach and technique of this research was Classroom Action Research CAR. The result of the research showed that there is an improvement of students' reading comprehension in recount text. It can be seen from the result of the score, in cycle I in which post-test is higher than pre-test  $59.34 \geq 53.34$  and in cycle II  $74 \geq 52.67$ .

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<sup>23</sup>Nurul Fajriyah, "The Use of Comic Strips to Improve Students' Reading Comprehension (A Classroom Action research of the Eighth Grade Students of SMP Negeri 1 Kledung in the Academic year of 2017/2018)" (Thesis, IAIN Salatiga, 2018),1.

**Table 2.1**  
**Similarities and Differences between Previous Research and This Research**

No.	Research Title	Similarities	Differences
1.	Lilies Youlia Priatin, Leni Irianti, and Zia Nurfauziah 2021 “Translating Comic Strips As A Strategy To Enrich Students’ Vocabulary Mastery”	<ul style="list-style-type: none"> <li>• Discusses the use of comic strips as a strategy to increase vocabulary mastery.</li> </ul>	<ul style="list-style-type: none"> <li>• Research sites</li> <li>• This research approach uses quantitative research, while this study uses qualitative research</li> <li>• In this study, the authors translated comic strips to improve vocabulary skills. In this study, the authors did not use this.</li> </ul>
2.	The research was explained by Erwin Hari Kurniawan 2009, with the title “Improving Vocabulary Ability by Using Comic”	<ul style="list-style-type: none"> <li>• Use of classaction research</li> <li>• Use of Comics as an effort to increase students' vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Research sites</li> <li>• This research focuses on the use of comics in general, while this research focuses on comic strips</li> </ul>
3.	Fathul Munir 2016, with the title “The effectiveness of teaching vocabulary by using cartoon film toward vocabulary mastery of EFL students”	<ul style="list-style-type: none"> <li>• focus on improving students' vocabulary skills</li> <li>• Use of classaction research</li> </ul>	<ul style="list-style-type: none"> <li>• Research sites</li> <li>• This study uses cartoon films to improve vocabulary skills, while this study uses comic strips</li> </ul>
4.	Dias Tiara Putri Utomo and Finaty Ahsanah 2020, with the title “Utilizing Digital Comics in College Students’ Grammar Class”	<ul style="list-style-type: none"> <li>• Use of classaction research</li> <li>• The use of comics as a medium of learning</li> </ul>	<ul style="list-style-type: none"> <li>• The use of digital comics as a medium to improve grammar, while in this study using comic strips to improve students' vocabulary</li> </ul>

5.	Resti Mayarani Tanjung 2019, with the title “The Effect Of Applying Structural Analytic Synthetic (SAS) Method Assisted By Comic Strips As Teaching Media On Students Writing Achievement”	<ul style="list-style-type: none"> <li>• Use of classaction research</li> <li>• The use of comic strips as a medium of learning</li> </ul>	<ul style="list-style-type: none"> <li>• The research focuses on improving students' writing skills while in this study it focuses on improving students' vocabulary skills</li> </ul>
6.	Yuli Esti Wiyanda 2019, with the title “The Implementation Of Comic Book As Media To Increase Students Reading Ability At Narrative Text At The Eighth Grade Of SMP Negeri 1 Sei Bingai”	<ul style="list-style-type: none"> <li>• Use of classaction research</li> <li>• The use of comics as a medium of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Research sites</li> <li>• Use of comic books</li> <li>• The research focuses on improving students' reading skills while in this study using comic strips to improve students' vocabulary</li> </ul>
7.	Asry Cahyo Nur Kartikasari 2014, with the title “The Implementation Of Comic Strips To Improve Students' ability In Writing Narrative Text At The Eleventh Grade Of Sma Muhammadiyah Purworejo In The Academic Year Of 2013/2014”	<ul style="list-style-type: none"> <li>• Use of classaction research</li> <li>• The use of comic strips as a medium of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Research sites</li> <li>• The research focuses on improving students' writing skills, while in this study using comic strips to improve students' vocabulary</li> </ul>
8.	Nurul Fajriah 2018, with the title “The Use of Comic Strips to Improve Students' Reading Comprehension A Classroom Action research of the Eighth Grade Students of SMP Negeri 1 Kledung in the Academic year of 2017/2018”	<ul style="list-style-type: none"> <li>• Use of classaction research</li> <li>• The use of comic strips as a medium of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Research sites</li> <li>• The research focuses on improving students' reading comprehension skills, while in this study using comic strips to improve students' vocabulary</li> </ul>

## B. Theoretical Framework

### 1. Definition of English Teaching Learning

English becomes as a second language should be practiced every time to get better pronunciation, grammatical usage, and etc. Harmer (2004) stated that, English is generally taken to apply the students who are studying general English at the school and institution in their own country as transitory visitor in a target language country.<sup>24</sup> It means that, learners only practice their English ability only in school or institution.

Teaching foreign language, teachers should be able in giving interesting topic. Regarding to Brown, teaching is helping students to learn how to do something, giving instructions of something, causing to know or understand something.<sup>25</sup> It means, teacher is the cause of student's recognizing something. Teacher also must be able to make student feels comfortable in studying especially foreign language study.

From the definitions above the researcher concluded that, learners are expected to apply their English ability for international communication. Teacher also has to create an interesting learning and prepare the concept of teaching as well as possible. Because students claimed that learning English as foreign language is the most difficult subject in school.

### 2. Definition of vocabulary

<sup>24</sup> Harmer, how to teach writing, 2004, p.39.

<sup>25</sup> Brown, Teaching Principle of Language and Teaching, San Fransisco, p.7, 1994.

Vocabulary is the collection of words that people knows. In learning vocabulary was not only learning about the words and how to use the vocabulary in the correct usage. According to Hatch and Brown say, vocabulary is a set of words with meanings and definitions to someone express in language and used in communication.<sup>26</sup> In learning vocabulary it is important in developing their English such as understanding words and meaning.

Vocabulary was central in language and the importance to typical language learner.<sup>27</sup> Vocabulary was very important to students it is more important than grammar to communicating.<sup>28</sup> Vocabulary was one of the most important things in language because in learning language we must understand about vocabulary. In daily activities, vocabulary was very important to communicate with each other.

Vocabulary was one of elements in language which need to be mastered. If students master in vocabulary they can easily improving language skills such as a speaking, listening, reading, and writing. Learning these four skills must understand about vocabulary. According Richard and Renandya vocabulary said a basic aspect of mastering language and to specifying how students understand about vocabulary and how students speak language well.<sup>29</sup>

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<sup>26</sup>Hatch and Brown. *Vocabulary, Semantic and Language Education* (Cambridge: Cambridge University Press, 1995), 1.

<sup>27</sup>Ninuk Indriyani. *Vocabulary and Reading Comprehension (Lexically-Based Language Teaching Module)*, (Jember: STAIN Jember Press, 2013), 19.

<sup>28</sup> Gower, Philips, and Walters, *Teaching Practice Handbook*, 142.

<sup>29</sup> Richard and Renandya, *Methodology in Language Teaching*, 225.

From the definition and statements above, it can be concluded that vocabulary is very important to people to communicating in learning English. As it is the most important element in learning language.

### 3. Definition of Comic Strips

Mc Cloud defines comic as juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer. To juxtapose means to place two things side by side, so from the definition just mentioned, comic at least consists of two panels. In this sense, single panel illustration is not considered as comic but cartoon.<sup>30</sup>

In the words of Gene Yang, comic is a multimedia medium. It is a single medium made up of two distinct media: still images and texts.<sup>31</sup> By combining images and texts, comics bridge the gap between media we watch and media we read. He also points out that images and texts in comics share narrative responsibility. Within the descriptions mentioned above, the intent is essentially the same.

Gavigan & Tomasevich concludes that comic is a medium of literature that integrates pictures and words and arranges them cumulatively to tell a story or convey information which can be humorous,

<sup>30</sup>Mc Cloud, *Understanding Comic: The Invisible Art* (New York: Harper Collin Publisher, 1993), 9.

<sup>31</sup>Gene Yang, "Graphic Novels in the Classroom," *Pro Quest Education Journal*. Vol III, No. 85 (January,2008): 32.

mysterious, etc. This definition adds the idea of comic being literature and highlights its cumulative nature.<sup>32</sup>

a. Differences between Comic Books and Comic Strips

There are two common forms of comic. They are comic strips and comic books. According to Gavigan and Tomasevich, comic strips are short form comics which generally consist of three to eight panels. They usually appear in newspapers.<sup>33</sup> Whereas, comic books are defined as multi-page paperback 26 comics that generally are issued monthly. They are also known as manga when referring to Japanese comic books. Manga are very popular with large numbers of readers all over the world. In Indonesia, we can find dozens of manga lining the shelves in most book stores. These can be found online these days as well.



**Picture 2.1:**  
**Peanut Comic Strip by Charles Schultz**

<sup>32</sup>Gavigan and Tomasevich, *Connecting Comic to Curriculum: Strategies for Grades 6-12* (Santa Barbara ABC-CLIO LLC, 2011), 6.

<sup>33</sup>*Ibid*, 9.



The followings are four differences between comic strips and comic books explored by Duncan & J.Smith in terms of art form perspective.<sup>34</sup>

**Table 2.2**  
**Differences between Comic Strips and Comic Books**

No.	Comic Strip	Comic Book
1.	Very few panels	Many Panels
2.	The panel is the only unit of encapsulation.	Units of encapsulation include the page, the two-page spread and inset panels.
3.	Layout is normally rigid.	Layout can be creative.
4.	Composition is usually simple.	Composition can be complex

Unlike comic books, comic strips are short. They only consist of very few panels because they are meant to be read in seconds or a few minutes. As we know, not every moment of a story is presented in comics. Only the prime moments are captured. This is called encapsulation. In comic strips, generally the only unit of encapsulation is the panel. Conversely, comic books have a greater variety of units of encapsulation than comic strips, including the panel, the page, the spread and inset panels. They also have more sophisticated layouts and compositions.

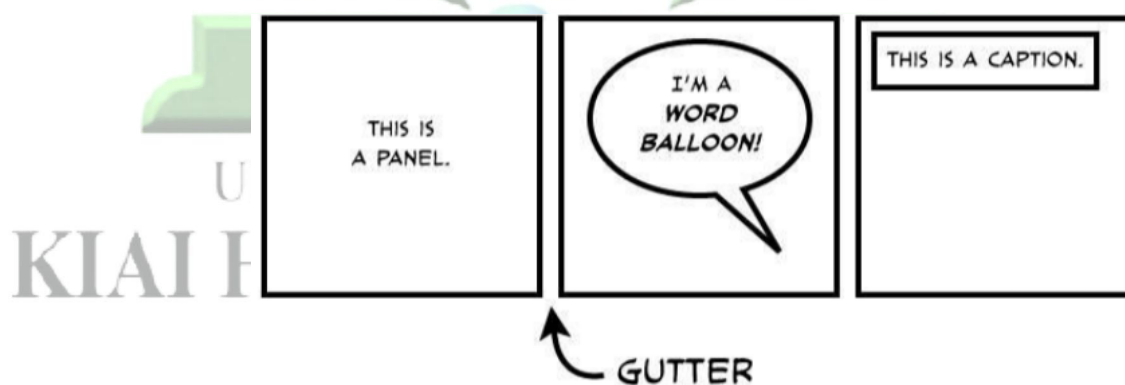
#### b. Components of A Comic Strip

Basically, a comic strip has the same essential elements as a comic book page. Those elements are panel, lettering, word balloon,

<sup>34</sup>Duncan and J. Smith, *The Power of Comics: History, Form & Culture* (New York: The Continuum International Publishing Group Incorporate, 2009), 6.

thought balloon, caption, sound effects, borders, and gutters.<sup>35</sup> Panel is the most basic element of a comic book page. It is defined as a single image in a sequence of images. It has various types such as square, round, triangular and the like. Here, borderless images can also be classified as panels though most comic book pages are made up of panels bounded by borders.

The second element is lettering. It is any texts on a comic book page. Bold lettering is used to emphasize important words, large letters in the dialogue represent shouting, and small dialogue lettering usually stands for whispering. Dialog and caption lettering is usually all uppercase.

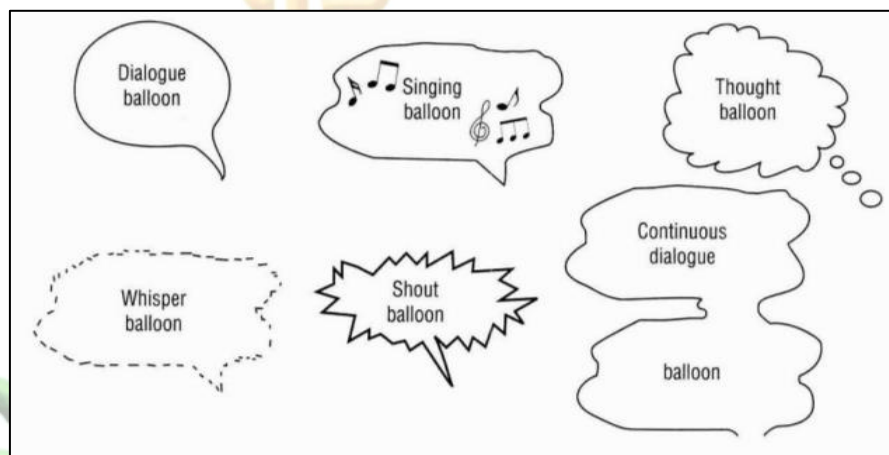


**Picture 2.2**  
**Comic Strips Component**

The third one is balloon. There are two kinds of balloon: word balloon and thought balloon. A word balloon is a bordered shape containing dialogue, usually with a tail that points to the speaker. Meanwhile, a thought balloon is a bordered shape containing a

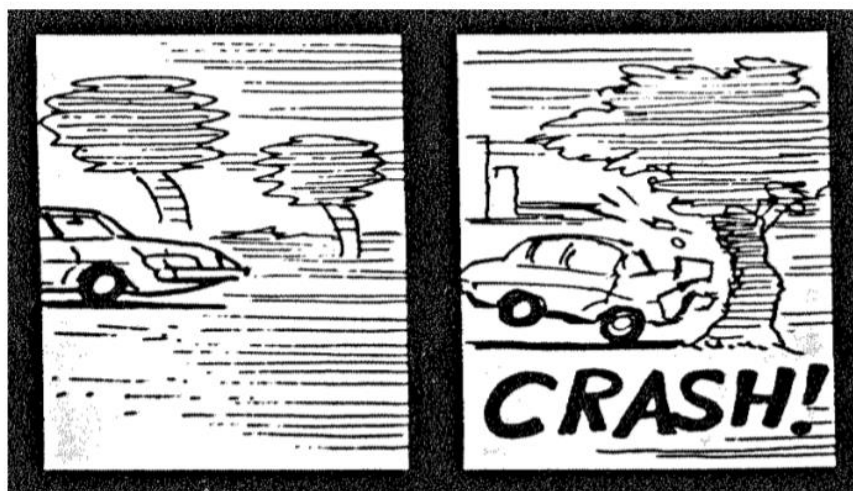
<sup>35</sup>Yomtov, *How to Write a Comic Book*(Ann Arbor: Cherry Lake Publishing, 2014), 5.

character's unspoken thoughts. Frequently, thought balloons have cloudlike borders and tails that look like trails of bubbles. Balloons come in various shapes. They can be used for different characters or moods.



**Picture 2.3**  
**Simple Balloon Design**

The fourth element is caption. It is often used for narration or transitional text. Captions almost always have rectangular borders but can also be borderless or floating letters. The fifth are sound effects. They are stylized lettering that represent noises within a scene. Most of them are floating letters. The use of sound effects should be limited for significant sounds only such as large explosions or small a door softly closing in a lonely room. It is because overuse of them may distract the reader.



**Picture 2.4**  
**Example of Sound Effect**

The next are borders. They can be defined as the lines that enclose panels, balloons, and captions. Different effects and moods can be created by changing the borders styles and weights. Typical examples include double-bordered balloons for very loud shouting and rough or jagged borders for anger. The last one is gutter. It refers to a blank space, usually white, between and around panels. This space is very important as it separates each panel from the others, represents the events, and lets the reader know that we are going from one scene to the next. Sometimes, we find colored or shaded gutters which are used to establish mood, denote flashback, or give aesthetic effect.

#### c. Benefits of Comic Strips

There are several advantages of using comic strips as media in learning speaking. First, if students have difficulties understanding what they read, pictures in the comic strips offer assistance as they

travel through the text. In comics, readability measures are determined not only on words alone, but also on pictures. Here, pictures support the words to make the written text becomes more comprehensible.<sup>36</sup>

Second, the pictures are used not only to aid comprehension but also to facilitate vocabulary teaching. They help the students a lot to memorize and recall words. Csabay explains that if a word, expression, or concept is accompanied by a picture, the learner will memorize and recall it more easily. Besides comprehension and vocabulary, the grammatical competence can be improved as well with the help of comic strips and new grammatical points can be introduced and practiced.<sup>37</sup>

Moreover, students will be able to better recall them later because these grammar points are embedded in a story with a logical structure. Comics make the text less threatening and can help to increase engagement and motivation.<sup>38</sup> With the use of comic as a medium in teaching English, the students do not realize that they are learning English. They learn English in more enjoyable and interesting ways.

Csabay additionally emphasizes that colored illustration, simple theme and plot, and the characterization will attract the person who

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<sup>36</sup>Cary, *Going Graphic: Comics at Work in the Multilingual Classroom* (Portsmouth: Heinemann, 2004), 58.

<sup>37</sup>Csabay, "Using Comic Strips in Language Classes," *English Teaching Forum Journal* 1, no.1 (May 2006): 24-26.

<sup>38</sup>Gavigan and Tomasevich, *Connecting Comics to Curriculum: Strategies for Grades 6- 12* (Santa Barbara: ABC-CLIO, LLC., 2011), 5.

read it. Furthermore, comics are usually funny thus applying them to methodological purposes will have the same effects as using games in teaching English. It brings a cheerful atmosphere into the class.<sup>39</sup>

d. The Procedure of Comic Strips in Language Teaching

Csabay offers four speaking activities using comic strips. First, the students are given comic strip panels that have been cut apart and they are asked to work either individually or in groups to put them into the proper sequence to tell the story in spoken form.<sup>40</sup> For a more challenging activity, the teacher can give a different panel to each student in a group. After that, the students take turns to describe to the rest of the groups what is on their panels. They are prohibited to show their panels to others until they have arrived at an order.

Second, in a variation from the first activity, the teacher separates the speech or thought bubbles from the comic strip, hands out copies of comic strips and the bubbles to the students. Their task is to figure out the proper order of the speech or thoughts bubbles. Once they have finished, they tell the story to their friends.

Third, the teacher gives a comic strip from which the last panel is cut out to the students. Then the students have to think of an ending and continue the story in spoken mode. Depending on the students needs, this activity can be organized as either an individual or a group activity. A follow-up for this exercise could be that the students act out

<sup>39</sup>Csabay, "Using Comic Strips in Language Classes," *English Teaching Forum Journal 1*, no.1 (May 2006): 24-26.

<sup>40</sup>*Ibid*, 30.

their stories in class. After that, they could continue it as a role-play activity.

Fourth, the students work together to complete some missing information in a written story based on a comic strip given to them. The first thing the groups should do is discussing what might be missing from the text. After getting a comic strip version of the text from the teacher, they must fill in the blanks in the written story by describing what they see in the pictures. Like the previous one, the students can act it out and continue the story as a role-play later.

e. Vocabulary Mastery

1) Definition of Vocabulary Mastery

Hatch and Brown claim that vocabulary is a list or set of words which is used by any speakers of language.<sup>41</sup> In addition,

Neuman and Dwyer states that vocabulary is defined as the words we must know to communicate effectively, it is divided into two; expressive vocabulary means the words that used in speaking and receptive vocabulary means the words that used in listening.<sup>42</sup>

Based on the definitions above, it can be concluded that vocabulary is the list of words which are needed to communicate or express the speakers' meaning.

<sup>41</sup>Hatch and Brown, *Teaching by Principles: An Interactive Approach Language to Language Pedagogy*(NewYork: Pearson Education, 2001), 34.

<sup>42</sup>Neuman and Dwyer, *Practical English Language Teaching*(Boston: McGraw Hill, 2003), 385.

Vocabulary mastery is the competence or complete knowledge of a list or set of words that make up a language which might be used by a particular person, class, or profession.<sup>43</sup> Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate and advance levels. In learning the four language skills listening, speaking, reading, and writing, it is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the student master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills.

From the definition above, it can be concluded that vocabulary mastery is one component to master English as a foreign language in elementary, intermediate and advance level and it can be argued that vocabulary mastery not only contain list of words but also it become a basic for people to communicate. The students have to know vocabulary, not only memorizing the form of the word but also understand the meaning of the word.

## 2) Kinds of Vocabulary

Thornbury mentions nine kinds of vocabulary, they are:<sup>44</sup>

<sup>43</sup>Napa, *Vocabulary Development Skills* (Yogyakarta: Kanisius, 1991), 88.

<sup>44</sup>Thornbury, *How to Teach Speaking*(London: Longman,2005), 41.



a) Word Classes : it is known as morphology and syntax or well known as parts of speech, such as;

- (1) Nouns: table, chair, pieces, child, etc.
- (2) Pronouns: I, you, ours, them, etc.
- (3) Verbs: doing, looking, eating, abandon, etc.
- (4) Adjectives: beautiful, cute, flawless, pale, etc.
- (5) Adverb: up, down, cutely, perfectly, etc.
- (6) Prepositions: in, at, for, about, etc.
- (7) Conjunction: and, but, or, etc.
- (8) Determiner: first, every, all, a few, many, its, that, the, etc.

b) Word Families: this type talks about affixation; it is the ways how new words are formed. The process of affixation will be forming different grammatical form of a word called inflexions,

for example; from root “play” become “plays”, “playing”, and “played”. Also a word that results from the addition of an affix to a root, and has different meaning from the root is called derivatives. For example; from root “play” become “player”, “playful”, and “replay”.

c) Word Formation: in English there are several types of word formation, such as:

- (1) Compounding: it is the process of combining of two or more independent words. Example: second-hand, paperback, and so on.

(2) Blending: two words can be blend to form one new one, for example: breakfast + lunch = brunch.

(3) Conversion: it happens when word from one part of speech used as another; as in: I always google very information I need. Word Google belongs to noun, but in those sentence changed into verb.

(4) Clipping: from long word become new word coined by shortening; such as influenza = flu, electronic mail = email, and so on.

Haycraft in Hatch and Brown stated “Receptive vocabulary is words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly. Whereas, productive vocabulary is words which the student

understands, can pronounce correctly and use constructively in speaking and writing.”<sup>45</sup>

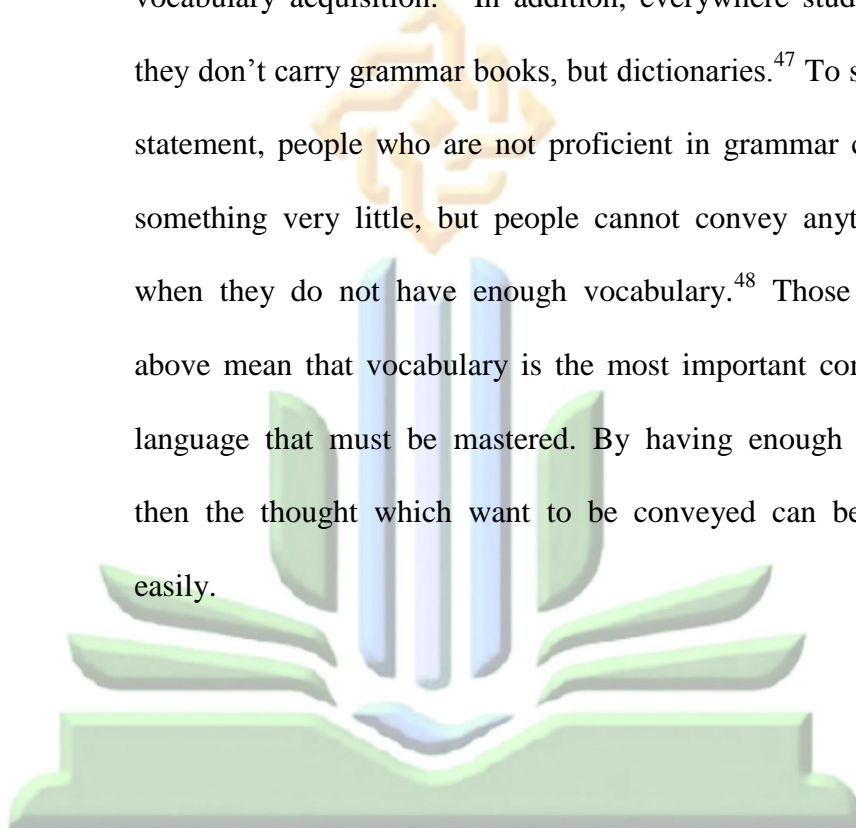
Ideally, all of the kinds of vocabulary above should be known by the teacher. By knowing and understanding those kinds of vocabulary, it can help teacher takes decision in write syllabus planners and makes proper material for teaching vocabulary.

### 3) The Importance of Vocabulary

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<sup>45</sup>Hatch and Brown, *Teaching by Principles: An Interactive Approach Language to Language Pedagogy* (NewYork: Pearson Education, 2001), 370.

The biggest and the most important task faced by learner is vocabulary acquisition.<sup>46</sup> In addition, everywhere students travel, they don't carry grammar books, but dictionaries.<sup>47</sup> To support that statement, people who are not proficient in grammar can convey something very little, but people cannot convey anything at all when they do not have enough vocabulary.<sup>48</sup> Those statements above mean that vocabulary is the most important component of language that must be mastered. By having enough vocabulary then the thought which want to be conveyed can be conveyed easily.



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JEMBER

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<sup>46</sup>Thornburry, *How to Teach Speaking*(London: Longman, 2005),15.

<sup>47</sup>Mohammed Alqahtani, "The Importance of Vocabulary In Language Learning And How To Be Taught," *ITF Journal* Vol III, no.3 (April 2015): 22.

<sup>48</sup>Thornburry, *How to Teach Speaking*(London: Longman, 2005),92.

#### 4) Teaching Vocabulary

The main creativity of a teacher when teaching vocabulary is the way she gives words in context for daily use.<sup>49</sup> Some elements which must be considered by the teachers in teaching and learning vocabulary:<sup>50</sup>

- a) Composing vocabulary and elements of the words.
- b) Organizing vocabulary of the words.
- c) Using the structure of vocabulary in the higher level e.g. phrase, sentence, etc.

In addition, vocabulary teaching is divided into two; planned and unplanned activities. Unplanned activities happen when in learning and teaching process the students ask or request a meaning of some vocabulary items, or when a teacher realizes there is a vocabulary or words that need to be justified.<sup>51</sup>

Improvisation on the spot is needed. Planned vocabulary teaching refers to condition when the teacher has planned the material for learner based on textbook. The key in all vocabulary teaching is to keep motivation high while encouraging students to

<sup>49</sup>Harmer, *The Practice of English Language Teaching: Third Edition*(NewYork: Longman, 2001),227.

<sup>50</sup>Hornby, *Oxford Advanced Learner's Dictionary* (London: Oxford Progressive Press, 1995),79.

<sup>51</sup>Brown and Hatch,*Teaching by Principles: An Interactive Approach Language to Language Pedagogy*(NewYork: Pearson Education,2001),403.

develop strategies that they can continue to use once they leave the classroom.<sup>52</sup>

In teaching vocabulary the teacher has to master in the material, also understand the students' characteristics based on students' age. Then teacher should prepare appropriate strategies, up to date techniques, and interesting media. Good preparation and high motivation will lead students to master vocabulary easily.

#### 5) Techniques of Teaching Vocabulary

There are several techniques used by teacher concerning the teaching of vocabulary. Teaching technique is the way of teachers in teaching material. There are plentiful approaches, exercises or practice and techniques that can be used by teacher for teaching vocabulary.<sup>53</sup>

Some teachers when teaching vocabulary often feel dilemma when deciding which among those various approaches and techniques would be best for their students. This means that the technique applied for teaching should be quiet simple and interesting.

Here are some techniques of teaching vocabulary that can be used by teacher:<sup>54</sup>

<sup>52</sup>*Ibid*, 422.

<sup>53</sup>Brown and Hatch, *Teaching by Principles: An Interactive Approach Language to Language Pedagogy* (New York: Pearson Education, 2001), 415.

<sup>54</sup>Mohammed Alqahtani, "The Importance Of Vocabulary In Language Learning And How To Be Taught," *ITF Journal* Vol III, no.3 (April 2015): 21-34.

a. Using Objects

Using objects technique includes the use of Realia, demonstration and visual aids. They help learners in remembering vocabulary better because human memory can remember objects and pictures in a reliable way. Using object such as visual aids can act as cues for remembering words.

In addition, real objects technique is appropriate for young learners learning and presenting concrete vocabulary. Delivering a new word by using real and concrete object often helps students to memorize the words. In learning and teaching activity using objects in the classroom or things brought to the classroom can be used.<sup>55</sup>

b. Drawing

Drawing objects on the blackboard or whiteboard can be used in showing new word. Another way is by drawing objects on flash cards, this letter can be used periodically. They can help young learners memorize, realize and understand the main points that they have learned in the classroom easily.

c. Using Illustrations and Pictures

There are plenty lists of illustrations pictures includes; posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs which can introduce a new vocabulary to students. Pictures give a new story and help them learn new words.

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<sup>55</sup>Ruth Gairns and Redman, *Working with words: A Guide to Teaching and Learning Vocabulary* (England: Cambridge University Press,1986)64.

Using illustration and pictures can be found from many sources; cut out of newspaper or magazine, in another way a teacher can draw or make his own visual media. Nowadays many vocabulary and course book contain of various attractive pictures. This visual aid helps students to memorize and understand the meaning of new words.

d. Contrast

Some words are easily explained to learners by contrasting it with its opposite, for example the word “poor” is contrasted with word “rich”. In other words, verb “contrast” means to show a difference, for example; like photos that reveal how much weight someone lost by contrasting the “before” and ”after” diet.

e. Enumeration

This technique helps when any word is difficult to explain visually. We can say “clothes” and explain this by enumerating or listing various items. A teacher may list a number of clothes e.g. a dress, a skirt, trousers etc, and then the meaning of the word “clothes” will become clear. The same is true of “vegetable” or “furniture”, for example.<sup>56</sup>

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<sup>56</sup>Harmer, *The Practice of English Language Teaching: Third Edition*(NewYork: Longman,2001),78.

f. Mime, Expressions and Gestures

Many words can be introduced by mime, expression and gestures. For example, adjective “sad”, the teacher can express this by frown their lips and so on. Moreover, to teach young learners and beginners, the teachers tend gesture a lot. By using this techniques, it helps students to memorize any word easily.

g. Guessing from Context

This technique means that students must guess a meaning of new words that they do not know by themselves. It encourages them to take a risk and build up their self-confidence.

h. Eliciting

This is a simple technique, done by giving a list of vocabulary to learn. It is more motivating and memorable for students.

i. Translation

In some situations, when dealing with incidental vocabulary translation could be effective technique for teachers, such as when dealing with incidental vocabulary.<sup>57</sup> There are always some words which need to be translated and this technique can save a lot time. Those various techniques of teaching vocabulary above can be used by teacher. The teacher can choose one or more techniques that suit with students' circumstances. By using precise techniques, it will establish the vocabulary understanding of the students

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<sup>57</sup>Thornbury, *How to Teach Speaking*(London: Longman, 2005),92.



## CHAPTER III

### RESEARCH METHOD

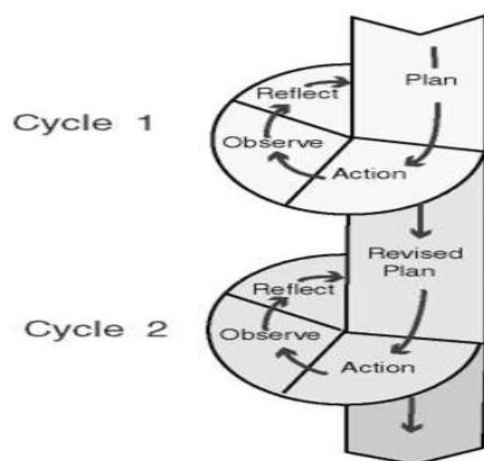
#### A. Types and Approach of the Research

This study used a qualitative and quantitative research approach with the type of classroom action research (CAR). CAR is usually done by the teacher in the classroom through self-reflection. CAR was chosen because its goal is to solve practical problems in learning: the lack of mastery of Junior High School students regarding English vocabulary. In general, CAR is done by starting an analysis of the situation in the classroom which is useful in preparing action plans. Then the plan is implemented so that the results can be reflected and evaluated. This procedure or action step can be repeated until the desired result is obtained.<sup>58</sup> In this study, the CAR model from Kemmis & McTaggart was used which was the development of K. Lewin's initial capital.<sup>59</sup> The difference is, in Kemmis & McTaggart's modal, the action and observation components become a single unit. This is because the implementation of observation and action are two inseparable parts. Thus, when the action is applied in the classroom, at the same time observations are also made. Kemmis & McTaggart's modal is generally the same as other models consisting of planning, action, observation, and reflection.

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<sup>58</sup> John Elliott, *Action Research For Educational Change* (Philadelphia: Open University Press, 1993),20.

<sup>59</sup> Anne Burns, *Action Research in Second Language Teacher Education* (Cambridge: Cambridge University Press, 2009),11.



**Picture 3.1**  
**Action Research Spiral, Model from Kemmish and Mc. Taggart.**

## **B. Setting of The Research**

In this study, the researchers took the location MTs Al-Firdaus Pantjember Regency in class VIII of the 2021/2022 academic year. The location of this research was chosen with the following considerations:

1. In learning English so far, I have never used comic strips as a learning medium
2. Students at Eight Grade Junior High School at MTs Al-Firdaus Pantjember Regency in class VIII of the 2021/2022 academic year still have difficulties in learning English so that learning outcomes have not yet reached the Minimum Completeness Criteria.
3. This reason why the researcher choose this school as the setting of research because Students are difficult to express the sentence in English because of the lack and limited vocabulary. This causes students to feel pressured when doing exams using English comic strips can be an

effective and interesting alternative media for learning English for students.

### C. Subject of The Research

In this study, the research subjects were Eight Grade Junior High School at MTs Al-Firdaus Panti Jember Regency in class VIII of the 2021/2022 academic year. The numbers of students in this study were 28 students consisting of 10 female students and 18 male students. The selection of class VIII students is because class VIII is a stage of development of thinking that is getting wider and children have a high interest in learning. Another reason for using class VIII as a research subject is that the majority of class VIII students have difficulty learning English with boring methods.

### D. Procedure and Cycle of The Research

As mentioned earlier, in this CAR the model from Kemmis and Mc. Taggart by carrying out two cycles, each of which consists of planning, action-observation, reflection and evaluation.<sup>60</sup>

#### 1. Planning

##### Plan on Cycle 1

- a. In the action plan stage in cycle 1, the following activities will be carried out:
- b. Designing scenarios or action procedures
- c. Prepare lesson plans learning implementation plans and evaluation sheets

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<sup>60</sup> Wijaya Kusuma and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas* (Jakarta: Indeks, 2009), 79.

- d. Develop research instruments observation sheets, test sheets, notes and field sheets
- e. Develop learning tools in this case comic strips

## 2. Action

The activities carried out at this stage are preparing everything needed to carry out classroom action research, namely the readiness of teachers as researchers, students as research subjects, materials, and learning media. In more detail these activities are:

- a. Prepare mature learning tools.
- b. Create a pleasant classroom atmosphere.
- c. Motivating students to take learning seriously but not forced by explaining the learning objectives.
- d. Manage the class well so that students feel comfortable.
- e. Students spell assignments according to the instructions given.
- f. All activities are carried out during regular face-to-face learning.

## 3. Observation

This activity includes observing the process and learning outcomes as well as developments or changes made by students. Researchers made observations in the teaching and learning process and mencatat the results of observations in observation sheets and field notes.

Basically in the TOD model of Kemmis and Mc. Taggart, action is carried out simultaneously with observation. Therefore, at this stage the researcher observed several things.

- a. Is the use of comic strip media in the teaching and learning process to increase students' interest in English?
- b. Are students actively with their partners to discuss the contents of the comic strip?
- c. Have the facilities needed by students for translation such as dictionaries, notebooks for taking notes and worksheets been used optimally?

In this study, there are sources of data that will be collected in this study, namely primary data sources and secondary data sources. The primary data sources are taken from the results of tests and observations of all students at Grade Junior High School at MTs Al-Firdaus Panti Jember Regency in class VIII of the 2021/2022 academic year, which amounted to 28 students. Meanwhile, secondary data sources are obtained from various research results and theories and concepts regarding vocabulary and comic strips.

Furthermore, qualitative data were collected from observations and interviews with students regarding the application of comic strips in learning. However, qualitative data is not the main indicator of success in research. Meanwhile, quantitative data such as the presentation of observations and tests on students became an indicator of the success of this research.

Thus, in this study the data used be collected through three methods, namely observation, interviews and tests.

This research will use several instruments to observe and measure students' abilities from learning activities.<sup>61</sup>

a. Interview

Interview is a process researcher will ask the teacher to know the students' difficulties and students' condition in english vocabulary. The interview will be conducted to obtain the information of the implementation of comic strips as media to improving students' vocabulary mastery.

b. Observation sheet

Observation sheets are data collection tools used to record all events and activities that occur and measure student activities during teaching and learning activities.

c. Test

Tests are systematic procedures made in the form of standardized written tasks and are given to individuals to answer. The tests in this study include pre-test and post-test to assess student learning outcomes.

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<sup>61</sup> Virginia Braun, *Collecting Qualitative Data: A Practical Guide to Textual, Media and Virtual Techniques*(Cambridge: Cambridge University Press, 2017), 69.

#### d. Recorder/Documentation Tools

Data collection tool by recording, storing, and analyzing documents, both written, sound, image and electronic documents. This is used to obtain maximum information, which can provide an overview of the condition of the subject or object under study correctly.

#### 4. Reflection

The results obtained from the action and observation stages are collected into research data to be analyzed. The data obtained in the first cycle is used as consideration for taking action in the second cycle. While the evaluation in cycle II will be used as material for the preparation of this class action research report.

Data analysis is the process of organizing and sorting data into patterns, categories, and basic units of description so that themes can be found and working hypotheses can be formulated. The data obtained in this study are in the form of observations, field notes, interviews and learning outcomes tests. From the four data collection instruments, there are groups of quantitative data observations and learning outcomes and qualitative data interviews and observations.

Therefore, two methods of data analysis will be carried out, namely qualitative data analysis and quantitative data analysis. However, the combination of such methods such as mixed methods is not allowed because according to theory, the two data analysis techniques have

different paradigms.<sup>62</sup> With these considerations in this study, qualitative and quantitative data analysis was chosen.

The analytical method used is the Miles and Huberman model field data analysis. The analysis was carried out when data collection took place so that after data collection, during the treatment/action, the researcher quickly carried out the analysis. If the answers or observed behavior are not as expected, the researcher can repeat and cycle so that the data obtained are truly credible.<sup>63</sup>

In general, data analysis of the Miles and Huberman model consists of three stages, namely data reduction, data presentation, and drawing conclusions:

- a. Data reduction is a simplification process carried out through selection, focusing, and abstracting raw data into more meaningful data.
- b. Presentation of data means that the data presented in this study are data from test results during actions, interviews, observations, and field notes. The data that has been presented is then interpreted and evaluated to make action plans in the next cycle.
- c. At this stage of drawing conclusions, the activities carried out provide conclusions on the results of interpretation and evaluation. This activity includes searching for meaning and providing explanations.

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<sup>62</sup> Sugiyono, *Educational Research Method: Quantitative Approach, Qualitative and R&D* (Bandung: Alfabeta, 2008), 43.

<sup>63</sup> Matthew B. Miles, *Qualitative Data Analysis: A Methods Sourcebook* (New York: Sage Publications, 2014), 22.



Meanwhile, for the data from the English learning outcomes test in the form of numbers, a simple quantitative analysis method was used. Data processing is carried out to determine the comparison of the increase in each cycle, the increase in the index and convert it to several graphs and diagrams. This was chosen because several indicators of skill improvement were seen from the scores of student drawings which were difficult to describe in a narrative descriptive manner.

In determining the validity of the data, an examination technique is needed. The implementation of the inspection technique is based on certain criteria. According to Moleong, there are four criteria used, namely the degree of trust credibility, transferability, dependence, and certainty.<sup>64</sup> As for checking the validity of the data, researchers used several techniques including:

a. Extension of observation/treatment

Extending the observation period allows to increase the degree of trustworthiness of the data collected, to be able to learn about the culture and be able to examine information from respondents, and to build respondents' confidence in the research as well as in the researcher's own confidence. Continuous observation was used to find characteristics and elements in situations that are very relevant to the problem or issue being studied, and focus on these things in detail.

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<sup>64</sup> Lexy J. Moleong, *Qualitative Research Method* (Bandung: Remaja Rosdakarya, 2018), 39.

## E. Performance Indicator

The criteria for the success of the action in this study were determined from two kinds of indicators, namely indicators of process success and indicators of learning outcomes.

### 1. Process Success Indicators

The quality of learning can be seen in terms of the process and in terms of results. In terms of process, learning is known to be successful and good quality if all or at least 75% students could pass the minimum score (learning achievement). In addition, it shows a high enthusiasm for learning, great enthusiasm and self-confidence. To determine the percentage of success, the researchers used the following formula:

Process Success Percentage =

$$\frac{\text{total score}}{\text{maximum score}} \times 100\%$$

### 2. Learning Outcome Indicator

The indicator of learning outcomes from this research is if 75% of the students have achieved a score of 70 and if it exceeds the minimum value, the learning outcomes are said to be complete. This is based on a class that is said to be successful achieved completeness if at least 75% of the total number of students got 70. The placement of a score of 70 is based on the results of discussions with teachers and principals as well as based on the level of student intelligence and the of learning achievement Minimum Completeness Criteria used in the school.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings and discussion of the research based on result of this analysis of collected the data. The findings were the information about the implementation of comic strips as media to improve students' vocabulary mastery at eight grade junior high school at MTs Al-Firdaus Panti Jember.

#### A. Findings

In this chapter, the researcher would like to describe and discuss the findings that was found in the field of the research and also describe the implementation and the improvement of action research interviews data, and reflection of the object and data presentation. This research was classified as classroom action research on implementation comic strips as media to improve students vocabulary mastery. This research was held at eight grade of Al-Firdaus Junior High School.

##### 1. Pre-test

In this stage, the researcher interviewed to the English teacher of Eight grade students at MTs Al-Firdaus to know the ability students vocabulary mastery and other necessary information that include of media in teaching English. So on this researcher gave the preliminary research to know the ability of students' vocabulary mastery. Based on the result of preliminary pre-test there was many students less motivation and did not

interest to study English. So, because that reason they did not master vocabulary.

Moreover, based on the preliminary test that did by the researcher with students of eight grade at Al-Firdaus Junior High School, the researcher gave the material about vocabulary in context of short story and ask the students to read, understand, re-write the vocabulary. The researcher obtained the data of students vocabulary mastery well using comic strips.

**Table 4.1**  
**Students Pre Test Result**

NO	NAME	SCORE	CRITERIA
1	AG	55	Unsuccessful
2	APW	40	Unsuccessful
3	AMAF	70	Successful
4	AV	55	Unsuccessful
5	AAM	55	UnSuccessful
6	AEPL	70	Successful
7	HFI	40	Unsuccessful
8	IS	40	Unsuccessful
9	JTF	55	UnSuccessful
10	KM	85	Successful
11	LF	70	Successful
12	LA	55	UnSuccessful
13	MFDAS	70	Successful
14	MRA	55	UnSuccessful
15	MRA	40	Unsuccessful
16	MSA	70	Successful
17	MGA	40	Unsuccessful
18	MKI	55	Unsuccessful
19	MRIA	70	Successful
20	OZDP	85	Successful
21	RCW	55	UnSuccessful
22	RR	70	Successful
23	RAG	40	UnSuccessful
24	RAP	55	Unsuccessful
25	WK	55	Unsuccessful

26	YP	40	Unsuccessful
27	YR	40	Unsuccessful
28	YRR	70	Successful

Based on the table above, the mean of indicators are as follows :

$$X = \frac{\Sigma x}{n}$$

$$X = \frac{1640}{28}$$

$$X = 58,57$$

Explanation :

$X$ : Mean

$\Sigma x$  : total score of students

$n$  : total score in the class

$$E = \frac{\Sigma x}{n} \times 100$$

$$E = \frac{10}{28} \times 100$$

$$E = 35,71\%$$

Explanation :

$E$  : the percentage of students who reached the minimum standard score

$\Sigma x$  : total of students who reached the minimum standard score

$n$  : total of students in the class

## 2. Explanation of the Cycle

The cycle was conducted in five meetings. It was conducted on Monday 23<sup>rd</sup> of May 2022, Thursday, 26<sup>th</sup> of May 2022, Monday, 30<sup>th</sup> May 2022, and the last is Thursday, 2<sup>nd</sup> of June 2022. The steps were as follows:

### a. Planning

In the planning steps, the researcher discussed with the English teacher about the teaching and learning using comic strips as media to improve students' vocabulary mastery. The researchers prepared the media (comic strips), bring papers, the lesson plan. The material was about a short story that related with student work sheet. In the first meeting that held on 23<sup>rd</sup> of May 2022, the researcher gave students a short story about "He is goes to school" in a page 42 inside students' work sheet. From the task given by researcher, researcher asked to students to read and understanding the vocabularies from the short story given. The second meeting that held on 26<sup>th</sup> of May 2022, the researcher ask to students the meaning of the given in the previous meeting. Students guess the meaning of vocabulary that remembered by them. Then the researcher prepared the instruction of students practice in guessing vocabularies, the observation checklist also the attendance of students.

b. Acting

The researcher did the classroom action research on the 30<sup>th</sup> May 2022, 2<sup>nd</sup> of June 2022.

1) The first meeting was conducted on the 30<sup>th</sup> May 2022.

In the first meeting, the researcher greeted the students, asked their condition and checking their attendance list. The researcher asked to students about the material in previous meeting. The result many students did not remember about vocabulary. They were lazy to understand and read the text because there is no interested media. So, because that the reason researcher decided to use comic strips as media to improve students vocabulary mastery. The researcher made the explanation in detail about comic strips.

2) The second meeting was conducted on the 2<sup>nd</sup> June 2022.

In the second meeting the researcher greeted the students, asked their condition and checking their attendance list. The researcher made a groups of students. The researcher divided into 7 groups, which inside every group are 4 students. For every group is given a task. From the task students in every group can discussed about the vocabulary. And then the students write the vocabulary with the meaning. The result of vocabulary submitted from the students to the researcher.

c. Observing

Observing is an aspect which can help the researcher to understand her research. During the classroom action research

conducted in the first and the second meeting, the researcher and collaborator observed all of activities in the classroom which consists of teaching activity, students' process and students' response. The results of the observation in the first meeting, that it was still not optimal yet. It means there was improvement in improving students' vocabulary and students also achieved the criteria of success. Some students were more enthusiastic in teaching and learning activities, they could be confused matching vocabulary inside comic strips. So, researcher decided to make a group. It is caused, the activities in faster thinking when they read inside comic strips that help students to memoriz vocabulary and find meaning.

d. Evaluating and reflecting

After whole activities (planning, acting and observing) had been finished, the researcher gave the test to the students in third meeting (3<sup>rd</sup> of June 2022).

3. Post Test

The result of the post-test was as follow:

Table 4.2

Students Post Test Result

No.	Name	Score	Criteria
1	AG	55	Unsuccessful
2	AMAF	70	Successful
3	HFI	85	Successful
4	JTF	85	Successful
5	APW	70	Successful
6	KM	85	Successful



7	LF	70	Successful
8	MRA	70	Unsuccessful
9	AV	85	Successful
10	AAM	85	Successful
11	IS	40	Unsuccessful
12	OZDP	100	Successful
13	MRA	55	Unsuccessful
14	MSA	70	Successful
15	LA	85	Successful
16	RAP	100	Successful
17	MKI	70	Successful
18	RAG	70	Successful
19	WK	70	Successful
20	AEPL	85	Successful
21	MFDAS	70	Successful
22	MGA	55	Unsuccessful
23	RR	100	Successful
24	YRR	70	Successful
25	YR	55	Unsuccessful
26	YP	70	Successful
27	RCW	70	Successful
28	MRIA	85	Successful

Based on the table above, the mean of indicators are as follows:

$$X = \frac{\sum x}{n}$$

$$X = \frac{2035}{28}$$

$$X = 72,67$$

Explanation :

X: Mean

$\sum x$  : total score of students

n : total score in the class

And for percentage of students who passed the post-test was :

$$E = \frac{f}{n} \times 100 \%$$

$$E = \frac{22}{28} \times 100 \%$$

$$E = 78,57\%$$

Explanation :

E : the percentage of students who reached the minimum standard score

F : total of students who reached the minimum standard score

n : total of students in the class

Based on the explanation above, the students' mean score was 72,67 which means the score was sufficient for the standard minimum score (learning achievement). Also, the percentage of the students was 78,57% and it was sufficient too from the criteria of success.

From the result above, there are 6 students only who do not achieve the criteria of success, besides that there are 22 students who achieve the criteria of success in 70 of learning achievement, if presented the result is 78,57%. The use of media (comic strips) was a success in improving students' vocabulary mastery.

Based on the point above, the researcher considered that the implementation of comic strips to improve vocabulary mastery is very successful. Therefore, this researcher was ended in cycle one only. The

researcher concludes that the implementation of comic strips as media to improve vocabulary mastery at eight grade at MTs Al-Firdaus Pantj.

## B. Discussion

In this chapter, the researcher discussed the research finding covering the use of comic **strips** as media to improve students' vocabulary at eight grade Junior High School at MTs Al-Firdaus Pantj. The details of the discussion are explained as follow:

### 1. Using Comic Strips To Improve Vocabulary Mastery

This study focused on comic strips to improve students' vocabulary mastery at eight grade junior high school at MTs Al-Firdaus Pantj Jember. The researcher interviewed with English teacher of eight grades. In preliminary study, most of the students lazy to read the short story and did not interested.

After finding some problems from the students, the researcher decided to use of comic strips as media to improve students' vocabulary mastery. Ms. Yunita, as the English teacher said that many students did not interested and less motivation, so to improve students vocabulary mastery should make media to make them more interest to read and understand the vocabularies.<sup>65</sup>

In the interview researcher discussed with the English teacher that wanted to give the theme of material that related to eight grade students.

Therefore, the researcher chooses comic strips material. From there,

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<sup>65</sup>Erwin HariKurniawan, "Improving Vocabulary Ability by Using Comic," *Journal Cendekia*, (June 2009): 1-17.

students should be read, understand, we-write the vocabulary in context of short story.

To collect the data, the researcher used the short story students a short story about “He is goes to school” in a page 42 inside students work sheet in preliminary test and used comic strips in post-test, interview, document review and field note. This research was classifies as classroom action researcher (CAR) which adopter from the theory of Kemmis and Mc. Taggart that consist of four stages, those are planning of the action, implementing or acting of the action, observing the action, and reflecting the action.<sup>66</sup>

a. Planning of the action

Researcher made plan before doing the action. In this step researcher prepare the media (comic strips), bring papers, the lesson plan, and field note for observation. The researcher is an English teacher and the English teacher as a collaborator in this step.

b. Implementing of the action

In this part, the researcher use comic strips as media to improve students’ vocabulary mastery, the researcher give a comic strips about introduction. The researcher was conducted two meetings. The first, researcher made th explanation in detail about comic strips. Then the researcher divided into 7 groups, which inside every group are 4

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<sup>66</sup>Anne Burns, *Action Research in Second Language Teacher Education* (Cambridge: Cambridge University Press, 2009),11.

students. For every group is given a task. From the task students in every group can discussed about the vocabulary. And then the students write the vocabulary with the meaning. Next, students submit the result to the Teacher (the researcher). The researcher gives a post-test to know whether the use comic strips can improve vocabulary mastery or not.

c. Observing of The Action

The researcher observer the students' activities, the situation, also the problem found during the learning process. Based on the observation, it seems that using comic strips was an effective strategy to improve students' vocabulary mastery.<sup>67</sup> Comic strips can make students more interest to read story.

From the result of observation students have interested in used comic strips, enthusiastic in finding vocabulary used comic strips, try to find difficult vocabulary, understood how to read comic strips. So, in the action of observing increased their ability in vocabulary mastery.

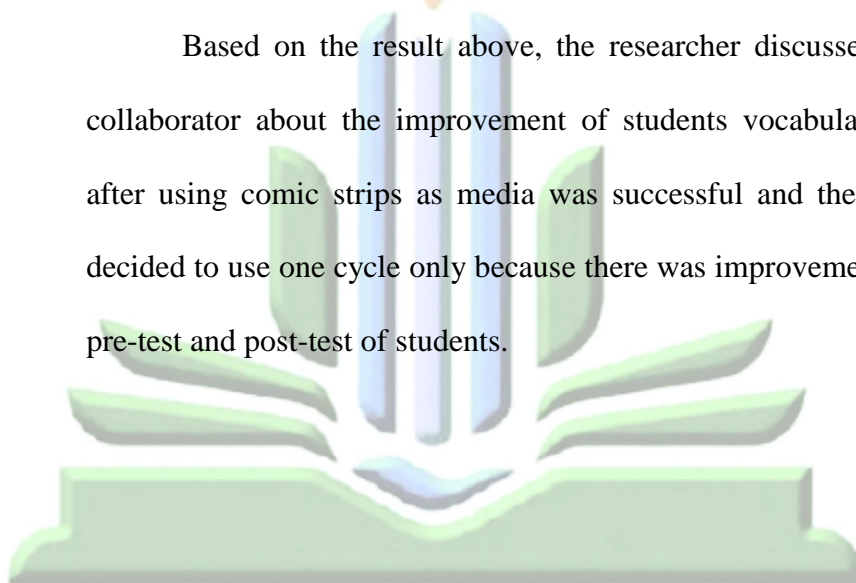
d. Reflecting of The Action

The result of post-test students showed that implementing comic strips as media very work to improve students' vocabulary mastery. It can be concluded by analyzing the student scores between researcher and English teacher as a collaborator. The percentage result before the action implement was 35,71% of students who reach 70,0 of

<sup>67</sup>Zia NurFaizah, "Translating Comic Strips As A Strategy To Enrich Students' Vocabulary Mastery," *International Journal of Innovation and Education Research* Vol1, no. 1 (April 2021):1-8.

learning achievement then the mean score of students was 58,57. While in the cycle after implementing comic strips as media in improving vocabulary mastery, the percentage result of post-test the mean score was 78,57% who reach 70 of learning achievement with the mean score of students was 72,67.

Based on the result above, the researcher discussed with the collaborator about the improvement of students vocabulary mastery after using comic strips as media was successful and the researcher decided to use one cycle only because there was improvement between pre-test and post-test of students.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter divided into two sections. The first section is the conclusion of research that related to Use Comic Strips to Improve Students Vocabulary Mastery at Eight Grade Junior High School at MTs Al-Firdaus. Then, the last section is about the suggestion.

#### A. Conclusion

The Implementation of Comic Strips as Media can Improve Students Vocabulary Mastery at Eight Grade Junior High School at MTs Al-Firdaus through one cycle. The result of students vocabulary mastery before using comic strips was 35,71% and the result after students using comic strips as media to improve their vocabulary mastery was 78,57%. From the result, the researcher conclude that implementation of comic strips can improve students vocabulary mastery at eight grade junior high school at MTs Al-Firdaus was successful.

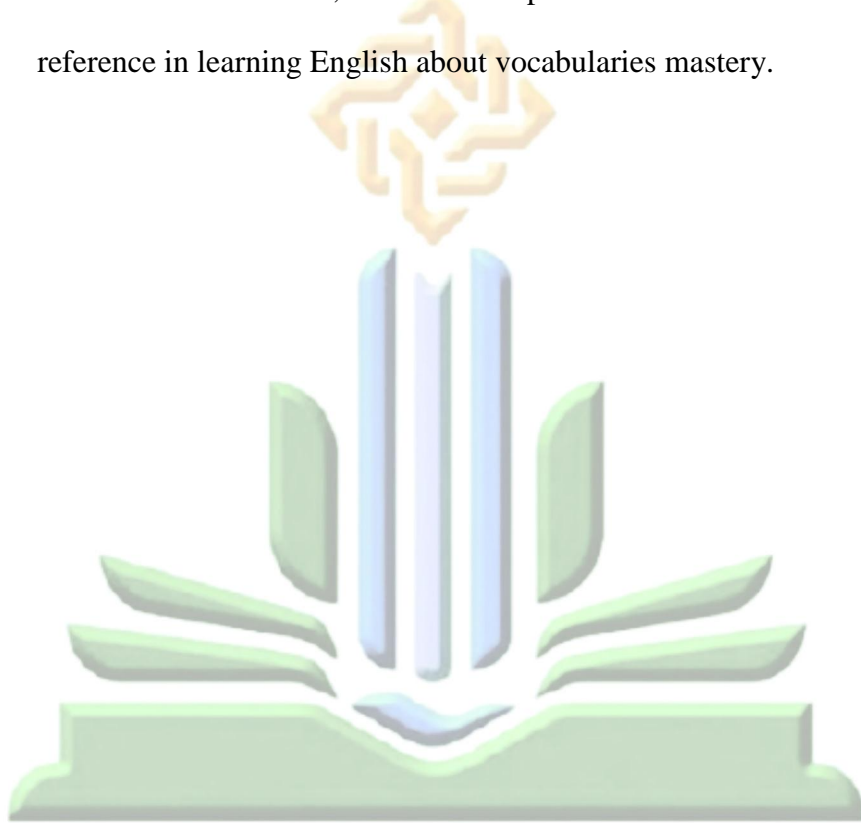
#### B. Suggestion

The researcher would like to give suggestions related to this research which will hopefully be useful for other English teachers in Junior High School and other researchers. The suggestions are as follow:

1. For the teacher, it is expected the most suitable technique or media to be applied in the teaching learning process. It becomes the important point as the key of success for the students in learning.
2. For the students, researcher hopes this media is useful to improve

vocabularies mastery.

3. For another researcher, researcher hopes this media can be used as a reference in learning English about vocabularies mastery.



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**APPENDIX 1****DECLARATION OF AUTHENTICITY**

The undersigned bellow:

Name : NAFI' ATUS MURSIDAH

Student's number : T20176026

Institution : UIN KH Achmad Siddiq Jember

Declare that this thesis entitled "The Implementation of Comic Strips As Media to Improve Students Vocabularies Mastery At Eight Grade Students of Mts Al - Firdaus Panti Jember" is my original work, gathered and utilized in particular to fulfill the purposes and objectives of the study. This thesis also has not been previously submitted to any other university for a higher degree. I also declare that the publications cited in this work have been previously consulted.

UNIVERSITAS ISLAM NEGERI Jember, 6<sup>th</sup> of January 2023

Sincerely

KIAI HAJI ACHMAD SIDDIQ  
JEMBER



Nafi'atus Mursidah

SRN. T20176026

## APPENDIX 2

## MATRIX OF THE RESEARCH

Title	Variable	Indicator	Source of Data	Research Method	Research Problem	Hypothesis
The Implementation of Comic Strips As Media to Improve Students Vocabularies Mastery at Eight Grade Students of Mts Al-Firdaus Pant Jember	Vocabulary  Comic Strips	1. Adejective 2. Adverb 3. Verb 4. Noun  1. Paper Comic Strips 2. Digital comic strips	Respondent : 1. The eight grade students of MTs Al-Firdaus Pant Jember 2. Collaboration with English teacher	1. Kind of research : Classroom action research 2. Data collection method : a. Observation b. Documentation c. Test d. Interview 3. Data analysis technique : a. Qualitative data is analyzed from the observation b. Quantitative data is analyzed with a formula $X = \frac{\sum x}{N}$	How is the implementation of comic strips able to improve students vocabularies mastery at eight grade students of MTs Al- Firdaus Pant Jember?	The use of comic strips is able to improve students vocabularies mastery at eight Grade students of MTs Al- Firdaus Pant Jember

### APPENDIX 3

#### LESSON PLAN

Sekolah	: MTs AL-FIRDAUS
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/2
Materi pokok	: He Goes To School
Sub materi	: Verb, Adjective, dan Noun
Alokasi Waktu	: 2 x 45 menit

#### A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan	Menunjukkan rasa syukur kepada Tuhan selama pembelajaran.

dalam semangat belajar.	
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	Menunjukkan perilaku peduli dalam pembelajaran
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya	Memberi nama benda. Mengidentifikasi sifat benda Mendeskripsikan benda Menyebutkan fungsi sosial teks deskriptif

### C. Tujuan Pembelajaran

Siswa mampu menjawab latihan kosakata berdasarkan lagu dengan benar sehingga mampu mengklasifikasikan mana yang merupakan kata benda, kata sifat dan kata kerja dengan benar.

### D. Materi Pembelajaran

#### 1. Noun

Noun adalah kata yang menamai sesuatu, seperti orang, tempat, benda, bahkan ide atau gagasan.

Market : pasar

Test : tes

Class : kelas

Bed : tempat tidur

Bus : bis

Bell: lonceng

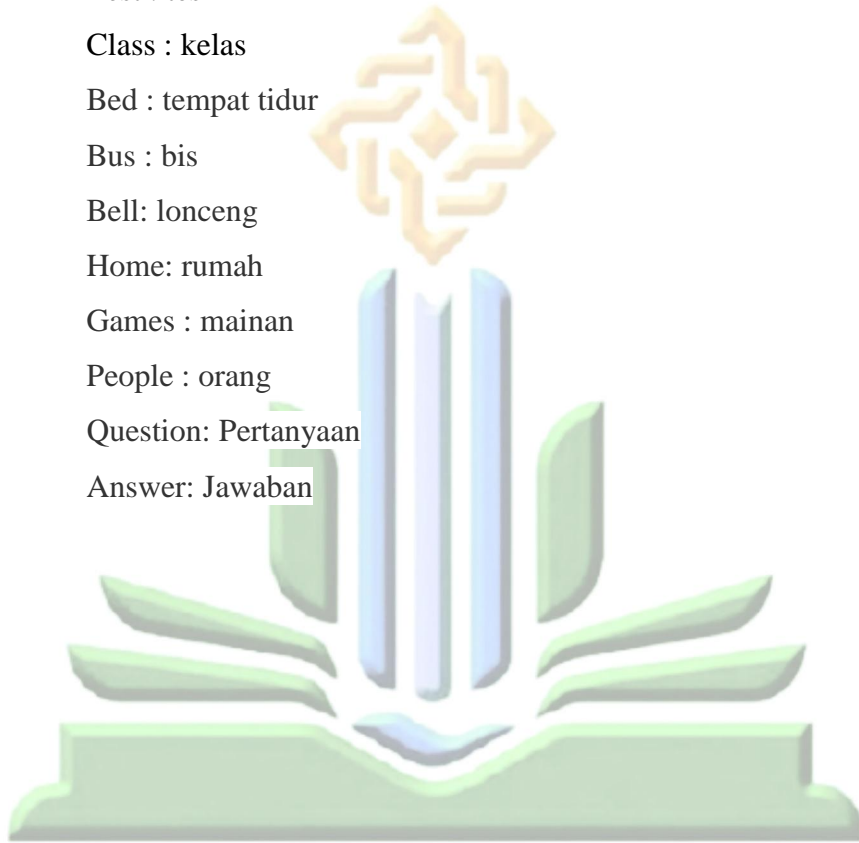
Home: rumah

Games : mainan

People : orang

Question: Pertanyaan

Answer: Jawaban



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## 2. Adjective

Adjective adalah kata yang menerangkan atau menjelaskan detail suatu noun atau benda. Contoh:



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Handsome (tampan)

Brave (berani)

Strong (kuat)

Fast (cepat).

Pretty (Cantik)

Anxious (Gelisah)

Arrogant (Sombong)

Bad (Buruk)

Best (Paling Baik)

Warm (Hangat)

Young (Muda)

Patient (Sabar)

Polite (sopan)

Poor (Miskin)



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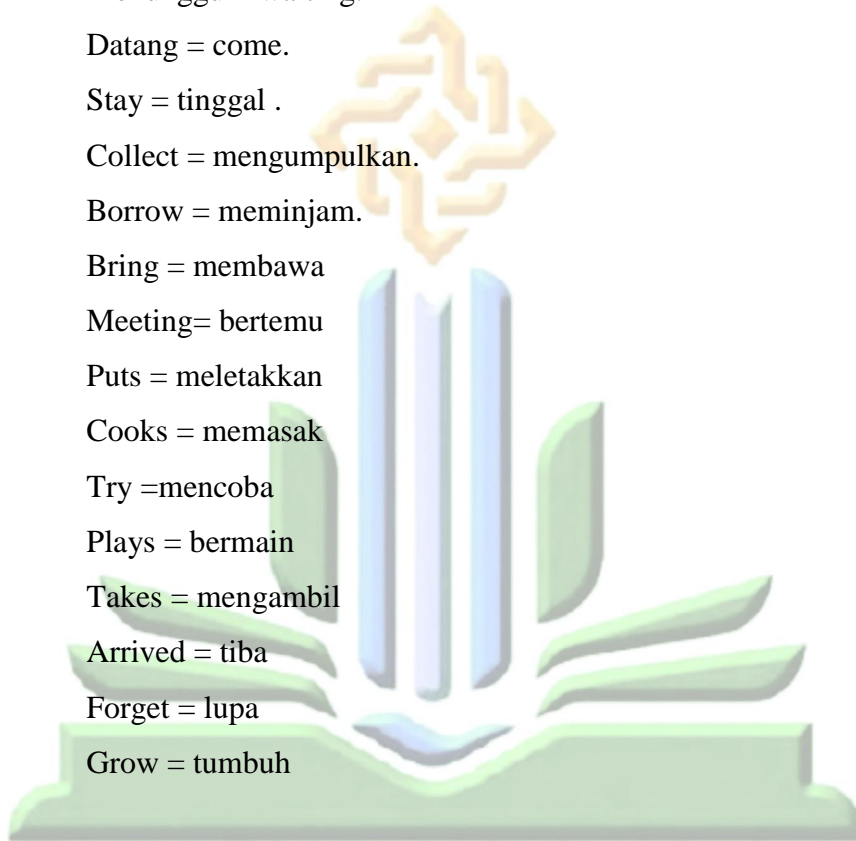
### 3. Verb

Kata kerja adalah kata yang menggambarkan suatu tindakan, kondisi atau pengalaman dari sesuatu. Contoh:



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Melihat = see.  
 Menunggu = waiting.  
 Datang = come.  
 Stay = tinggal .  
 Collect = mengumpulkan.  
 Borrow = meminjam.  
 Bring = membawa  
 Meeting= bertemu  
 Puts = meletakkan  
 Cooks = memasak  
 Try =mencoba  
 Plays = bermain  
 Takes = mengambil  
 Arrived = tiba  
 Forget = lupa  
 Grow = tumbuh



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### E. Metode Pembelajaran

Pendekatan : ceramah

Metode : *Grup Discussion*

### F. Media, Alat, dan Sumber Pembelajaran

Media : Comic Strips.

Kelengkapan : Laptop

Sumber Belajar : LKS.

### G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Guru melakukan pembukaan dengan salam pembuka dan doa.</li> <li>2. Guru memotivasi peserta didik untuk tetap semangat dan menjelaskan kegiatan hari ini</li> </ol>	10 menit
<b>Inti</b>	<ol style="list-style-type: none"> <li>1. <b>Mengamati</b> Guru menjelaskan materi tentang noun, verb, adjective beserta contoh kosakata.</li> <li>2. <b>Menanya</b> Guru memberikan kesempatan kepada siswa untuk bertanya pertanyaan tentang materi yang masih belum dipahami.</li> <li>3. <b>Menjelajah</b> Guru membimbing siswa untuk mengamati contoh tentang materi.</li> <li>4. <b>Mengasosiasi</b> Guru meminta siswa untuk membaca <i>comic strips</i> dengan seksama selama 10 menit dan meminta siswa untuk memahami isi dari <i>comic strips</i> tersebut.</li> <li>5. <b>Berkomunikasi</b> Guru meminta siswa</li> </ol>	75 menit

	untuk mendiskusikan isi dari <i>comic strips</i> tersebut dan menelaah bersama terkait kategori vocabulary sesuai dengan evaluasi (Post Test) yang disediakan oleh guru.	
<b>Penutup</b>	Guru membuat kesimpulan terkait pembelajaran yang dijelaskan serta menutup pembelajaran dengan salam .	5 menit

#### A. Rubrik Penilaian Vocabulary

Aspek yang dinilai	50 point	35 point	20 point	5 point
Banyaknya kosakata (vocabularies)	Siswa dapat menemukan 15 $\geq$ kosakata dengan benar	Siswa dapat menemukan 10 $\geq$ kosakata namun hanya sebagian yang benar	Siswa dapat menemukan 5 $\geq$ kosakata namun sedikit yang benar	Siswa tidak dapat menemukan 5 $\geq$ kosakata dengan benar
Mengartikan kosakata (meaning)	Siswa dapat mengartikan 15 $\geq$ kosakata dengan benar	Siswa dapat mengartikan 10 $\geq$ kosakata namun hanya sebagian yang benar	Siswa dapat mengartikan 5 $\geq$ kosakata namun sedikit yang benar	Siswa tidak dapat mengartikan 5 $\geq$ kosakata dengan benar

--	--	--	--	--

Jember, 24 Mei 2022

Guru Mata Pelajaran

**Nafi'atus Mursidah**



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## Appendix 4

## Scoring Rubric of Vocabulary

Aspek yang dinilai	50 point	35 point	20 point	5 point
Banyaknya kosakata (vocabularyes)	Siswa dapat menentukan 15 kosakata dengan benar	Siswa dapat menentukan 10 kosakata dengan benar	Siswa dapat menentukan 5 kosakata dengan benar	Siswa dapat menentukan 5 kosakata dengan benar
Mengartikan kosakata (mean)	Siswa dapat mengartikan 15 kosakata	Siswa dapat mengartikan 10 kosakata	Siswa dapat mengartikan 5 kosakata	Siswa dapat mengartikan 5 kosakata

ing)	≥ kosakata dengan benar	≥ kosakata namun hanya sebagian yang benar	≥ kosakata namun sedikit yang benar	an 5 ≥ kosakata dengan an benar
------	----------------------------------	--	--	--



## Appendix 5 Teachers' Pre-Interview Result

1. Berapa KKM siswa dalam pembelajaran bahasa Inggris pada kelas 8?

Jawab : 70

2. Berapa rata-rata hasil ulangan tulis mata pelajaran bahasa Inggris pada kelas 8?

Jawab : antara 50 hingga 75

3. Apa saja kendala yang dihadapi guru ketika mengajar bahasa Inggris di

kelas 8?

Jawab : Kurang lebih 8 siswa yang aktif dalam pembelajaran, karena

sebelumnya mereka melakukan kegiatan pembelajaran online.

Sehingga banyak yang kurang memperhatikan materi.

4. Apa saja kendala yang dihadapi siswa kelas 8 MTs Al Firdaus ?

Jawab : siswa kurang paham karena bukan bahasa kita (bahasa asing), kurangnya motivasi dalam belajar dan susah diajak berdiskusi mengenai materi

5. Metode/teknik/pendekatan apa yang diterapkan guru di dalam kelas?

Jawab : ceramah

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## Appendix 6

### Teachers' Post-Interview Result

R: Assalamualaikum ma'am,  
I want to do an interview with you as the last step after we did a reading post-test. Is it okay?

T: waalaikumsalam, okay.

R: so what do you think about students' activities in the class after implementing comic strips media?

T: well, they become braver

to discuss in the classroom,

they ask a lot to me about some question. Before they

got this treatment, they

usually did not pay attention and lazy in my lesson.

Thankfully, they are better in learning English now.

R: I think so, I realized they asked you about vocabularies some words they didn't

know. So, do you agree that media comic strips can improve students' vocabulary mastery?

T: I strongly do, they become more active in the class

because they talk all the time

about the lesson because they

have the chance that we gave

them by giving them the

cards. The students did more

practice in the class such as

read the text as fast as they

can and tried to guess the

meaning it.

R: well, I think that's all for

the interview, thank you

ma'am, wassalamualaikum

T: okay, no problem,

waalaikumsalam

**Appendix 7****PEDOMAN OBSERVASI**

Pedoman Observasi Siswa

Nama : Nafi'atus Mursidah

NIM : T20176026

Judul : THE  
IMPLEMENTATION OF COMIC  
STRIPS AS MEDIA TO IMPROVE  
STUDENTS VOCABULARIES  
MASTERY AT EIGHT GRADE  
STUDENTS OF MTS AL -FIRDAUS  
PANTI JEMBER

No.	Students' activities	Yes	No	Note
1	Students were interested in used comic strips			Yes = No =
2	Students were enthusiastic in finding vocabulary used comic strips			Yes = No =
3	Students try to find difficult vocabulary			Yes = No =
4	Students understood how to read comic strips			Yes = No =

**Appendix 8****HASIL OBSERVASI**

Hasil Observasi Siswa (pre-test)

Nama : Nafi'atus Mursidah

NIM : T20176026

Day/Date : Monday, 23<sup>th</sup> of May  
2022

No.	Students' activities	Yes	No	Note
1	Students were interested in used comic strips		X	Yes = 0 No = 28
2	Students were enthusiastic in finding vocabulary used comic strips		X	Yes = 0 No = 28
3	Students try to find difficult vocabulary	✓		Yes = No =
4	Students understood how to read comic strips		X	Yes = 0 No = 28

	activities			
1	Students were interested in used comic strips	✓		Yes = 21 No = 7
2	Students were enthusiastic in finding vocabulary used comic strips	✓		Yes = 16 No = 12
3	Students try to find difficult vocabulary	✓		Yes = 18 No = 10
4	Students understood how to read comic strips	✓		Yes = 14 No = 14

Hasil Observasi Siswa (first meeting)

Nama : Nafi'atus Mursidah

NIM : T20176026

Day/Date : Thursday, 26<sup>th</sup> of  
May 2022

No.	Students'	Yes	No	Note
-----	-----------	-----	----	------

Hasil Observasi Siswa (second meeting)

Nama : Nafi'atus Mursidah

NIM : T20176026

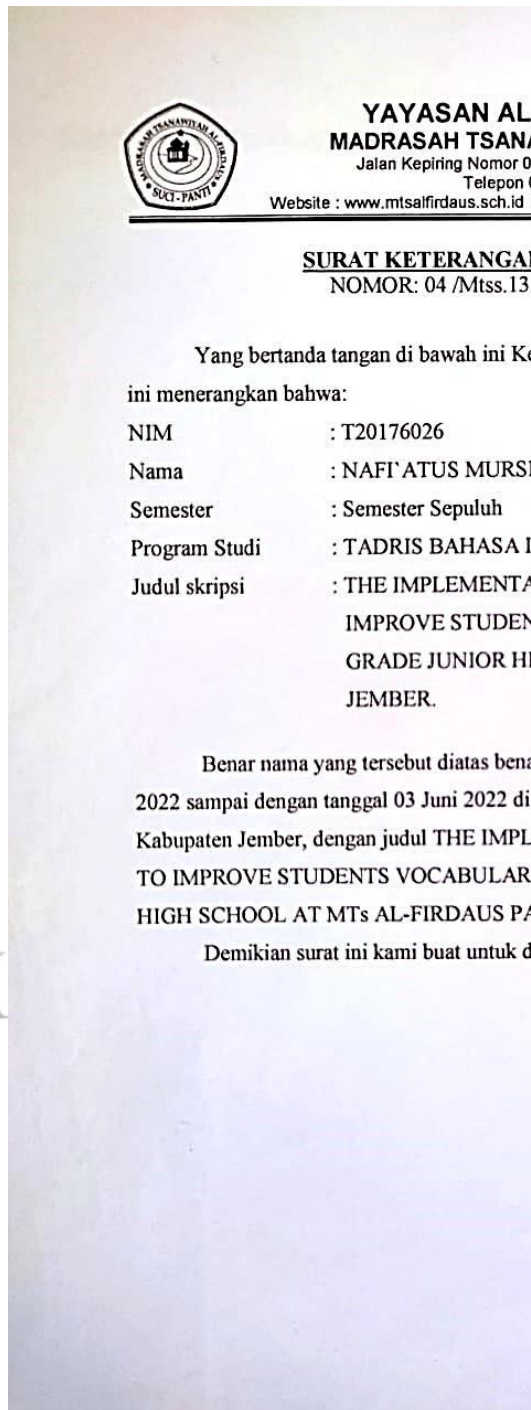
Day/Date : Monday, 30<sup>th</sup> of

May 2022

No.	Students' activities	Yes	No	Note
1	Students were interested in used comic strips	✓		Yes = 28 No = 0
2	Students were enthusiastic in finding vocabulary used comic strips	✓		Yes = 25 No = 3
3	Students try to find difficult vocabulary	✓		Yes = 22 No = 6
4	Students understood how to read comic strips	✓		Yes = 24 No = 4

## Appendix 9

### Research Completed Letter



**Appendix 10**  
**Research Journal**

**JURNAL PENI**

**The Implementation of Comic Strips as me**  
**Eight Grade Junior High School at M**

No	Tanggal	Jenis Kegiatan	
1	20 Mei 2022	Observasi tempat penelitian dan mengantarkan surat penelitian.	Muhar
2	21 Mei 2022	Meminta izin melakukan penelitian.	Muhar
3	23 Mei 2022	Interviu dengan guru bahasa Inggris dan Pre-test	Dv
4	3 Juni 2022	Melakukan Post-Test	The st
5	3 Juni 2022	Mengurus surat izin penelitian.	Fe

## Appendices 11

### Hasil Reliability

Nilai Yang Diperoleh	Nilai Cronbach Alpha	Kesimpulan
0.60	0.77521859	RELIABLE

#### Kriteria Koefisien Korelasi Reliabilitas Instrumen

Koefisien Korelasi	Korelasi	Interpretasi
$0,90 \leq r \leq 1,00$	Sangat tinggi	Sangat baik
$0,70 \leq r < 0,90$	Tinggi	Tetap/baik
$0,40 \leq r < 0,70$	Sedang	Cukup baik
$0,20 \leq r < 0,40$	Rendah	Tidak baik
$r < 0,20$	Sangat rendah	Sangat tidak baik

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## Appendices 12

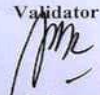
### Validitas

**EXPERT VALIDATION SHEET VOCABULARY TEST**

**Instruction:**

1. Put a check mark in the column according to your opinion.
2. If there is a need to be revised, please in the column "catatan"

No.	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
<b>A.</b>	<b>Isi</b>					
	1. Tema yang diberikan sesuai dengan kompetensi inti dan kompetensi dasar			✓		
	2. Test yang diberikan sesuai dengan indicator materi			✓		
	3. Petunjuk pelaksanaan test speaking sesuai dengan yang telah dipaparkan			✓		
	4. Pedoman skor penilaian sesuai dengan rubrik yang telah diberikan			✓		
	5. Kesesuaian alokasi waktu dengan test yang diberikan			✓		
<b>B.</b>	<b>Konstruk</b>					
	1. Test disusun menggunakan vocabulary test untuk mengetahui			✓		
	vocabulary mastery siswa					
<b>C.</b>	<b>Bahasa</b>					
	1. Petunjuk test menggunakan kaidah Bahasa Inggris yang benar dan sesuai			✓		
	2. Bahasa pada test yang digunakan dapat dimengerti dan dipahami			✓		
	3. Menggunakan bahasa yang tidak mempersulit siswa			✓		

Validator  
  
 Ninuk Indrayani, M.Pd.

**Appendix 13**  
**Documentation of The**  
**Research**



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Appendix 14

PRE-TEST RESULTS

Name : APW

<input type="checkbox"/>	Break = Berenti
<input type="checkbox"/>	Market = Pasar
<input type="checkbox"/>	Home = Rumah
<input type="checkbox"/>	Goes = Pergi
<input type="checkbox"/>	Start = Memulai
<input type="checkbox"/>	plays = Bermain

88 //

Name : YP

1.	Plays : bermain
2.	Games : bermain
3.	People : ✓
4.	After : selesai
5.	Home : rumah
6.	Start : memulai

40 //

Name : HFI

1.	Shower : mandi
2.	Pretty : Cantik
3.	Cooks : Memasak
4.	After : Selesai
5.	Hour : Jam
6.	Works : ✓
7.	Tired : Tidur

40 //

Name : MRA

<input type="checkbox"/>	Pretty = Cantik
<input type="checkbox"/>	shower = Mandi
<input type="checkbox"/>	Start = Memulai
<input type="checkbox"/>	Takes = mengambil
<input type="checkbox"/>	puts : meletakkan

40 //

Name : MKI

<input type="checkbox"/>	1. Pretty : cantik
<input type="checkbox"/>	2. Shower : mandi
<input type="checkbox"/>	3. Start : bintang
<input type="checkbox"/>	4. finish : selesai
<input type="checkbox"/>	5. Break : sakit ✓
<input type="checkbox"/>	6. flour : Tida ✓
<input type="checkbox"/>	7. market : pasar
<input type="checkbox"/>	8. people : orang
<input type="checkbox"/>	9. wort : kaga
<input type="checkbox"/>	10. Bed : tempat ✓
<input type="checkbox"/>	11. Takes

88 //

Name : MSA

<input type="checkbox"/>	Drive : mengendarai
<input type="checkbox"/>	pretty : Cantik
<input type="checkbox"/>	Shower : mandi
<input type="checkbox"/>	gets up : mandi ✓
<input type="checkbox"/>	Cooks : memasak
<input type="checkbox"/>	play : Bermain
<input type="checkbox"/>	Games : Mainan
<input type="checkbox"/>	finishes : selesai
<input type="checkbox"/>	Takes : mengambil
<input type="checkbox"/>	flour : jam

70 //

Name : WK

<input type="checkbox"/>	Hour - Jam
<input type="checkbox"/>	Works - Berkerja
<input type="checkbox"/>	Tired - Tidur ✓
<input type="checkbox"/>	Home - Rumah
<input type="checkbox"/>	Around - pergi ✓
<input type="checkbox"/>	Cooks - memasak ✓
<input type="checkbox"/>	Market - pasar
<input type="checkbox"/>	Plays - mainan ✓
<input type="checkbox"/>	puts - ✓
<input type="checkbox"/>	Cooker - memasak

88 //

AMAF

<input type="checkbox"/>	after : selesai
<input type="checkbox"/>	market : mengambil
<input type="checkbox"/>	class : kelas
<input type="checkbox"/>	ofer : lebih
<input type="checkbox"/>	must : harus
<input type="checkbox"/>	next : selanjutnya
<input type="checkbox"/>	selanjutnya : collect ✓
<input type="checkbox"/>	still : masih
<input type="checkbox"/>	mine : milik
<input type="checkbox"/>	meeting : pertemuan

70 //

Appendix 15

POST-TEST RESULTS

Name: MEI

Read the comics! Make a list of vocabulary and write the meaning that you found!

Answer:

See: melihat	come: datang
afternoon: siang	late: terlambat
hurry up: cepat	test: tes
be: bis	ringing: berbunyi
waiting: menunggu	bring: membawa
late: telat	bring: membawa
wake up: bangun	nick: panggilan

70 //

Name: MSA

Read the comics! Make a list of vocabulary and write the meaning that you found!

Answer:

Miss: Anni Wku	Must: harus
Collect: mengumpulkan	early: Dini
May: Boleh	Come: datang
Those: walaku	waiting: menunggu
Waiting: tidak	Afternoon: Siang
Hurry up: Cepat	

70 //

Name: TP

Read the comics! Make a list of vocabulary and write the meaning that you found!

Answer:

Come: datang	Meeting: Bertemu
Have: punya	See: melihat
Class: kelas	Ring: berbunyi
Bell: Bell	Waiting: menunggu
Wake up: ✓	
Still: masih	
Over: lebih	
Collect: ✓	
Hurry up: ✓	
May: Boleh	
Nick: panggilan	

70 //

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Name : APW

Read the comics! Make a list of vocabulary and write the meaning that you found!

Answer:

Come : Datang	Must : harus
See : Melihat	Borrow : Meminjam
Hurry up : Cepat	Next : Selanjutnya
Early : Dini	Bring : Membawa
May : Boleh	Ring up : Bertanya
Time : Waktu	Have up : Punya
Still : Masih	Afternoon : Siang
Meeting : Bertemu	Class : kelas
Over : Lebih	Another : lainnya

8/100

Name : HFI

Read the comics! Make a list of vocabulary and write the meaning that you found!

Answer:

Bed : Tempat tidur	Another : lainnya ✓
People : orang	Afternoon : Siang ✓
Home : rumah	Hour : Jam
Collect : Mengumpulkan ✓	Market : Pasar
Bring : Membawa	Tired : Capek
Wake up : Bangun tidur	Borrow : meminjam
Next : selanjutnya ✓	
Class : kelas ✓	
Bad : Tempat tidur ✓	

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Name : AMAF

Read the comics! Make a list of vocabulary and write the meaning that you found!

Answer:

See : melihat	cell : loncat
Come : datang	Bring : Bawanya
Early : Dini	Time : waktu
Must : harus	Over : lebih
Test : Tes	Bring : membawa

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Name : MPA

Read the comics! Make a list of vocabulary and write the meaning that you found!

Answer:

See : melihat	line : waktu
late : telat ✓	bring : bawanya ✓
come : datang	cell : loncat
seat : masuk ✓	collect : kumpulkan ✓
test : tes	borrow : meminjam

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**Appendix 16****CURRICULUM VITAE****PERSONAL INFORMATION**

Name : Nafi'atus Mursidah  
 Place and Date of Birth : Jember, 28 April 1999  
 Address : Bagorejo Krajan RT. 003 RW. 012,  
 GumukMas Kabupaten Jember  
 Religion : Islam  
 Nationality : Indonesia  
 Department/Major Courses : Language Education/English Department  
 Institution : UIN KH Achmad Siddiq Jember  
 Email Address : [nafiatusmursidah28@gmail.com](mailto:nafiatusmursidah28@gmail.com)

**EDUCATIONAL BACKGROUND**

2017-2022 : State Islamic University of Kiai Haji Achmad Siddiq Jember  
 2014-2017 : Senior High School (MAN 3 Jember)  
 2011-2014 : Junior High School (SMPN 1 Kencong)  
 2005-2011 : Primary School (SDN Menampu 3)  
 2004-2005 : Kindergarten (TK Dewi Masyitoh Karanganyar 3)