

**IMPLEMENTING TASK-BASED DIGITAL COMICS TO
ENHANCE SECONDARY SCHOOL STUDENTS'
VOCABULARY IN READING CLASS**

THESIS



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**Implementing Task-Based Digital Comics to Enhance Secondary School
Students' Vocabulary in Reading Class**

THESIS

**Presented to Kiai Haji Achmad Siddiq Jember State University in Partial
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EXAMINER APPROVAL SHEET
IMPLEMENTING TASK-BASED DIGITAL COMICS TO
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VOCABULARY IN READING CLASS
THESIS

Has been examined and approved by the board of examiners to fulfill the requirements for the Education Bachelor Degree (S.Pd) Tarbiyah and Teacher Training Faculty Islamic Education and Language Department English Education Study Program

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MOTTO

“One day I started reading and my whole life changes”

(Orhan Pamuk)*



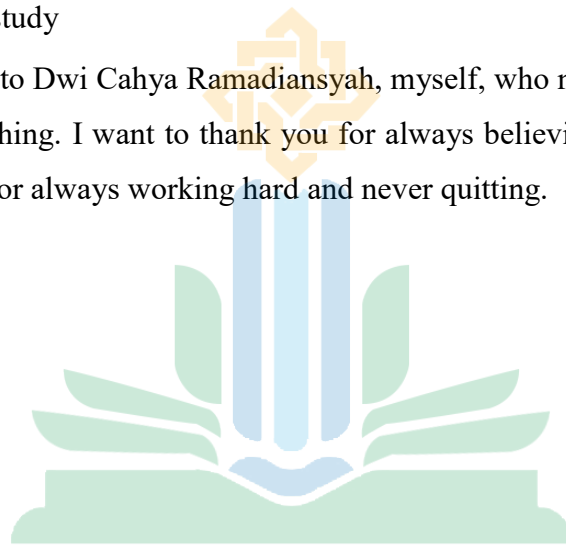
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* <https://rumahbukunaya.com>

DEDICATION

With respect and pleasure, I dedicated this thesis to:

1. To my late parents, Eri Sukarnomo, S.Pd. and Wati Maysarah, S.E. whom I loved dearly, and may Allah SWT forgive their sins.
2. Erdiansyah Perdana, S.Pd, my big brother who always worked hard for me, encouraged me to finish my studies and always believed in me
3. Solicha Annisa Oktavianti, my young sister who always reminds me to finish my study
4. And lastly to Dwi Cahya Ramadiansyah, myself, who never gives up when doing anything. I want to thank you for always believing in me. I want to thank me for always working hard and never quitting.



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I recognize that there is still potential for improvement in the writing and language of this thesis. For this reason, I'm open to critiques and suggestions that could assist in improving the quality of this thesis. It is hoped that this thesis will be useful for future researchers.

Jember, 29 July 2024

Researcher



ABSTRACT

Dwi Cahya Ramadiansyah, 2024: Implementing Task-Based Digital Comics to Enhance Secondary School Students' Vocabulary in Reading Class

Keywords: Task-Based learning, Digital Comics, Enhance Vocabulary

Improving students' vocabulary in reading classes is a challenge for teaching English in secondary schools today. Many students are not interested in traditional learning methods because they are less engaging. One promising approach is using task-based digital comics to boost vocabulary. Although past studies have explored digital comics in language learning, their use in vocabulary building, especially with task-based learning, remains under-researched. This highlights the need to further examine task-based digital comics as an innovative and effective tool to help students with vocabulary in reading classes.

To achieve the research goal, this study examines how using task-based digital comics in secondary school reading lessons impacts students' vocabulary mastery. The main research question is: "What effect does the use of task-based digital comics have on students' vocabulary development in secondary school reading classes?" This research follows a qualitative approach using a case study design. It was conducted at a secondary school with 30 participants, all 8th-grade students. Data were collected by using semi-structured interviews (transcribed), documentation, and observation of student activities during the study.

The research reveals two key findings: first, using digital comics as a teaching tool greatly boosts students' enthusiasm and interest. Second is the effectiveness and the challenges of using digital comics to improve students' vocabulary mastery. These findings highlight both the advantages and challenges of using digital comics in teaching.

The study offers helpful advice for English teachers to boost students' vocabulary and interest in learning. Despite some limits, task-based digital comics are a promising tool for vocabulary growth. The study suggests continuing their use and exploring other factors in future research. Overall, digital comics in reading lessons greatly enhance students' learning and language skills.

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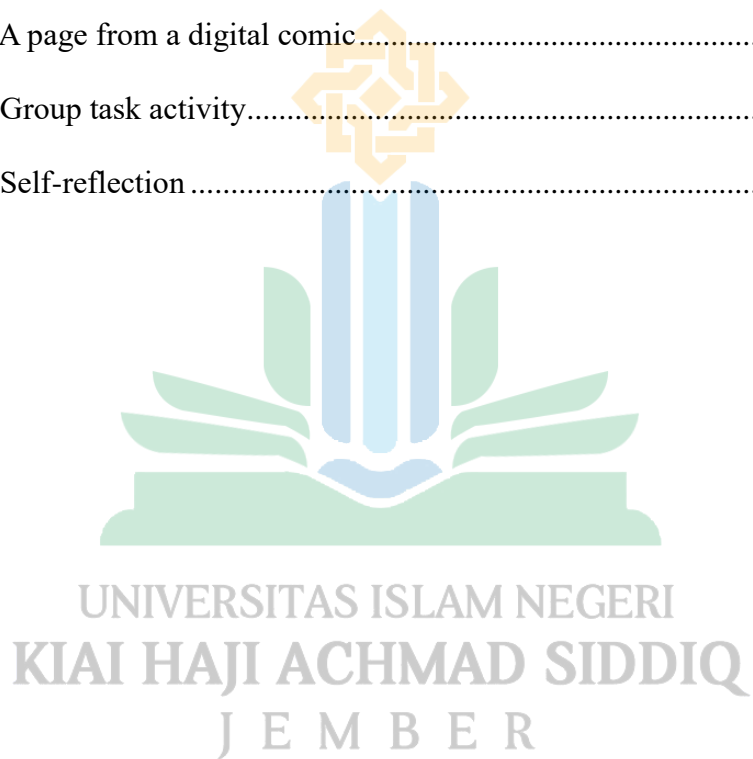
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CHAPTER I

INTRODUCTION

A. Background of Research

In English learning, reading is an important focus for English Learners. Reading is an important learning aspect, which may help students become more proficient in English.¹ In learning reading there is vocabulary, and that is an essential part for learners of English as a Foreign Language.² The lack of knowledge of vocabulary on EFL students in a classroom since the teacher never mentioned the importance of vocabulary mastery to the students.³ Thus, one of the most important skills for EFL students to acquire when learning to read is vocabulary. If the teachers themselves have not given the EFL students the necessary material to make them understand more about EFL learning, they can use technology to help them.

Many sources of media can help the students to improve their vocabulary mastery and one of them is using digital comics. Several studies about using digital comics as a medium in learning vocabulary have already been conducted such as, for example, the use of comics as a medium for

¹Zuo, W. *The effects of cooperative learning on improving college students' reading comprehension*. (Theory and Practice in Language Studies, 2011), 1(8), 986-989. <https://doi.org/10.4304/tpls.1.8.986-989>.

²Castillo-Cuesta, Luz, and Ana Quinonez. *Using Digital Comics for Enhancing EFL Vocabulary Learning during the COVID-19 Pandemic*. (International Journal of Learning, Teaching and Educational Research, 2022). Vol. 21, No. 5, pp. 478-491, (2022)

³Darsalina, Lisa, Arifin Syamaun, & Diana Fauzia Sari. *The Application of Comic Strips in Teaching Vocabulary*. (Research in English and Education, 2016) (READ), 1(2), 137-145.

vocabulary learning can create a motivation for learning vocabulary.⁴ This is because comics provide not just a word assembled into sentences but it provided with a unique picture as a helper for the reader to continue reading. Another result revealed that comics can help students grasp concepts better since they provide supplementary information that complements textual content and can encourage reading among students.⁵ Additionally, EFL students saw the process of constructing DCs in the classroom as a way to improve their writing and grammar skills.

Using digital comics as a source of material in learning vocabulary, the EFL learner needs to know first about, "What is Digital Comics?". Comics are considered to be children's favorite reading materials because they contain a picture and a great narrative story that enjoy children's reading. The two most popular forms of comics are comic books, usually known as "manga" when referring to Japanese comic books, and comic strips, which are found in newspapers. Newspapers produce serial comics called comic strips. Comic books, on the other hand, are collections of stories with illustrations and one or more titles.

The term "genres" refers to the many categories of digital comics; each comic has its genre, such as mystery, adventure, action, comedy, etc.

The term "genre" of a book already existed because the people at that age

⁴Suwastomo, Bambang. *Teaching Using Comic as a Media to Improve Student's Vocabulary Mastery at Tenth Grade of Sman 1 Muntok*. (Studia: Jurnal Hasil Penelitian Mahasiswa, 2016), [s. l.], v. 1, n. 1, p.1-22.

⁵Cimermanova, Ivana. *Using Comics with Novice EFL Readers to Develop Reading Literacy*. (Procedia - Social and Behavioral Sciences, 2015), [s.l.], v. 174, p.2452-2459, fev. 2015. Elsevier BV. <http://dx.doi.org/10.1016/j.sbspro.2015.01.916>.

were dreaming of a science-fiction world and also, they liked reading books.⁶ In an EFL study, reading Digital Comics can provide motivation and skill for the learner who lacks both of them. Some scholars have their own opinions on Digital Comics with rare exceptions, it is usually simple to distinguish a comic book from other forms of media at first glance.⁷ The difficulty arises when we try to theorize comic books. Based on that, because of the many opinions from scholars regarding comics, it is not a matter to be argued as of right now because comics are a matter of literature and artwork by the writer to the reader.⁸

The way to read digital comics is as simple as reading normal texts. The creation of digital comics itself is considered a type of literature because of the complexity of digital comics.⁹ Comics/digital comics can be categorized as a combination of literacy learning and art-based perspective.¹⁰ Understanding language structure is crucial for children to grow their vocabulary at an appropriate depth, as children expand their vocabulary, they become more familiar with the grammatical structures that

⁶Akhmedov, Rafael Sh. *Mobility of Science Fiction as a Literary Genre*. (American International Journal of Contemporary Research. 2021). Vol. 11, No. 1, 2021. doi:10.30845/aijcr.v11n1p7

⁷Sanders, J. S. *Chaperoning Words: Meaning-Making in Comics and Picture Books*. (Children's Literature, 2013) 41 (1): 57–90. doi:10.1353/chl.2013.0012.

⁸Aggleton, Jen. *Defining digital comics: a British library perspective*. (Journal of Graphic Novels and Comics, 2018) [S.L.], v. 10, n. 4, p. 393-409. 2018. Informa UK Limited. <http://dx.doi.org/10.1080/21504857.2018.1503189>

⁹Wissman, Kelly., & Costello, Sean. *Creating Digital Comics in Response to Literature: Aesthetics, Aesthetic Transactions, and Meaning Making*. 2014. https://scholarsarchive.library.albany.edu/cgi/viewcontent.cgi?article=1003&context=eltl_fac_scholar.

¹⁰Landay, E., & Wootton, K. (2012). *A reason to read: Linking literacy and the arts*. Cambridge, MA: Harvard Education Press.

these words normally appear in.¹¹ Based on the explanation, using digital comics can help students improve their vocabulary mastery by reading digital comics.¹²

After reviewing some previous research about using digital comics as a media in learning vocabulary that has been conducted by the mentioned researcher above, the researcher trying to focus on the implementation of task-based reading digital comics for EFL learners. However, due to the nature of the EFL learners when it comes to learning vocabulary, the researcher hopes to apply task-based reading of digital comics as a hurdle since students frequently experience boredom and lack motivation to improve their reading abilities. It becomes essential for the researcher to maintain students' interest and pique their passion while giving vocabulary learning a priority. It is hoped that via encouragement, students would feel motivated to improve their reading skills and eventually master the vocabulary needed in English learning.

B. Research Question

Following the background explained above, this research has examined students' improvement in vocabulary learning. The following research question is: What effects does the use of task-based digital comics have on students' vocabulary development in secondary school reading classes?

¹¹Darsalina, Lisa, Arifin Syamaun, & Diana Fauzia Sari. *The Application of Comic Strips in Teaching Vocabulary*. (Research in English and Education, 2016) (READ), 1(2), 137-145.

¹²CIMERMANOVÁ, Ivana. *Using Comics with Novice EFL Readers to Develop Reading Literacy*. (Procedia - Social and Behavioral Sciences, 2015), [s.l.], v. 174, p.2452-2459, fev. 2015. Elsevier BV. <http://dx.doi.org/10.1016/j.sbspro.2015.01.916>.

C. Research Objective

The purpose of this study is to find out how using task-based digital comics in secondary school reading lessons affects students' vocabulary mastery.

D. Research Significance

1. Theoretically

This research is expected to ensure that the use of task-based digital comics in vocabulary learning in reading class is effective. This study supports task-based language learning by showing how digital comics can be integrated into this approach. It also highlights how digital tools can make learning more engaging and effective. It adds to the theoretical understanding of how task-based activities promote vocabulary acquisition.

2. Practically

It is hoped that this study will help teachers improve their knowledge of using technology. Not just using a phone or a computer but also using what is available online. As for the students, it hopes that they can expand their knowledge about digital vocabulary and they can make it one of the learning tools in learning vocabulary.

3. Empirically

It is hoped that the result of this research will be a reference to other researchers who are interested in conducting the same research. The

researcher hopes that this research can determine the use of task-based digital comics as a tool for improving students' vocabulary learning.

E. Definition of Key Terms

1. Task-based Learning

Task-based learning is a learning method that uses tasks from teacher to students that are being done by themselves or by group assignments. From this method, a teacher can determine if the students are capable of finishing or understanding various tasks or projects of the related subjects, in this case learning English.

2. Digital Comics

Digital comics are one of the reading media available in this modern era of digitalization and it consists of a combination of art and narrative stories that are included on multiple pages. Each digital comic consists of various genres from action, adventure, fantasy, science fiction, etc. based on the author's liking. As for this research, the researcher will be focusing on the fantasy genre. Digital comics are only available on a digital platform such as a phone or computer. Because it is available on a phone and computer, the way to read digital comics is in the form of strips or each panel is presented vertically so the reader just needs to scroll it.

3. Vocabulary Learning

In learning reading in English class, one of the materials should be learned is vocabulary. Vocabulary is a collection of words in a

language that a person knows and uses based on the contexts such as verbs, adverbs, etc. And so, vocabulary learning for students in EFL, they can understand the essential part of learning English. Many learners were not too serious when learning Vocabulary, because they did not know that when learning Vocabulary, they would have trouble communicating in English as a Foreign Language or as a second language. Because of the limited time of the research, the researcher will do research on verbs and adjectives.



CHAPTER II

LITERATUR REVIEW

This chapter is divided into two sections: theoretical investigations and earlier research. Information from earlier studies that is pertinent to this topic is provided by earlier studies. Theories relevant to this topic are covered in the subtitles of some of the theoretical papers. The part that follows goes into further depth about these points.

A. Previous Research

The first research was conducted by Castillo-Cuesta & Quinonez-Beltran (2022) with the title “Using Digital Comics for Enhancing EFL Vocabulary Learning during COVID-19”. The purpose of this research is to examine the results of using digital comics to enhance EFL vocabulary learning during the pandemic of COVID-19. The research used pre-tests and post-tests. The result of the research is that there are significant improvements in the student's vocabulary learning with exposure to digital comics.

Darsalina et. all (2016) researched “The Application of Comic Strips in Teaching Vocabulary”. The purpose of this research is to conclude that with the help of comic strips learning vocabulary can be easier. The researchers conducted this research using a quantitative method in which the researchers compiled data from the students who are not using comic strips to students who are using comic strips. The data showed by the researchers, that from 21 students that are participating in the test there are 14 of that are

below D or their scores were under 35 and then the result of the post-test (after the students used comic strips), from 21 students who participated in the test, there are 19 of them is improving, from below C+ or score of 55-64 to above B or score of 75-100.

The third research was conducted by Alqahtani (2015), the research emphasizes the importance of vocabulary in language learning, particularly English as a foreign language. The study highlights teaching techniques used by English teachers, including objects, drawings, and illustrations. It emphasizes the need to consider students' age, education level, and English proficiency when presenting vocabulary items and provides strategies for vocabulary learning through repeated word encounters in multiple contexts.

The fourth study was conducted by Aggleton's 2018 study, "Defining Digital Comics: a British Library Perspective," which focuses on defining digital comics from the British Library's perspective. The study defines digital comics by examining each component within them, such as the meaning of "digital" and its connection to publication forms and collection considerations. Digital comics have multiple features, including visual features like visible frames, iconic symbols representing temporal or sensory components of text, handwritten style lettering, functional features, narrative features, and reader agency. Handwritten style lettering is a distinctive aspect of comics, regardless of whether they are digital or not.

The fifth research was conducted by Umar (2023) entitled "Task-Based Language Learning and Teaching: What We Can Learn from The

Teachers and Students”. This research focused on finding out the advantages and challenges encountered by the students and lecturers related to the implementation of Task-Based Language Learning in the teaching of English Morphology. The result of this research is that using task-based learning can be a difficult challenge for the students and the teachers, but mostly for the teachers. According to the researcher, not all students can adapt to this learning environment, such as some students prefer studying in silence and some are not capable of expressing their opinion.

Table 2.1
The similarities and differences
Previous research and the current study

No	Title	Similarities	Differences
1.	Using Digital Comics for Enhancing EFL Vocabulary Learning during the COVID-19 Pandemic (2022)	Both researches are focused on using digital comics to improve vocabulary learning for English learners	The previous research was conducted the research in the middle of the pandemic of COVID-19 and it is via online, while the current study is being conducted offline/in the classroom
2.	The Application of Comic Strips in Teaching Vocabulary (2016)	Both researches are focused on using digital comics to improve vocabulary learning for	The previous research used Task-based learning to improve students'

		English learners	vocabulary learning and is being conducted using quantitative methods. This present study uses a qualitative method.
3.	The Importance of Vocabulary in Language Learning and How to be Taught (2015)	Both researchers explain the importance of vocabulary learning for language learners	The previous study was being conducted in Saudi Arabia which is it has its own educational system, while the present study was conducted in Indonesia.
4.	Defining digital comics: a British Library perspective (2018)	Both researchers are using digital comics as a focus of their research	The previous study focused on the definition of digital comics based on the context of the British Library, while this current study focuses on how using digital comics can be useful in improving student's

			vocabulary.
5.	Task-Based Language Learning and Teaching: What We Can Learn from The Teachers and Students (2023)	Both researchers are researching about task-based learning.	The previous study was conducted on a campus with the participants of lecturers and students, while this present study was conducted in a secondary school with the participants of secondary school students.

In previous research, there are similarities and differences with this research. The similarity is in using digital comics to teach vocabulary to EFL students. And the difference is in the research focus, research object, participants, and research design. This research was conducted in middle schools. Most of the research focus in the previous study was on how digital comics can improve students' vocabulary learning. this research focuses on how using a task-based method in learning vocabulary while using digital comics as a tool.

In this context, the researcher uses the task-based method while using digital comics as a source of tasks for the students in teaching vocabulary in a reading classroom. When the students are given a task to read or finish a certain text or question, they can read and do the task that is given to them by the English Teacher.

B. Theoretical Framework

1. Definition of Task-Based Learning

Task-based learning is a teaching strategy that has helped students select readings and strengthen their connection with the target language.¹³ It means that task-based learning is one of the ways of learning English, and the reason behind the use of task-based learning for this research is so that the learners would improve their willingness to learn English. Task-Based Learning views language as a tool for communication rather than as something that has to be studied or managed. The indicators of TBL are Learner engagement, students are engaged in meaningful communication throughout the task. Language use in context, students are using language in a context that mirrors real-world situations, which helps them practice language in a functional, natural way. The last is Collaborative learning, many tasks are collaborative requiring students to work together, share ideas, and negotiate roles.¹⁴ Based on the aforementioned, when Task-Based Learning is used, students engage in tasks like information sharing, role-playing, and problem-solving, which promote the growth of communication abilities in addition to language competency. This method makes learning more effective and meaningful by emphasizing the use of language in context.

¹³Nunan, D. (1989). *Designing Tasks for The Communicative Classroom*. Cambridge: Cambridge University Press

¹⁴Ellis, R. *Task-based language learning and teaching: Oxford University press*. 2003.

TBL contains multiple steps to accomplish it, from pre-task, the task, and the language focus.

a. Pre-task

During the pre-task phase, the topic and the task are introduced to the class, eliciting words and phrases relating to the topic.¹⁵ Preparation, topic introduction and identification, task instructions, and linguistic exercises are all included in the pre-task phase.

b. Task cycle

The task cycle, which consists of the task, planning, and report, is the next phase. During the task stage, learners have an essential chance to utilize any available language and collaborate in pairs or small groups to accomplish the assignment's objective. The planning stage covers the exercises that assist students in efficiently organizing their reports and making the most of their educational chances. During the report stage, students can deliver their report on the task orally or in writing to the class.

c. Language focus

The actions of task feature analysis and practice are the focus of language emphasis. This will assist students in identifying the characteristics of the assignments. In this scenario, the researchers are focusing on the vocabulary while using task-based learning as

¹⁵ Umar, Irmawaty. *Task-Based Language Learning and Teaching: What We Can Learn from The Teachers and Students*. AKSARA: Jurnal Ilmu Pendidikan Nonformal P-ISSN 2407-8018 E-ISSN 2721-7310 DOI prefix 10.37905 Volume 9 (02). May 2023.
<http://ejournal.pps.ung.ac.id/index.php/Aksara>

its method. Because reading, writing, speaking, and listening are the four language abilities that need the development of a vocabulary, making it an essential part of language learning. and for some learners, learning vocabulary is hard because of how many words English has. So, the researchers used digital comics as a tool for learning vocabulary.

2. Implementing TBLT in reading

In learning reading, learners need to understand vocabulary, and to improve vocabulary English teachers need to teach them correctly. The teaching method used by many English teachers is a traditional method and that is a teacher-centered method in which the learners become passive learners and to make the learners become active learners, motivation is the key. In TBLT methods, it can support students in gaining autonomy and communication skills.¹⁶ Based on the statement above, using Task-Based Learning Teaching can be an improvement in reading learning.

TBLT emphasizes learning by doing.¹⁷ because the research on the difference between using TBLT and using traditional methods in reading class. TBLT focuses on the implementation and sometimes the implementation itself cannot be the same as it hoped. Based on that statement, using TBLT can be a challenging task for English teachers or

¹⁶ Trang, Diem Ha and Lap, Quoc Trinh. *The Effect of Task-Based Learning on EF Students' Learning Reading: A Case Study in the Mekong Delta of Vietnam*. (School of Foreign Languages, Can Tho University, Viet Nam, 2017). Vol. 5, No. 1, 2017. doi:10.22158/selt.v5n1p34

researchers who conduct this research. As for the impact of using TBLT in reading, the researchers of the English teachers this method can be an improvement in teaching reading in English classrooms while also thinking about all the obstacles that might happen as explained above.

3. Digital Comics as a learning media

A comic is a story with pictures and words included, so digital comics are a digital version of comics. The use of pictures is so the reader can observe the expression of the characters and the sequence of the story in the comics.¹⁸ Some researchers argue for a definite definition of digital comics. nevertheless, digital comics are a media in which everyone can gain access to read and enjoy.¹⁹ Even though digital comics it is just for the enjoyment of the reader, digital comics can be used as a tool for learning languages. Many uses of digital comics as a tool or media in EFL in this case in learning vocabulary, but digital comics also have their strength and weaknesses. Digital comics may be observed differently or maybe a little confusing by readers because of the creators' objectives.²⁰

a. The use of digital comics in EFL

In today's era, using technology for all human activity is a common activity. Not in just building tall structures but also in

¹⁸ Darsalina, Lisa, Arifin Syamaun, & Diana Fauzia Sari. *The Application of Comic Strips in Teaching Vocabulary*. (Research in English and Education, 2016), 1(2), 137-145

¹⁹ AGGLETON, Jen. *Defining digital comics: a British library perspective*. (Journal of Graphic Novels and Comics, 2018) [S.L.], v. 10, n. 4, p. 393-409. 2018. Informa UK Limited. <http://dx.doi.org/10.1080/21504857.2018.1503189>

²⁰ Neves, Leonam de Andrade. *The Use of Digital Comics for Vocabulary Knowledge in EFL: A Systematic Review*. UNIVERSIDADE FEDERAL DE SANTA CATARINA, 2021.

learning. Technology also plays a significant role in making digital comics and offers an opportunity to use it as a learning medium. Such as Sa'd (2014) mentions that the help of technology and its results is also one of the tools in learning linguistics.²¹ The number of applications that are available for EFL makes it easier for EFL to learn English. Therefore, the use of digital comics as a tool for EFL is one of the easier methods. Nonetheless, the use of digital comics as a tool for learning has its strengths and its weaknesses.

- b. The strengths and weaknesses of using digital comics in the classroom.

In using digital comics, there is also a downside of it. Not many students are aware of digital comics because all they know is that the use of smartphones and PC/Laptops is for social media and for playing games and sometimes they use it as a tool for searching for others that they consider interesting. The images contained inside of digital comics can make it easier for children to understand the concepts because of the story's chronological structure.²²

And as for the weakness of using digital comics is that “digital comics may be understood as comics that are published on a

²¹ Sa'd, S. H. T. (2014). *Implementing internet-based EFL teaching in Iran: (dis)advantages, obstacles and challenges from EFL learners' viewpoint*. *Dil ve Edebiyat Egitimi Dergisi*, 2(10), 24.

²² Darsalina, Lisa, Arifin Syamaun, & Diana Fauzia Sari. *The Application of Comic Strips in Teaching Vocabulary*. (Research in English and Education, 2016) (READ), 1(2), 137-145.

website.²³ Other terms that also refer to digital comics include webcomics, online comics, and Internet comics” which means is that not many students knew about digital comics and other uses of a digital comic. Many researchers have researched using digital comics in a classroom for English learning. 75% of the 45 students agreed to use digital comics in EFL learning.²⁴

4. Vocabulary

In learning a language, the basic need to master and learned a new language is vocabulary. Vocabulary is the foundation of language skills since it helps to build both productive and receptive abilities.²⁵ Learning vocabulary in EFL is certainly difficult, learning vocabulary items is not just a question of memorizing them, it's also important to know how to use them appropriately and broaden one's vocabulary.²⁶ At first, using digital comics may look ineffective but with the right way of using digital comics as a tool in vocabulary learning can be very useful. Vocabulary can be broken down into 4 types namely, listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary.

²³ YUNUS, Melor Md., SALEHI, Hadi., EMBI, Mohamed Amin. *Effects of Using Digital Comics to Improve ESL Writing*. (Research Journal of Applied Sciences, Engineering and Technology, 2012), [s.l.], v. 4, n. 18, p.3462-3469, 15 set.

²⁴ Castillo-Cuesta, Luz, and Ana Quinonez. *Using Digital Comics for Enhancing EFL Vocabulary Learning during the COVID-19 Pandemic*. (International Journal of Learning, Teaching and Educational Research, 2022). Vol. 21, No. 5, pp. 478-491, (2022)

²⁵ Castillo-Cuesta, Luz, and Ana Quinonez. *Using Digital Comics for Enhancing EFL Vocabulary Learning during the COVID-19 Pandemic*. (International Journal of Learning, Teaching and Educational Research, 2022). Vol. 21, No. 5, pp. 478-491, (2022)

²⁶ Susanto, A. *The teaching of vocabulary: A perspective*. (Jurnal Kata: Penelitian Tentang Ilmu Bahasa Dan Sastra, 2017), 1(2), 182–191. <http://doi.org/10.22216/jk.v1i2.2136>

1. Listening Vocabulary

The words in listening vocabulary are those that can be understood by hearing. It is possible to teach deaf persons visual listening vocabulary through exposure.

2. Speaking Vocabulary

The words in spoken vocabulary are ones that always say. Its word count ranges from 5000 to 10,000. These are employed in talks and instruction delivery. Compared to the hearing vocabulary, there are considerably fewer terms in this area.

3. Reading Vocabulary

Reading is a key component of vocabulary development. One's vocabulary expands and deepens then they read more and it is very common in English learning in school.

4. Writing Vocabulary

Writing vocabulary is the collection of words that learners discover when writing and expressing themselves, but writing words is not as easy as it is because learners need to require vocabulary mastery.

English teachers can choose the sort of learning approach they wish to utilize based on the vocabulary type listed above. To optimize the outcomes, English teachers need to be able to conduct lessons according to the language and media they choose.

To explain the importance for English teachers. The researcher explains what teachers should pay attention to:

a. Contextual vocabulary learning

Using a cell phone is a daily activity for most people, many use it for chatting, browsing, or playing games. From children to adults, almost all of them use phones for a variety of purposes. For students in school, they use their phones for learning purposes such as finding a writing that focuses on one of the subjects they learned. The use of mobile phones can achieve many benefits for learners.²⁷ Mobile devices provide new possibilities for education, enabling the use of technology anywhere there is a possibility for learning to take place not only in the classroom.²⁸ In this case, using a mobile phone for vocabulary learning also can be achieved. For EFL learners, using online media such as digital comics can be a way for learners to improve their mastery. Current perspectives and practices regarding vocabulary learning all recognize the importance of context, whether it be through self-directed reading, watching, listening in the target language, or online interactions with other language learners.²⁹

²⁷ McGreen, Niamh., & Sanchez, Inmaculada Arnedillo. *Mapping Challenge: A Case Study In The Use Of Mobile Phones In Collaborative, Contextual Learning*. (Centre for Research in IT in Education Trinity College Dublin, 2005). Ireland.

²⁸ Silander, P., Sutinen, E., Jorma, T. *Mobile collaborative concept mapping – Combining classroom activity with simultaneous field exploration*. (Proceedings of the 2nd IEEE International Workshop on Wireless and Mobile Technologies in Education, 2004). JungLi, Taiwan

²⁹ Godwin-Jones, R. *Contextualized vocabulary learning*. *Language Learning & Technology*. 22(3), 2018. 1–19. <https://doi.org/10125/44651>

b. Issues of teaching vocabulary

Teaching English to EFL learners can be quite challenging. This challenge often happens to English teachers because of the lack of confidence in teaching vocabulary.³⁰ In this modern era, It is a crucial need since languages have an important role in communication, and in terms of four sets of skills (reading, writing, listening, and speaking), there is vocabulary learning. Vocabulary learning implies that it will be challenging for someone or a language learner to comprehend language abilities if they lack knowledge and sufficient vocabulary.

To achieve vocabulary for learners, English teachers need strategies in teaching.³¹ Multiple common strategies are being used in teaching vocabulary, one of the many mentioned strategies is dictionary use.³² Dictionary use is an independent way of learning by the students them-self. In short, mastering vocabulary for English learners is important to do as much as mastering all the sets of skills such as reading, writing, speaking, and listening, and learning vocabulary can be in multiple ways depending on the learners.

³⁰ En-nda. Souad. & Koumachi. Bani. *Key Issues in Vocabulary Teaching: A Brief Overview*. (Journal of Learning and Development Studies, 2022). ISSN: 2752-9541. DOI: 10.32996/jlds. www.al-kindipublisher.com/index.php/jlds

³¹ Duke. Nell. K. and Moses. Annie. M. *10 Research Tested Ways to Build Children's Vocabulary*. (New York, NY: Scholastic Inc, 2003).

³² Sarifa, Najmus. (2018). *Techniques of Teaching Professional Vocabulary with special reference to Vocabulary used in Media*. (International Journal of Linguistics, Literature and Translation (IJLLT) 1 (4), 2018). DOI: 10.32996/ijllt.2018.1.4.6

For this research purposes, the researcher will be focusing on the Reading Vocabulary. Because of the limitation in time for the researcher to do, so the researcher will mainly be focusing on the noun and verb.

a. Noun

Noun is a sign to refer to entities as if it were a substance, which means a noun is used as a reference to something.³³ Nouns is fundamental for students in language learning especially in English learning.³⁴ They also stated that in understanding nouns, learners need the help of contextual learning. Because with the help of contextual learning, the learner can improve their understanding on language learning, and in this case, it is in English learning. An example of noun in a digital comic is provided below,

b. Verb

A verb is a sign that indicates an action or state. Traditionally, a verb is described as a term that describes an action, a state of being, or a state of becoming.³⁵ And then, a verb has multiple stages, V1 is the true meaning of a word and

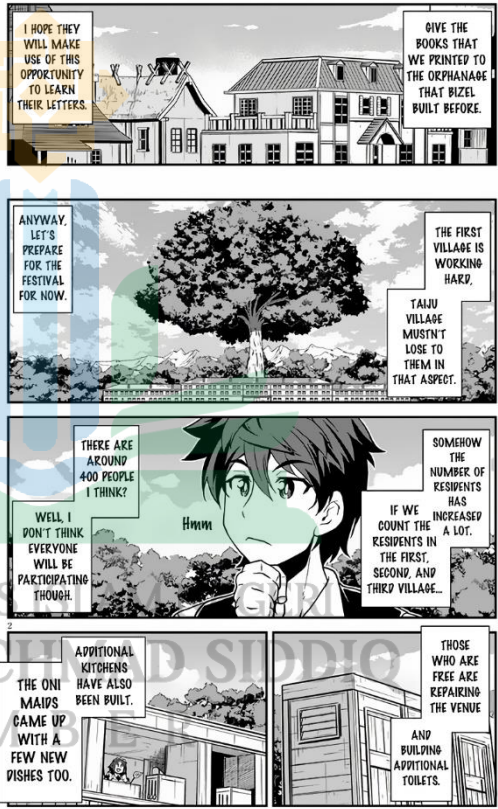
³³ Hewson. "Article and Noun".

³⁴ Mahmud, Nur Farah Fadhliah. Et.al. *CONCEPTUALIZING NOUNS: ENHANCING STUDENTS' COMPREHENSION THROUGH EMAGAZINES*. (MJSSH Online, 2024). 8(1): 1 – 15.

³⁵ Weaver, Connie. *Grammar for Teachers: Perspectives and Definitions*. (Urbana, IL: National Council of Teachers of English, 1979).

V1+n is a functional meaning.³⁶ For example, work (V1) and working (V1+n). An example of noun in a digital comic is provided below,

Table 2.2
Example of Noun and Verb in digital comic

Title	Isekai Nonbiri Nouka / Carefree Farmer in a Different World
Panel of digital comic	
Verbs	Noun: a. Books b. Village c. Building Verb:

³⁶ Schiller, Eric. (1989). *On the Definition and Distribution of Serial Verb Constructions*. (Wayne State University & The University of Chicago, 1989).

	<p>a. Repairing</p> <p>b. Printed</p> <p>c. Learn</p>
<p>Description of the nouns and verbs</p>	<p>Noun:</p> <p>Building: A structure with a roof and walls such as house</p> <p>Verb:</p> <p>Repairing: Activity involving doing something to put something that is broken into good condition.</p>



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J E M B E R

CHAPTER III

METHODS

The steps required to conduct a study are covered in this section. It contains thorough explanations of each component, such as the study design, subjects and environment, teaching strategies, data collecting, analysis, and perspectives. To prevent copyright infringement, the text has been altered so that it no longer resembles the original.

A. Approach and Research Design

To provide a detailed description of a single component, this research uses a qualitative methodology. Qualitative research is more promising when it uses textual data rather than numerical data. Qualitative research provides answers to concerns about how human life experience and the social environment develop in terms of meaning and dimensions.³⁷ Good qualitative research also reveals the social environment and the subjective significance of the activities of the study participants. This statement aims to demonstrate that the special significance of qualitative research is found in the perspectives of the participants as well as in the pursuit of subjective meaning via activities and the environment of life under study.

To present the data, the type of research used is a case study method. The purpose of this study is to investigate students' perceptions of vocabulary acquisition using digital comics. Case study research is

³⁷ Hollstein, Betina. (2011). *Qualitative Approach*. Universität Bremen. DOI: 10.4135/9781446294413.n27

extensively descriptive since it draws from a variety of deep and extensive sources of information.³⁸ The researcher describes that learning vocabulary for secondary school is a must because the reason is to learn about reading, speaking, writing, and listening learners need to understand vocabulary and for this researcher, the researcher is focusing on the reading aspect. So, the use of digital comics as a tool or media to improve learners' vocabulary skills is the researcher's main objective.

B. Research Settings and Participant

This study was conducted in a secondary school in Lumajang in east Java, to provide the students with new methods of learning English, especially in vocabulary learning. In the school, the English teacher explained that English learning was taught twice a day with a duration of approximately 45 minutes per class hour and because of the limited time, I will be focusing on the nouns and verbs. For this year's curriculum, the school implemented the newest curriculum that is "Kurikulum Merdeka" for 7th grade while the 8th and 9th grades still using the 2013 curriculum. The school itself already provides the necessary needed for learning, 1) The school has great accreditation. 2) Provides a library, computer lab, and LCD projectors. 3) The school organizes "before-class" activities, namely reading the holy Quran together before learning begins, and praying Dhuha in the school mosque. 4) Schools that organize praying Dhuhur in the school mosque.

³⁸ Dawson R. Hancock, Algozzine, B., & Lim, J. H. (2021). *Doing Case Study Research: A Practical Guide for Beginning Researchers* (4 ed.). Teachers College Press.

The researcher is interested in researching this school because the basic English for the students is already great but the lack of variety of vocabulary makes it a new challenge for the researcher. The researcher began their work by first coming to the school to meet with the English teacher to give their permission to do field research by introducing the permission letter from the campus administration. As for gathering information through interviews, the researcher asked for permission and guidance in choosing the participant to be interviewed by the English teacher. This activity aims to improve students' vocabulary mastery in English reading activities. Then after giving the permission letter to the campus administration, the researcher gave it to the headmaster of the school and the English teacher. For the class for my research, the English teacher allowed me to do the research in 9I grade, the reason why the researcher chose this class is because the school implemented a system in which each class has its specialty and in 9I is called technology class because most of the students in there are great in using and operating technology such as phone and laptop. The time that is given is 45 minutes per class hour. This research is a task-based learning in improving students' vocabulary mastery using digital comics as a media, so this research will focus on the use of digital comics. Because this is a first-time experience for the students, the researcher explained to the students about digital comics, their use of it, and the purpose of digital comics in English learning.

C. Instructional Procedure

In this study, the researcher used a task-based learning method in vocabulary learning using digital comics as a media to improve students' vocabulary mastery. Because of how limited or different each student's vocabulary mastery is striking a balance between academic material and each student's unique requirements, the researcher will be focused on improving students' vocabulary mastery in just verbs and nouns.

Before implementing the Task-based Learning method in vocabulary learning using digital comics, the researcher asked the students about their understanding of vocabulary and digital comics first. Vocabulary is the total amount of words required to convey concepts and the speaker's meaning.³⁹ So, it means that the more vocabulary the learners have, the more they understand how to speak English fluently. Learning vocabulary comes in many ways such as using media, and in this research using digital comics. When concrete nouns make up the vocabulary, objects can be used to illustrate meanings and when a new word is introduced, seeing the actual thing frequently aids in word memorization through imagery for learners.

³⁹ Alqahtani, Mofareh, "The Importance of Vocabulary in Language Learning and How to be Taught, 2015", International Journal of Teaching and Education, Vol. III, No. 3 / 2015, DOI: 10.20472/TE.2015.3.3.002

Table 3.1
Activities of the Research

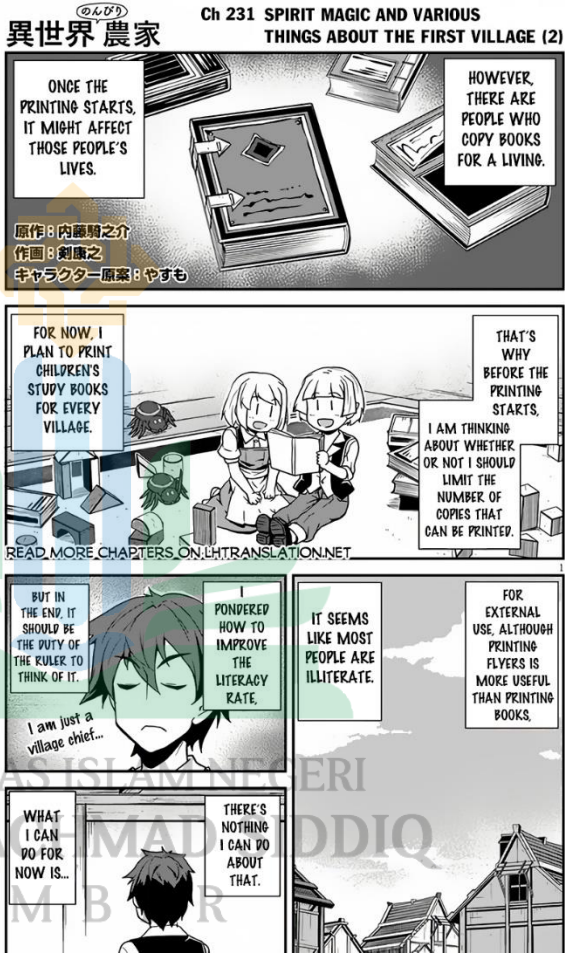
Learning Step	Learning Purpose	Activities
Pre-Reading Stage	<ul style="list-style-type: none"> • To introduce students to Digital comic • To make the students understand digital comics and give them an example • To improve students' vocabulary mastery 	<ul style="list-style-type: none"> • The teacher is discussing the material that will be learned with students regarding the use of digital comics • The researcher is explaining the material and stages or steps that will be implemented by using a Task-based strategy • The researcher gives an assignment to students • Students work in group
Reading Stage	<ul style="list-style-type: none"> • Preview • Read (to obtain information and understand the contents of the text) • Test (measures knowledge and understanding of reading) • To improve students' vocabulary mastery • To build collaboration between teams 	<ul style="list-style-type: none"> • The researcher is carrying out brainstorming in the form of a preview by providing images of a panel from a digital comic • The researcher is instructing students to read the text that has been provided through a link of digital comic • The researcher provides a question that is relevant to the material and distributes it to students • Students are instructed to write down and provide explanations from the text of a digital comic they have read.

		<ul style="list-style-type: none"> • The researcher instructs each group representative who has the same text to come forward to give more explanation or share the results of the discussion with their group. The same methods happened with other groups. • The researcher provides questions or essays related to the text
Post Reading stage	<ul style="list-style-type: none"> • Discussing a correction of the word contained in the text • Reflecting on completed tasks and analyzing 	<ul style="list-style-type: none"> • The research corrects the already discussed by the groups • The researcher asks all students to submit a reflection on their experience using digital comics

Below is an example of students' group worksheets for vocabulary learning. The purpose of these group worksheets is to help the eighth-grade students improve their nouns and verbs in vocabulary through the use of digital comics. Exercise can help the students improve their vocabulary and improving their reading comprehension with the help of digital comics.

Table 3.2

Example of Group Worksheets Vocabulary learning

<p>Title</p>	<p>Isekai Nonbiri Nouka / Carefree Farmer in a Different World</p>
<p>Panel of digital comic</p>	 <p>異世界農家 Ch 231 SPIRIT MAGIC AND VARIOUS THINGS ABOUT THE FIRST VILLAGE (2)</p> <p>ONCE THE PRINTING STARTS, IT MIGHT AFFECT THOSE PEOPLE'S LIVES.</p> <p>HOWEVER, THERE ARE PEOPLE WHO COPY BOOKS FOR A LIVING.</p> <p>原作: 内藤騎之介 作画: 剣康之 キャラクター原案: やすも</p> <p>FOR NOW, I PLAN TO PRINT CHILDREN'S STUDY BOOKS FOR EVERY VILLAGE.</p> <p>THAT'S WHY BEFORE THE PRINTING STARTS, I AM THINKING ABOUT WHETHER OR NOT I SHOULD LIMIT THE NUMBER OF COPIES THAT CAN BE PRINTED.</p> <p>BUT IN THE END, IT SHOULD BE THE DUTY OF THE RULER TO THINK OF IT.</p> <p>I am just a village chief...</p> <p>I PONDERED HOW TO IMPROVE THE LITERACY RATE.</p> <p>IT SEEMS LIKE MOST PEOPLE ARE ILLITERATE.</p> <p>FOR EXTERNAL USE, ALTHOUGH PRINTING FLYERS IS MORE USEFUL THAN PRINTING BOOKS.</p> <p>WHAT I CAN DO FOR NOW IS...</p> <p>THERE'S NOTHING I CAN DO ABOUT THAT.</p> <p>READ MORE CHAPTERS ON LHTRANSLATION.NET</p>

Nouns and Verbs	Noun: a. Children b. Ruler c. People Verb: a. Printing b. Copy c. Lives
Noun / verb	Ruler(s) (Noun/ countable)
Meaning	It's a job for someone who have the responsibility in a certain area.
New example in context:	Mr. Jokowi was the ruler of Solo before he became the President of Indonesia

D. Data Collection Technique

In this study, three procedures for gathering data for qualitative research methods namely observation, documentation, and interviews.⁴⁰ The researcher selected these three techniques for gathering data because the initial researcher has to conduct an observation procedure before commencing any investigation. The observation was made when the students began reading the digital comics that were being given by the researcher. In the observation of this study, firstly the researcher began observing the reaction of the students, the value of observation in providing a firsthand look at what occurs in the field for researchers. Based on the

⁴⁰ Yin, R. K., "Case Study Research and Applications", (Leah Fargotstein (ed.); Sixth Edit), 2018, SAGE Publications.

abovementioned information, the researcher will check the students' reactions when English lessons start.

Then the researcher used interviews to support the observation. The researcher conducts interviews with the individuals at this phase. Interviews are a common technique used in case study research to collect data. A qualitative interview is when a researcher notes the participants' replies to generic, open-ended questions and asks one or more of them. This research uses a semi-structured interview.⁴¹ A semi-structured interview is one in which questions are asked using interview guides obtained from topic development, its use is more adaptable than that of structured interviews and these interviews are conducted individually among the participants.

A semi-structured interview depends on the goals, the questions, the time of doing the research, the research equipment, and the available human resources.⁴² Because of that, if the necessary need is limited, the researchers should consider this. The target of using semi-structured interviews regarding vocabulary mastery is to see if the students are on the same level of vocabulary capability or to check their language proficiency in English as a general.⁴³ This interview aims to confirm the usefulness of digital comics in improving students' vocabulary mastery. The indicators of

⁴¹ Creswell, John, "Research Design Qualitative, quantitative, and mixed method approaches", 2009, 3rd Edition (California: SAGE Publication)

⁴² Schmidt, Christiane. "The Analysis of Semi-structured Interviews". A Companion in Qualitative Research, 2004, 253-258.

⁴³ Tosun, Sezen. "The effects of blended learning on EFL students' vocabulary enhancement". GlobELT: An International Conference on Teaching and Learning English as an Additional Language, 2015, Antalya – Turkey. 641 – 647. www.sciencedirect.com.

this research are to see if observing how using digital comics can be useful in improving students' vocabulary in reading class. The following is a semi-structured interview question:

Table 3.3

Semi-structured interviews list questions

No.	Research Purposes	Interview Questions
1.	Describing students learning vocabulary through digital comics.	<ol style="list-style-type: none"> 1. What is your opinion on using digital comics as a tool for learning vocabulary? 2. Do you think digital comics are useful?
2.	Describing student's attitude in using digital comics.	<ol style="list-style-type: none"> 1. What do you feel when using digital comics? 2. Can you explain the reason for liking or don't like about using digital comics? 3. Do you think digital comics are useful as learning media?
3.	Exploring students' Attitudes towards reading	<ol style="list-style-type: none"> 1. What do you feel when reading? 2. What makes you feel this way towards reading?
4.	Describing students' Emotions in reading class	<ol style="list-style-type: none"> 1. What is your opinion about reading class? 2. What do you think the teacher do to make reading more enjoyable?

The last is documentation. Documentation is the result of the process of observation. The Documentation process is being conducted in the form of pictures. In this study, the researcher found out that documentation consists of learning activities to identify improving vocabulary using digital comics and the students' reaction to using digital comics.

E. Data Analysis

The next step in the study activity was data analysis, which came after the data was gathered through interviews, document analysis, and observation. In the context of qualitative research, data analysis also refers to the methodical integration, organization, and analysis of data. As stated in the previous phase, analytical exercises extend the theoretical and intellectual horizons of researchers and aid in their thorough grasp of their study subjects.

The development of themes or concepts in qualitative research involves grouping the unprocessed data into conceptual categories. An essential part of data analysis is qualitative coding. The hardest process for novice researchers to understand and become proficient at is coding. Coding is more than just assigning names to themes; it also entails tying themes and data together.

Additionally, the researcher is analyzing the data using another approach called theme analysis. One such technique for analyzing data is thematic analysis. Thematic analysis is the analysis used in qualitative research methods. There are stages in thematic analysis, which are understanding the data, compiling codes, and making themes.⁴⁴ Below is the explanation of the stages above:

⁴⁴ Heriyanto, (2018), "Thematic Analysis sebagai Metode Menganalisa Data untuk Penelitian Kualitatif. *Anuva: Jurnal Kajian Budaya*, 2018, 2(3), 317-324.

1. Understanding the data

In the first stage, the researcher is now double-checking the findings to have a deeper understanding of the qualitative research. Rechecking was done by going back and listening to recordings of interviews, seeing videos shot during the data-gathering process, and reading transcripts of interviews again.

2. Compiling codes

Finding the primary concept in a text is similar to this coding step. Another way to think about codes is as labels found in data that correspond to research topics. The researcher determines which information in the interview transcript has to be coded at this point.

3. Making themes

Finding an idea for a topic is the first stage in coming up with a theme. Because it is the preliminary topic of the analysis results and will be modified in light of the findings of the review analysis, it is known as a tentative theme. To confirm that the data has the same meaning, tentative themes are implemented by going over the codes and groupings in the data. A preliminary theme is created by combining groups with similar meanings. The next step is to review the interview transcript to make sure the written information aligns with the emerging tentative themes.

F. Trustworthiness

One indicator of the accuracy of research findings in empirical studies is the quality of the data presented in the findings. The study framework explains the qualitative content of the analytical process, from data collecting to findings presentation, to assure credibility. By providing trustworthy information, the study avoids becoming overly vague. The researcher assessed the validity of the study using the data triangulation approach. Cross-method triangulation was used to assess any patterns among the several data sources, which included interviews, document analysis, and observation.



CHAPTER IV

FINDING AND DISCUSSION

In this section, the researcher explained the result of the research process. The result is obtained from the interview, documentation, and observation to reply to the research questions. The researcher explains the result of the research which is undertaken in Islamic secondary high school in Lumajang in the 2023/2024 academic year. The results of the discussion are explained below.

A. Research Findings

The themes that are revealed in the research are based on the most dominant themes that are found during research activity and are still related to the objectives of the research. This study focuses on how using task-based digital comics in secondary school reading lessons affects students' vocabulary mastery. The research findings are the result of the research activity that is already being conducted, which contains field notes during observations, document reviews, interviews, photos captured during the research activity. From the thematic analysis, two main themes were identified. First, task-based digital comics could improve students' learning interests and motivation. Second, it reveals how students made use of the task effectively and mitigated the challenges of using digital comics for vocabulary learning. The aforementioned themes has been explained in chronological order.

1. Student interest and motivation using digital comics

This theme mainly focuses on the student's first experience using digital comics as a tool in English learning. Students show a strong reaction to learning English using digital comics. The reason is that digital comics are more appealing to students because of their flexibility, visual appeal, and the combination of learning with entertainment.

Teacher: How did you feel when first introduced to digital comics in a reading class?

S1: Interesting, it seems like there are advantages like it's more flexible when reading digital comics. It can be used for learning and entertainment at the same time.

S2: I'm also interested in reading digital comics, it's fun, especially if it's in English, because I also use it to learn English. (First Interview, May, 16th 2024)

In the context above, the students gave a positive impression of using digital comics during the interview because they could learn and feel entertained at the same time. The students are intrigued by using digital comics as a tool for learning English, especially in learning new vocabulary because of the way digital comics are presented. So, to test it they were given a task to read and presented their reading in front of the class.



Figure 4. 1 Reading digital comics (May 2nd, 2024)

During the activity, the teacher gives the students the task of discussing the comics that they are reading (See Figure 4.1). Because it focuses on improving students' vocabulary mastery and the limited time for research activity, the teacher only focuses on the verb and noun aspect. In addition to that, with the activity of reading digital comics, students can gain new ways of learning English not just for reading but also for writing (See Figure 4.2).



Figure 4. 2 Writing the Nouns and Verb found in Digital Comics (May 2nd, 2024)

The last activity is to present their work in front of the class by reading the nouns and the verbs that they have already found. By doing a presentation, other students can share their knowledge and can help other students who are not participating in the presentation understand the topic (See Figure 4.3).



Figure 4. 3 Presentation from the students(May 2nd, 2024)

2. Effectiveness and Challenges in Using Digital Comics for Vocabulary Learning

In this activity, not only do the students enjoy using digital comics but also, they find challenges. Some of the enjoyment in using digital comics as a tool for improvement is when they find a word/vocabulary that they do not understand, they can simply search for it on Google. The students in this research prefer using digital comics as an English learning medium instead of traditional books because it is convenient.

Teacher: Do you feel more interested in reading digital comics compared to traditional reading texts? Why?

S1: I am both interested. Because I also like reading.

S2: I'm more interested in digital because reading digital comics is more enjoyable because I'm used to reading books on my cell phone.
(First Interview, May 16th 2024)



Figure 4. 4 Students enjoyment

The context above proves that digital comics can be useful in learning English instead of traditional books. The students prefer using digital comics because they are more enjoyable. After all, they do not have to bring a book.

With the help of Using digital Comics can be very helpful for students because the nature of comics is focused on the artistic side. The art style of digital comics varies depending on the authors themselves self but digital comics serve as a form of entertainment and for EFL students can be a form of tool in learning English.

Teacher: What do you like or dislike about using digital comics as a learning medium in learning vocabulary?

S1: What I like about using digital comics is that besides being able to use a cell phone, the images shown in the digital comics are good.

(Second Interview, May, 20th 2024)

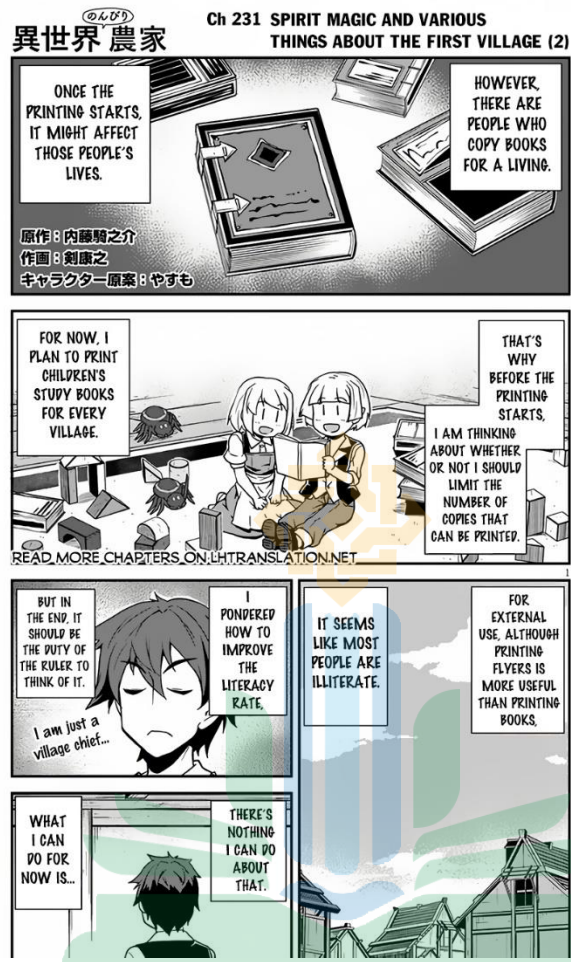


Figure 4. 5 A page from a digital comic

As the research progresses, the teacher gives the students a group activity in which they are given a task to complete a series of questions to test their knowledge of vocabulary, how to create a sentence out of the vocabulary that they find (Nouns and Verbs), and their understanding about the story they have just read.



Figure 4. 6 Group task activity

(May 2nd, 2024)

A task given by the teacher to the students is the result of the student's understanding of vocabulary and how to expand their knowledge of using the new vocabulary that they have discovered. With the help of digital comics, they can also improve their understanding of English learning but also their understanding and the use of technology besides it is used as entertainment, even though it may take time with practice and repetition. Nonetheless, there are also difficulties in using digital comics accessed via the web, such as the unstable network, and the pages not loaded completely. If they do not know the word's meaning or the vocabulary, they can just translate it through Google Translate.

Teacher: Are there any parts of digital comics that are difficult to understand? If so, what makes it difficult?

S2: I have difficulties. If I read it once, I don't understand what it means so I often reread it.

S3: For me, the part of digital comics that is difficult for me to understand is the part of using digital comics, especially those via the web, there are many problems with unstable networks, and in the end, it

seems like the reading is lacking or the pages. As for the vocabulary itself, if there are new words, I can check them directly on Google Translate. (Second Interview, May, 20th 2024)

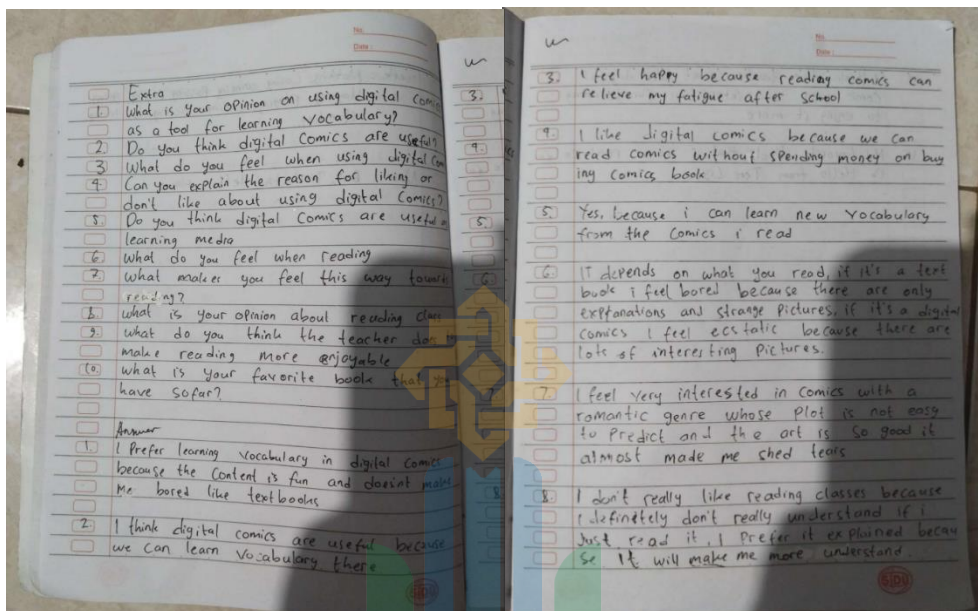


Figure 4. 7 Self-reflection

The last activity is self-reflection by students about their understanding of using digital comics as a tool in English learning for improving their vocabularies. From the self-reflection by one of the students above, it was clear that using digital comics can be very effective and indeed can improve their vocabulary mastery. In the interactions above, students express their opinions by using digital comics. Nonetheless, there is also a challenge for students. In some cases of the story inside digital comics, the students cannot understand some vocabulary because of the unclear context, and intervention of ads because to read digital comics they have to enter a website and if they do not have a subscription, they will see ads, and the last challenge is the technical issue such as low internet connection.

Despite these difficulties, students have plenty of opportunities to expand their vocabulary because of the diversity of titles and fresh terminology found in digital comics. To maximize the learning experience, integrating technology into the classroom should take these issues into account.

B. Discussion

The discussion mainly focuses on the existing data findings of the research about the effect of using digital comics on improving vocabulary mastery that the researcher has already. It describes how the students react to using digital comics as a learning medium, the effect it has, and the challenges the students have experienced. This research focuses on improving students' vocabulary knowledge by reading digital comics and improving their knowledge of how to utilize the known words that consist of the digital comics that they have been presented with. By doing this, not only do the students learn new vocabulary (Nouns and Verbs), but they also can improve any other aspect of English learning such as speaking and writing.

The first finding is the students' interest and motivation in using digital comics in English learning to improve their vocabulary mastery in reading class. Motivation is the trigger in learning, in this case, in English learning. Motivation is the blend of effort and desire that provides the reasons for people's actions, wants, and needs to achieve the goal of

learning.⁴⁵ However, for some students, learning English, is not worth it because of their understanding of English there is no importance in the use of English outside of school. So, triggering students' motivation to read digital comics, can also help them build their liking of reading, especially in learning reading English. Because by reading, students can gain access to other vocabularies. The use of digital comics can be helpful and advantageous for learners to study English because it combines comics and the internet.⁴⁶ This activity can be one of the effective English learning methods, especially in improving students' vocabulary mastery.

The second finding of this research is the effectiveness and the challenges of using digital comics to improve students' vocabulary mastery. Based on the data findings, the students find using digital comics as a learning tool can be effective. The use of digital comics improves their vocabulary mastery in reading English text. The students informed that using digital comics is more practical than using a book because they can use their cell phones, and the use of their cell phones acts as a facility in their English vocabulary mastery. The use of technology in this modern world is a new norm because of its innovative nature and how much benefit the students can feel.⁴⁷ With the agreement from the teacher to bring and use

⁴⁵ Purmama, Neng Aprilia., Rahayu, Neng Sri., Yugafiati, Rasi. “*Students’ Motivation In Learning English*”. PROJECT Professional Journal of English Education. Volume 2, No. 4, July 2019

⁴⁶ Wulandari, R. A., Lestari, R. E., & Utami, L. “*The Effectiveness Of Webtoon For EFL Student In Mastering Vocabulary*”, 2019, 10

⁴⁷ Prayudi, Rizky Andra, et.al, “*The Use Of Technology In English Teaching & Learning Process*”, 2021, Jrip: Jurnal Riset dan Inovasi Pembelajaran. ISSN 2776-8872.

their cell phones, this activity can be stated as one of the facilities that the teacher has provided.

As such, this activity of learning can be deemed as Education 4.0 because digital literacy is involved in the learning process.⁴⁸ Improving vocabulary mastery for students by using digital comics as a learning tool can be very effective, ToonDoo is a beneficial tool for teachers, offering an authentic platform and engaging media for teaching short stories and the use of webtoon can increase students' vocabulary mastery.⁴⁹ Nonetheless, technology can also be a challenge for students.

Some challenges in using digital comics based on the findings, are the lack of speed of the network to access the website can determine whether the page of the web is already loaded or not. The other issue faced by students who are using the internet is the unstable network that the students have on their smartphones. In this case, some of the students who accessed the digital comics webpage did not fully load.⁵⁰

From the discussion above, it can be concluded that the use of digital comics can be effective and helpful for students in improving vocabulary knowledge. The teachers may help students use digital comics

⁴⁸ Alakrash, Hussein Mohamad, et.al, “*The Application of Digital Platforms in Learning English Language*”, 2022, International Journal of Information and Education Technology. Vol. 12, No. 9. September 2022.

⁴⁹ Fatimah, A. S., Santiana, S., & Saputra, Y, “*Digital Comic: An Innovation of Using Toondoo As Media Technology For Teaching English Short Story*”, 2019, English Review: Journal Of English Education, 7(2), 101–108. <https://doi.org/10.25134/Erjee.V7i2.1526>

⁵⁰ Atmojo, Arief Eko Priyo., Nugroho, Arief, “*EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia*”, 2020, Register Journal Vol. 13, No. 1. pp.49-76 p-ISSN: 1979-8903. e-ISSN: 2503-040X.

and support them in doing so while also making studying English enjoyable, which can be of help for them to comprehend and expand their vocabulary. In addition to that, teachers can also provide feedback and suggestions regarding the use of digital comics by the students in improving their vocabulary mastery and that will also help them to build motivation in English learning because of the lack of time and the unpredictable situation that the researcher has encountered, so the researcher hoped that the next researcher who wants to research on this topic can maximize the result.

Even though this study provides helpful information regarding the Task-based learning strategy and the use of digital comics, it has two major limitations. The first is, that the study was conducted in a limited time, so it may not be enough to do observe the changes in a long-term study regarding using a task-based learning strategy. Further research on this study suggests that the result of this case study will be different depending on the time the research is done. The last is the use of digital comics, this research was conducted to observe the results of using digital comics in improving students' vocabulary while the use of digital comics can be a support in other aspects of English. Further research using digital comics in learning English may be needed to prove and further explain that using digital comics can be effective in learning English. The researcher recommended doing more research on the use of digital comics in the following chapter.

CHAPTER V

CONCLUSION and SUGGESTION

The conclusion and suggestion of the study have been outlined. Summarized overviews of the entire research chapter and a proposal are included in the conclusion to guide future researchers. The following sections emphasize the key elements that support the decision and offer suggestions.

A. Conclusion

Based on the findings of the previous chapter, the researcher concluded that using task-based Digital comics can be very effective to improve students' vocabulary mastery. Students show greater interest and stronger motivation in learning English using digital comics because digital comics are about visuals and not just words or sentences, which students find more interesting. The visual aspect of digital comics can be very helpful since the students can understand more about the context of the story and it helps them gain more vocabularies as the story progresses.

This research shows that using digital comics can be very helpful both for the students and the teacher. Students can use digital comics to learn English and improve their reading ability. The reason is that the content or topic inside of a digital comic varies and can improve their writing ability so that the students know how the word is written.

Nonetheless, using digital comics can also be a struggle for students, because their adaptability in using technology is still low and the low connection of the internet can also be a problem in technology-based learning

activity. Overall, despite the challenges, the study informs that using digital comics can still be very helpful. Moreover, implementing digital comics to improve students' vocabulary or in learning English can also improve their understanding of using technology. Further research is always recommended to improve the result of this research and fully explore the potential of using digital comics in English learning.

B. Suggestions

Based on the findings and the conclusion above, the following recommendations can be used in task-based digital comics to improve students' vocabulary mastery, which is as follows:

1. For Pre-service teacher and in-service teacher

Based on the result of the study above, the use of digital comics in improving students' vocabulary mastery can be helpful and the researcher suggested that teachers need to learn how to use technology in their classroom and it needs to be integrated more into English learning, and to improve it even more. The last is a suggestion for pre-service teachers, the researcher suggested that pre-service teachers need to improve their knowledge in using technology for this context by using digital comics to use new methods in teaching English

2. For future researcher

The Researcher hopes that this study can be significantly improved in the future in the hope that it can be further studied about the case of using digital comics in not only improving vocabulary mastery but also in

English learning. The researcher hopes that future researchers can use this study to fill in the gaps in the case study to improve the result of the study.



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APPENDIX

Appendix A


STATEMENT OF AUTHENTICITY

The undersigned below:

Name : DWI CAHYA RAMADIANSYAH
SRN : 202101060015
Major : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : UIN KHAS Jember

The undergraduate thesis entitled "Implementing Task-Based Digital Comics to Enhance Secondary School Students' Vocabulary in Reading Class" is my original work. It does not incorporate any material previously written by another person responsible for the thesis if there is any objection or claim from others.

Jember, August 12, 2024



Dwi Cahya Ramadiansyah
NIM 202101060015

”
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Appendix B

MATRIX OF RESEARCH

TITLE	VARIABLE	INDICATOR	DATA SOURCES	RESEARCH METHODOLOGY	RESEARCH FOCUS
Implementing task-based digital comics to Enhance secondary school students vocabulary in reading class	1. Digital Comics 2. New Vocabulary	1. The multi-modal of Digital Comics 2. The understanding of Digital Comics	Primary Data : Interview participant : - The students Secondary Data : - Observation - Source Triangulation - Technique Triangulation	Research Approach Qualitative Research Type of The Research : Qualitative Study Data collection technique: a. Observation b. Interview c. Document review Data analysis: a. Thematic Analysis Validity of data: a. Source triangulation b. Technique Triangulation	- How can reading Digital Comics activity can improve students vocabulary?

Appendix C

MODUL AJAR FASE F
NARRATIVE TEXT

Nama Penyusun	Dwi Cahya Ramadiansyah
Institusi	MTsN 1 Lumajang
Tahun Pembuatan	2024
Mapel	Bahasa Inggris
Jenjang	SMP
Fase	F
Alokasi Waktu	2JPX45 menit
Profil Pelajar Pancasila	<ol style="list-style-type: none"> 1. Beriman dan bertakwa kepada Tuhan YME, 2. berakhlak mulia, 3. mandiri, 4. bernalar kritis, 5. berkebhinekaan global
Model Pembelajaran	Task-Based vocabulary Learning
Capaian Pembelajaran	<ol style="list-style-type: none"> 1. Membaca dan Menulis 2. Vocabulary learning (Nouns and Verbs)
Tujuan Pembelajaran	<p>READING AND VIEWING (MEMBACA DAN MEMIRSA)</p> <p>10.4 Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari narrative text.</p> <p>10.5 Mengidentifikasi makna tersurat dari narrative text.</p> <p>10.6 Mengurai gagasan dan pendapat sederhana terhadap narrative text.</p> <p>10.7 Mengidentifikasi unsur kosakata dalam narrative text.</p> <p>WRITING AND PRESENTING (MENULIS DAN MEMPERSENTASIKAN)</p> <p>10.8 Menentukan vocabulary pada narrative text yang telah tersedia</p> <p>10.9 Mempersentasikan hasil pencarian tentang salah satu unsur vocabulary pada narrative text.</p>
Pengetahuan prasyarat	<ol style="list-style-type: none"> 1. Peserta didik mampu mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari narrative text. 2. Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi dari narrative text. 3. Peserta mampu menuliskan tentang unsur kosa kata (Vocabulary) dalam sebuah narrative text
Pertanyaan pemantik	<ol style="list-style-type: none"> 1. What is Narrative text? 2. What is the purpose of narrative text? 3. Give 3 examples of narrative text. 4. Give 3 examples of vocabulary (Nouns and Verbs) from the text.

Metode Pembelajaran	Pendekatan : Task-Based Language learning Metode : Task-Based intensive reading Model : Digital comic mediated task-based vocabulary learning		
Media Pembelajaran	LCD, Laptop, internet, LKPD		
Sumber/Bahan/Alat	https://www.manganelo.cc/ Buku Modul ajar		
Kegiatan Pembelajaran (Meeting 1)			
Pertanyaan Pemantik: 1. What is Narrative text? 2. What is the purpose of narrative text? 3. Give 3 examples of narrative text. 4. Give 3 examples of vocabulary (Nouns and Verbs) from the text			
Persiapan Pembelajaran 1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran. a. Apa yang kalian ketahui tentang narrative text? b. Apa yang kalian ketahui tentang manga? c. Apa yang kalian ketahui tentang vocabulary? 2. Guru menyiapkan bahan tayang materi strategi 'contoh' untuk memulai dan mempertahankan percakapan dan diskusi dalam bahasa Inggris.			
Kegiatan awal (10 menit) <ul style="list-style-type: none"> • Guru mengucapkan salam dan menyapa peserta didik • Menyiapkan kondisi peserta didik untuk mengikuti pembelajaran dengan serius, seperti menanyakan kabar dan mengabsen peserta didik • Guru meminta siswa berdoa bersama sebelum pembelajaran di mulai • Guru memberikan Ice Breaking. • Menanyakan kepada peserta didik terkait materi yang akan dipelajari dengan kehidupan sehari-hari, menanyakan tentang pengalaman pribadi yang pernah di alami • Menjelaskan tujuan pembelajaran atau capaian belajar yang akan dicapai 			
Kegiatan inti (25 menit)			
Learning Stages	Learning Objective	Teacher's Activities	Students' Activities
Student' orientation the problems	-To introduce the students to Narrative text -To introduce the students to Manga	-Guru menjelaskan materi narrative text dan manga dan menjelaskan strategi Problem Based Learning yang akan di laksanakan selama pembelajaran	- Siswa mendengarkan dan memahami penjelasan guru - Siswa menanyakan hal yang belum di pahami terkait materi dan langkah-langkah penerapan Task-Based Learning.

		-Guru menanyakan cerita apa yang pernah di baca siswa.	- Siswa menjawab pertanyaan guru tentang cerita yang pernah di baca
Organize the students	<ul style="list-style-type: none"> - To build cognitive reading engagement in student's interest in reading -To build students' collaboration skills -To build critical thinking students and understand the problems that occurred in the text - To give the students an understanding of the vocabulary that is contained within the manga 	<ul style="list-style-type: none"> - Guru meminta siswa untuk membentuk kelompok yang beranggotakan 4-5 orang - Guru memberikan contoh dari narrative text berformat manga dan LKPD kepada masing-masing kelompok. -Guru menanyakan konflik yang terjadi dalam cerita tersebut dan pesan moral dalam cerita. - Guru memberikan LKPD tentang pengetahuan siswa mengenai vocabulary yang ada dalam manga 	<ul style="list-style-type: none"> - Siswa membentuk kelompok yang berisi 4-5 orang - Masing-masing kelompok di beri LKPD tentang contoh-contoh dari Narrative text berformat manga. -Siswa membaca cerita bersama dengan anggota kelompok masing-masing untuk memahami permasalahan yang terjadi dalam cerita. -Siswa berdiskusi bersama terkait konflik yang terjadi dalam cerita tersebut. -Siswa berdiskusi bersama terkait macam-macam jenis vocabulary yang terdapat dalam manga
Help independent and group investigation	<ul style="list-style-type: none"> -To build cognitive reading engagement with students in task-based -To build student collaboration in 	<ul style="list-style-type: none"> - Guru meminta siswa untuk berdiskusi bersama anggota kelompok untuk menemukan unsur vocabulary dalam cerita -Guru meminta siswa menulis dan menganalisis 	<ul style="list-style-type: none"> - Siswa berdiskusi bersama anggota kelompok untuk mencari unsur vocabulary dalam cerita dengan mencari di berbagai sumber seperti buku dan internet - Siswa menulis dan menganalisis unsur

	learning and problem-solving.	unsur vocabulary dalam LKPD - Guru mengkondisikan dan mengontrol setiap kelompok selama diskusi.	vocabulary cerita di LKPD yang di berikan oleh guru. - Siswa atau kelompok yang mengalami kesulitan boleh bertanya kepada guru
Develops and present the works	- To build cognitive reading engagement in student's responsibility in completing the task	- Guru meminta setiap anggota kelompok untuk menjawab dengan benar pada LKPD dengan jawaban benar dan tepat -Guru meminta setiap anggota kelompok untuk menyiapkan hasil jawaban diskusi dan mempersentasikannya ke depan kelas.	- Siswa menyelesaikan tugas dalam LKPD yang di berikan dan menyiapkan hasil diskusi untuk di presentasikan ke depan kelas di hadapan kelompok lain.
Analyze and evaluate the problem-solving process.	- To build students' understanding of the learning material and learning process -To build students always motivated in learning reading.	-Guru meminta kepada setiap anggota kelompok yang sudah presentasi untuk membandingkan hasil jawaban dengan kelompok lain. - Guru memberikan respon, tanggapan dan nilai kepada siswa dari hasil diskusi dan presentasi. - Guru memberikan hadiah kepada kelompok yang memperoleh skor tertinggi	- Siswa bersama anggota kelompok membandingkan jawaban hasil presentasi dengan anggota kelompok lain - Siswa menanyakan hasil nilai presentasi kepada guru. -Kelompok dengan skor tertinggi akan memperoleh hadiah dari guru.
<p>Kegiatan Penutup (10 menit)</p> <ul style="list-style-type: none"> •Pendidik memberi panduan menyimpulkan hasil pembelajaran •Meminta peserta didik menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan •Menyampaikan rencana kegiatan pertemuan berikutnya •Guru menutup pertemuan hari ini dengan doa dan salam 			

Refleksi untuk siswa	<ul style="list-style-type: none"> • Adakah perubahan sikap dan keterampilan siswa selama proses kegiatan belajar? • Apa manfaat yang kamu dapatkan dari belajar bab ini? • Apa Kesulitan yang kamu dapatkan dari belajar bab ini? • Apa yang di Pelajari dari bab ini? 			
Refleksi untuk Guru	No	Pernyataan	Ya/Tdk	RTL
	1	Apakah kegiatan awal pembelajaran di buka dan dirancang dapat mengarahkan dan mempersiapkan siswa belajar?		
	2	Apakah Materi dan Bahan Ajar yg disajikan sesuai kemampuan awal peserta didik?		
	3	Apakah Prolem Based Learning strategy efektif untuk di lakukan?		
	4	Apakah aktivitas pembelajaran yang dirancang sudah memberi ruang siswa untuk berlatih bernalar kritis/berfikir kritis?		
	5	Apakah model pembelajaran yang dilakukan dapat menumbuhkan perubahan cognitif siswa?		
	6	Apakah teknik pengelolaan kelas yang digunakan sudah mengatasi masalah dan memotivasi peserta didik?		
Remidial dan Pengayaan	<p>Remedial Test: Di berikan kepada peserta didik yang membutuhkan bimbingan pemahaman materi atau pembelajaran mengulang.</p> <p>Pengayaan: Di berikan kepada peserta didik dengan capaian tinggi agar dapat mengembangkan potensinya secara optimal.</p>			
Glosarium	<p>1. Narrative Text: A form of writing that tells a story, usually involving characters, events, and a plot. It can be fiction or non-fiction.</p> <p>2. Manga: a style of Japanese comic books and graphic novels, typically aimed at adults as well as children</p> <p>3. Vocabulary: All the words that exist in a particular language.</p>			
Daftar Pustaka	https://www.manganelo.cc/			
Materi Pembelajaran				
<p>What is Manga? A style of Japanese comic books and graphic novels, typically aimed at adults as well as children</p> <p>What Is a Narrative Text? A narrative text is a piece of writing that tells a story. It can pertain to a true story or a fictional one. Narratives are usually told from a first-person perspective. It describes events in succession that lead to</p>				

an outcome. Narrative elements are the building blocks of any story or piece of writing that aims to tell a tale. The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

There are kinds of Narrative Texts: fable, folktales, fairy tales, myths, and legends.

Generic Structure of Narrative Text

- Orientation: It is about the opening paragraph where the characters of the story are introduced.
- Complication: Where the problems in the story developed.
- Resolution: Where the problems in the story are solved.
- Coda/reorientation (optional): a lesson from the story/moral value

Language Features of Narrative Text or Manga

- Past tense
- Adverb of time
- Time conjunction
- Specific character. The character of the story is specific, not general.
- Action verbs. A verb that shows an action.
- Direct speech. It is to make the story lively. Direct speech uses the present tense.

Penilaian:

Teknik Penilaian

1. Penilaian Sikap: Rubrik penilaian diskusi yang terdiri dari sikap kerja sama, aktif, percaya diri
2. Penilaian Pengetahuan: Kebeneran menjawab dari LKPD
3. Penilaian Keterampilan: Rubrik penilaian pengamatan selama presentasi.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Lembar Kerja Peserta Didik 1

Nama Kelompok	1.
	2.
	3.
	4.
	5.

Tujuan Pembelajaran:

1. Peserta didik mampu mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari narrative text dalam bentuk manga.
2. Peserta didik dapat menyampaikan unsur kosa kata dan pendapat dalam diskusi dan presentasi dari narrative text dalam bentuk manga.



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J E M B E R

Activity 1

Choose and read the text below with your group and write the following based on the manga you read!

Choose and read one of the manga from the provided link! (15 minutes)

<https://www.manganelo.cc/chapter/5500/dragon-ball-super-1>

<https://www.manganelo.cc/chapter/5500/dragon-ball-super-2>

<https://www.manganelo.cc/chapter/5500/dragon-ball-super-3>

<https://www.manganelo.cc/chapter/5500/dragon-ball-super-4>

<https://www.manganelo.cc/chapter/5500/dragon-ball-super-5>

<https://www.manganelo.cc/chapter/5500/dragon-ball-super-6>

Title	Reason for choosing this title	Type of Vocabulary (minimal 5 examples)
		Noun: Verb:

Activity 2

Discuss it with your group! (10 minutes)

1. What is the title of the manga?
2. Who are the characters in the manga?
3. How does the story start and end from the manga you have just read?
4. Write the summary of the story from the manga you have just read!
5. How does it feel when reading the story of the manga you have just read?

Activity 3 (Present the works) (10 minutes)

Present the result in front of the class using your writing book!

Activity 4

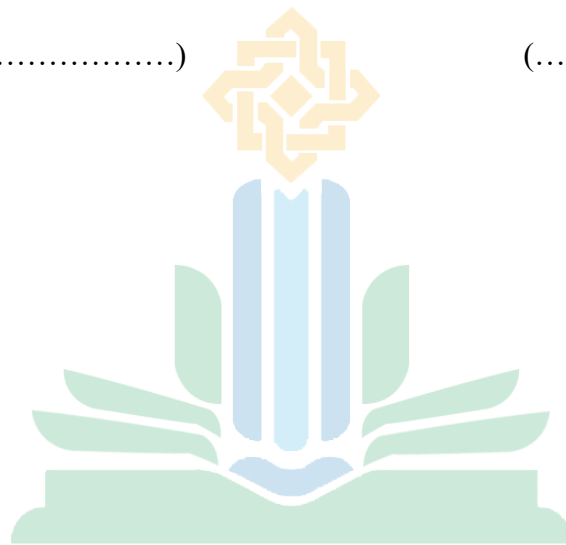
Write a summary about the learning process today! (5 minutes)

**Mengetahui,
Kepala Sekola MTsN 1 Lumajang**

**Lumajang, 03 February 2024
Guru Mata Pelajaran**

(.....)

(.....)



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

MODUL AJAR FASE F
NARRATIVE TEXT

Nama Penyusun	Dwi Cahya Ramadiansyah
Institusi	MTsN 1 Lumajang
Tahun Pembuatan	2024
Mapel	Bahasa Inggris
Jenjang	SMP
Fase	F
Alokasi Waktu	2JPX45 menit
Profil Pelajar Pancasila	<ol style="list-style-type: none"> 1. Beriman dan bertakwa kepada Tuhan YME, 2. Berakhlak mulia 3. Mandiri 4. Bernalar kritis 5. Berkebhinekaan global
Model Pembelajaran	Task-Based Learning
Capaian Pembelajaran	<ol style="list-style-type: none"> 1. Membaca dan Menulis 2. Vocabulary Learning (Nouns and Verbs)
Tujuan Pembelajaran	<p>READING AND VIEWING (MEMBACA DAN MEMIRSA)</p> <p>10.4 Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari narrative text.</p> <p>10.5 Mengidentifikasi makna tersurat dari narrative text.</p> <p>10.6 Mengurai gagasan dan pendapat sederhana terhadap narrative text.</p> <p>10.7 Mengidentifikasi unsur kosakata dalam narratice text.</p> <p>WRITING AND PRESENTING (MENULIS DAN MEMPERSENTASIKAN)</p> <p>10.7 Menentukan vocabulary pada narrative text yang telah tersedia</p> <p>10.8 Mempersentasikan hasil pencarian tentang salah satu unsur vocabulary pada narrative text.</p>
Pengetahuan prasyarat	<ol style="list-style-type: none"> 1. Peserta didik mampu mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari narrative text. 2. Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi dari narrative text. 3. Peserta mampu menuliskan tentang unsur kosa kata (Vocabulary) dalam sebuah narrative text.
Pertanyaan pemantik	<ol style="list-style-type: none"> 1. What is Narrative text? 2. What is the purpose of narrative text? 3. Give 3 examples of narrative text. 4. Give 3 examples of vocabulary (Nouns and Verbs) from the text.
Metode Pembelajaran	Pendekatan: Task-Based Language Learning

	Metode: Task-Based intensive reading Model: Digital comic-mediated task-based vocabulary learning		
Media Pembelajaran	LCD, Laptop, internet, LKPD		
Sumber/Bahan/Alat	https://www.manganelo.cc/ Buku Modul ajar		
Kegiatan Pembelajaran (Meeting 2)			
Pertanyaan Pemantik: <ol style="list-style-type: none"> 1. What is Narrative text? 2. What is the purpose of narrative text? 3. Give 3 examples of narrative text. 4. Give 3 examples of vocabulary (Nouns and Verbs) from the text. 			
Persiapan Pembelajaran <ol style="list-style-type: none"> 1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran. <ol style="list-style-type: none"> a. Apa yang kalian ketahui tentang narrative text? b. Apa yang kalian ketahui tentang manga? c. Apa yang kalian ketahui tentang vocabulary? 2. Guru menyiapkan bahan tayang materi strategi 'contoh' untuk memulai dan mempertahankan percakapan dan diskusi dalam bahasa Inggris. 			
Kegiatan awal (10 menit) <ul style="list-style-type: none"> • Guru mengucapkan salam dan menyapa peserta didik • Menyiapkan kondisi peserta didik untuk mengikuti pembelajaran dengan serius, seperti menanyakan kabar dan mengabsen peserta didik • Guru meminta siswa berdoa bersama sebelum pembelajaran di mulai • Guru memberikan Ice Breaking • Menanyakan kepada peserta didik terkait materi yang akan dipelajari dengan kehidupan sehari-hari, menanyakan tentang pengalaman pribadi yang pernah di alami • Menjelaskan tujuan pembelajaran atau capaian belajar yang akan dicapai 			
Kegiatan inti (25 menit)			
Learning Stages	Learning Objective	Teacher's Activities	Students' Activities
Student' orientation the problems	<ul style="list-style-type: none"> -To introduce the students to Narrative text -To introduce the students to Manga 	<ul style="list-style-type: none"> -Guru menjelaskan kembali tentang materi narrative text dan manga dan menjelaskan strategi Task-Based Learning yang akan di laksanakan selama pembelajaran 	<ul style="list-style-type: none"> - Siswa mendengarkan dan memahami penjelasan guru - Siswa menanyakan hal yang belum di pahami terkait materi dan langkah-langkah penerapan Task-Based Learning.
Organize the students	<ul style="list-style-type: none"> - To build cognitive reading 	<ul style="list-style-type: none"> - Guru meminta siswa untuk membentuk 	<ul style="list-style-type: none"> - Siswa membentuk kelompok yang berisi

	<p>engagement in student's interest in reading</p> <p>-To build students collaboration skills</p> <p>-To build critical thinking students and understand the problems that occurred in the text</p> <p>-To give the students an understanding of the vocabulary that is contained in manga and search for another example based on real-life context</p>	<p>kelompok yang beranggotakan 4-5 orang</p> <p>- Guru memberikan contoh-contoh dari Narrative text berformat manga dan LKPD kepada masing-masing kelompok.</p> <p>-Guru menanyakan konflik yang terjadi dalam cerita tersebut dan pesan moral dalam cerita.</p> <p>- Guru memberikan LKPD tentang macam-macam jenis vocabulary yang ada dalam manga dan contoh lain yang berhubungan dengan keadaan/sesuatu di kehidupan sehari-hari</p>	<p>4-5 orang</p> <p>- Masing-masing kelompok di beri LKPD tentang contoh-contoh dari Narrative text berformat manga.</p> <p>-Siswa membaca cerita bersama dengan anggota kelompok masing-masing untuk memahami permasalahan yang terjadi dan unsur vocabulary dalam cerita.</p> <p>-Siswa berdiskusi bersama terkait konflik yang terjadi dalam cerita tersebut.</p> <p>-Siswa berdiskusi bersama terkait macam-macam jenis vocabulary yang terdapat dalam manga dan contoh lain yang berhubungan dengan keadaan/sesuatu di kehidupan sehari-hari</p>
<p>Help independent and group investigation</p>	<p>-To build cognitive reading engagement with students in task-based</p> <p>-To build student collaboration in learning and</p>	<p>- Guru meminta siswa untuk berdiskusi bersama anggota kelompok untuk menemukan unsur vocabulary dalam cerita</p> <p>-Guru meminta siswa menulis dan menganalisis unsur vocabulary dalam</p>	<p>- Siswa berdiskusi bersama anggota kelompok untuk mencari unsur vocabulary dalam cerita dengan mencari di berbagai sumber seperti buku dan internet</p> <p>- Siswa menulis dan menganalisis unsur vocabulary cerita di</p>

	problem-solving.	LKPD - Guru mengkondisikan dan mengontrol setiap kelompok selama diskusi.	LKPD yang di berikan oleh guru. - Siswa atau kelompok yang mengalami kesulitan boleh bertanya kepada guru
Develops and present the works	- To build cognitive reading engagement in student's responsibility in completing the task	- Guru meminta setiap anggota kelompok untuk menjawab dengan benar pada LKPD dengan jawaban benar dan tepat -Guru meminta setiap anggota kelompok untuk menyiapkan hasil jawaban diskusi dan mempersentasikannya ke depan kelas.	- Siswa menyelesaikan tugas dalam LKPD yang di berikan dan menyiapkan hasil diskusi untuk di presentasikan ke depan kelas di hadapan kelompok lain.
Analyze and evaluate the problem-solving process.	- To build students' understanding of the learning material and learning process -To build students always motivated in learning reading.	-Guru meminta kepada setiap anggota kelompok yang sudah presentasi untuk membandingkan hasil jawaban dengan kelompok lain. - Guru memberikan respon, tanggapan dan nilai kepada siswa dari hasil diskusi dan presentasi. - Guru memberikan hadiah kepada kelompok yang memperoleh skor tertinggi	- Siswa bersama anggota kelompok membandingkan jawaban hasil presentasi dengan anggota kelompok lain - Siswa menanyakan hasil nilai presentasi kepada guru. -Kelompok dengan skor tertinggi akan memperoleh hadiah dari guru.
<p>Kegiatan Penutup (10 menit)</p> <ul style="list-style-type: none"> •Pendidik memberi panduan menyimpulkan hasil pembelajaran •Meminta peserta didik menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan •Menyampaikan rencana kegiatan pertemuan berikutnya •Guru menutup pertemuan hari ini dengan doa dan salam 			

Refleksi untuk siswa	<ul style="list-style-type: none"> • Adakah perubahan sikap dan keterampilan siswa selama proses kegiatan belajar? • Apa manfaat yang kamu dapatkan dari belajar bab ini? • Apa Kesulitan yang kamu dapatkan dari belajar bab ini? • Apa yang di Pelajari dari bab ini? 			
Refleksi untuk Guru	No	Pernyataan	Ya/Tdk	RTL
	1	Apakah kegiatan awal pembelajaran di buka dan dirancang dapat mengarahkan dan mempersiapkan siswa belajar?		
	2	Apakah Materi dan Bahan Ajar yg disajikan sesuai kemampuan awal peserta didik?		
	3	Apakah Prolem Based Learning strategy efektif untuk di lakukan?		
	4	Apakah aktivitas pembelajaran yang dirancang sudah memberi ruang siswa untuk berlatih bernalar kritis/berfikir kritis?		
	5	Apakah model pembelajran yang dilakukan dapat menumbuhkan perubahan cognitif siswa?		
	6	Apakah teknik pengelolaan kelas yang digunakan sudah mengatasi masalah dan memotivasi peserta didik?		
Remidial dan Pengayaan	<p>Remedial Test: Di berikan kepada peserta didik yang mem butuhkan bimbingan pemahaman materi atau pembelajaran mengulang, sedangkan</p> <p>Pengayaan: Di berikan kepada peserta didik dengan capaian tinggi agar dapat mengembangkan potensinya secara optimal.</p>			
Glosarium	<p>1. Narrative Text: A form of writing that tells a story, usually involving characters, events, and a plot. It can be fiction or non-fiction.</p> <p>2. Manga: a style of Japanese comic books and graphic novels, typically aimed at adults as well as children</p> <p>3. Vocabulary: All the words that exist in a particular language.</p>			
Daftar Pustaka	https://www.manganelo.cc/			
Materi Pembelajaran				
<p>- What is Manga? A style of Japanese comic books and graphic novels, typically aimed at adults as well as children</p> <p>- What Is a Narrative Text? A narrative text is a piece of writing that tells a story. It can pertain to a true story or a fictional one. Narratives are usually told from a first-person perspective. It describes events in succession that lead to an outcome. Narrative elements are the building blocks of any story or piece of writing that aims to tell a tale. The Purpose of Narrative Text is to amuse or to entertain the reader with a story.</p>				

There are kinds of Narrative Texts: fable, folktales, fairy tales, myths, and legends.

- **Generic Structure of Narrative Text**

- Orientation: It is about the opening paragraph where the characters of the story are introduced.
- Complication: Where the problems in the story developed.
- Resolution: Where the problems in the story are solved.
- Coda/reorientation (optional) - a lesson from the story/moral value

- **Language Features of Narrative Text or manga**

- Past tense
- Adverb of time
- Time conjunction
- Specific character. The character of the story is specific, not general.
- Action verbs. A verb that shows an action.
- Direct speech. It is to make the story lively. Direct speech uses the present tense.

-Penilaian:

Teknik Penilaian

1. Penilaian Sikap: Rubrik penilaian diskusi yang terdiri dari sikap kerja sama, aktif, percaya diri
2. Penilaian Pengetahuan: Kebeneran menjawab dari LKPD
3. Penilaian Keterampilan: Rubrik penilaian pengamatan selama presentasi.



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Lembar Kerja Peserta Didik 2

Nama Kelompok	1.
	2.
	3.
	4.
	5.

Tujuan Pembelajaran:

1. Peserta didik mampu mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari narrative text dalam bentuk manga.
2. Peserta didik dapat menyampaikan unsur kosa kata dan pendapat dalam diskusi dan presentasi dari narrative text dalam bentuk manga.

Activity 1

Read the text and fill the table below with your group! (15 minutes)

Choose and read one of the following manga from the provided link and then complete the following task bellow!

<https://www.manganelo.cc/chapter/1987/jujutsu-kaisen-247>

<https://www.manganelo.cc/chapter/1987/jujutsu-kaisen-248>

<https://www.manganelo.cc/chapter/1163/kaiju-no-8-102>

<https://www.manganelo.cc/chapter/1163/kaiju-no-8-103>

<https://www.manganelo.cc/chapter/2871/solo-max-level-newbie-145>

<https://www.manganelo.cc/chapter/4609/solo-leveling-175>

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Title	The reason you choose this manga	Type of Vocabulary (Minimal 5 examples)	Give an example based on the noun and verb
		Noun: Verb:	

Activity 2

Discuss it with your group! (10 minutes)

1. What is the title of the manga?
2. Who are the characters in the manga?
3. How does the story start and end from the manga you have just read?
4. Write the summary of the story from the manga you have just read!
5. How does it feel when reading the story of the manga you have just read?

Activity 3 (Present the works) (10 minutes)

Present the result in front of the class using your writing book!

Activity 4 (5 minutes)

Write a summary about the learning process today!

Mengetahui,
Kepala Sekolah MTsN 1 Lumajang

Lumajang, 03 February 2024
Guru Mata Pelajaran

(.....)

(.....)

MODUL AJAR FASE F
NARRATIVE TEXT

Nama Penyusun	Dwi Cahya Ramadiansyah
Institusi	MTsN 1 Lumajang
Tahun Pembuatan	2024
Mapel	Bahasa Inggris
Jenjang	SMP
Fase	F
Alokasi Waktu	2JPX45 menit
Profil Pelajar Pancasila	<ol style="list-style-type: none"> 1. Beriman dan bertakwa kepada Tuhan YME, 2. Berakhlak mulia 3. Mandiri 4. Bernalar kritis 5. Berkebhinekaan global
Model Pembelajaran	Problem-Based Learning
Capaian Pembelajaran	<ol style="list-style-type: none"> 1. Membaca dan Menulis 2. Vocabulary Learning (Nouns and Verbs)
Tujuan Pembelajaran	<p>READING AND VIEWING (MEMBACA DAN MEMIRSA)</p> <p>10.4 Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari narrative text.</p> <p>10.5 Mengidentifikasi makna tersurat dari narrative text.</p> <p>10.6 Mengurai gagasan dan pendapat sederhana terhadap narrative text.</p> <p>10.7 Mengidentifikasi unsur kosakata dalam narratice text.</p> <p>WRITING AND PRESENTING (MENULIS DAN MEMPERSENTASIKAN)</p> <p>10.7 Menentukan vocabulary pada narrative text yang telah tersedia</p> <p>10.8 Mempersentasikan hasil pencarian tentang salah satu unsur vocabulary pada narrative text.</p>
Pengetahuan prasyarat	<ol style="list-style-type: none"> 1. Peserta didik mampu mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari narrative text. 2. Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi dari narrative text. 3. Peserta mampu menuliskan tentang unsur kosa kata (Vocabulary) dalam sebuah narrative text.
Pertanyaan pemantik	<ol style="list-style-type: none"> 1. What is Narrative text? 2. What is the purpose of narrative text? 3. Give 3 examples of narrative text. 4. Give 3 examples of types of vocabulary (Nouns and Verbs).
Metode Pembelajaran	Pendekatan: Task-Based Language Learning

	Metode: Task-based intensive reading Model: Digital comic-mediated task-based vocabulary learning		
Media Pembelajaran	LCD, Laptop, internet, LKPD		
Sumber/Bahan/Alat	https://www.manganelo.cc/ Buku Modul ajar		
Kegiatan Pembelajaran (Meeting 3)			
Pertanyaan Pemantik: 1. What is Narrative text? 2. What is the purpose of narrative text? 3. Give 3 examples of narrative text. 4. Give 3 examples of types of vocabulary (Nouns and Verbs).			
Persiapan Pembelajaran 1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran. 2. Guru menyiapkan bahan tayang materi strategi 'contoh' untuk memulai dan mempertahankan percakapan dan diskusi dalam bahasa Inggris.			
Kegiatan awal (10 menit) <ul style="list-style-type: none"> • Guru mengucapkan salam dan menyapa peserta didik • Menyiapkan kondisi peserta didik untuk mengikuti pembelajaran dengan serius, seperti menanyakan kabar dan mengabsen peserta didik • Guru meminta siswa berdoa bersama sebelum pembelajaran di mulai • Guru memberikan Ice Breaking • Menanyakan kepada peserta didik terkait materi yang akan dipelajari dengan kehidupan sehari-hari, menanyakan tentang pengalaman pribadi yang pernah di alami • Menjelaskan tujuan pembelajaran atau capaian belajar yang akan dicapai 			
Kegiatan inti (25 menit)			
Learning Stages	Learning Objective	Teacher's Activities	Students' Activities
Student' orientation the problems	- To introduce the students to Narrative text with format of manga - To build self-learning for students about vocabulary in manga format narrative text.	- Guru menjelaskan kembali tentang materi narrative text dan manga dan menjelaskan bahwa pertemuan kali ini akan membuat list mengenai unsur vocabulary dari sebuah manga	- Siswa mendengarkan dan memahami penjelasan guru - Siswa menanyakan hal yang belum di pahami terkait materi dan langkah-langkah penerapan Problem Based Learning.
Organize the students	- To build cognitive reading engagement in student's interest in	- Guru meminta siswa untuk membentuk kelompok yang beranggotakan 4-5 orang	- Siswa membentuk kelompok yang berisi 4-5 orang - Masing-masing

	<p>reading</p> <p>-To build students collaboration skills</p>	<p>- Guru memberikan list bacaan kepada siswa yang akan mereka diskusikan dan guru akan memberikan LKPD kepada masing-masing kelompok.</p>	<p>kelompok di beri LKPD tentang list-list manga yang mereka cari dan menulis unsur vocabulary yang telah di pelajari.</p> <p>-Siswa berdiskusi mengenai manga mana yang akan mereka baca dan diskusikan bersama dengan anggota kelompok masing-masing untuk memahami unsur vocabulary dalam cerita.</p>
<p>Help independent and group investigation</p>	<p>-To build cognitive reading engagement with students in problem-solving</p> <p>-To build student collaboration in learning and problem-solving.</p>	<p>- Guru meminta siswa untuk berdiskusi bersama anggota kelompok untuk menemukan unsur vocabulary dalam cerita</p> <p>-Guru meminta siswa menulis tentang narrative text, unsur vocabulary, dan contoh lain yang berhubungan dengan keadaan/sesuatu di kehidupan sehari-hari dalam LKPD</p> <p>- Guru mengkondisikan dan mengontrol setiap kelompok selama diskusi.</p>	<p>- Siswa berdiskusi bersama anggota kelompok untuk mencari unsur vocabulary dalam manga yang mereka pilih.</p> <p>- Siswa menulis tentang unsur narrative text, unsur vocabulary, dan contoh lain yang berhubungan dengan keadaan/sesuatu di kehidupan sehari-hari di LKPD yang di berikan oleh guru.</p> <p>- Siswa atau kelompok yang mengalami kesulitan boleh bertanya kepada guru</p>
<p>Develops and present the works</p>	<p>- To build cognitive reading engagement in student's</p>	<p>- Guru meminta setiap anggota kelompok untuk menjawab dengan benar</p>	<p>- Siswa menyelesaikan tugas dalam LKPD yang di berikan dan</p>

	responsibility in completing the task	pada LKPD dengan jawaban benar dan tepat -Guru meminta setiap anggota kelompok untuk menyiapkan hasil jawaban diskusi dan mempersentasikannya ke depan kelas.	menyiapkan hasil diskusi untuk di presentasikan ke depan kelas di hadapan kelompok lain.												
Analyze and evaluate the problem-solving process.	- To build students' understanding of the learning material and learning process -To make students always motivated to learn reading.	-Guru meminta kepada setiap anggota kelompok untuk mempresentasikan hasilnya ke depan kelas. - Guru memberikan respon, tanggapan dan nilai kepada siswa dari hasil diskusi dan presentasi. - Guru memberikan hadiah kepada kelompok yang memperoleh skor tertinggi	- Siswa bersama anggota kelompok mempresentasikan hasilnya ke depan kelas. - Siswa menanyakan hasil nilai presentasi kepada guru. - Kelompok dengan skor tertinggi akan memperoleh hadiah dari guru.												
<p>Kegiatan Penutup (10 menit)</p> <ul style="list-style-type: none"> •Pendidik memberi panduan menyimpulkan hasil pembelajaran •Meminta peserta didik menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan •Guru menutup pertemuan hari ini dengan doa dan salam 															
Refleksi untuk siswa	<ul style="list-style-type: none"> • Adakah perubahan sikap dan keterampilan siswa selama proses kegiatan belajar? • Apa manfaat yang kamu dapatkan dari belajar bab ini? • Apa Kesulitan yang kamu dapatkan dari belajar bab ini? • Apa yang di Pelajari dari bab ini? 														
Refleksi untuk Guru	<table border="1"> <thead> <tr> <th>No</th> <th>Pernyataan</th> <th>Ya/Tdk</th> <th>RTL</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Apakah kegiatan awal pembelajaran di buka dan dirancang dapat mengarahkan dan mempersiapkan siswa belajar?</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Apakah Materi dan Bahan Ajar yg disajikan sesuai kemampuan awal peserta didik?</td> <td></td> <td></td> </tr> </tbody> </table>	No	Pernyataan	Ya/Tdk	RTL	1	Apakah kegiatan awal pembelajaran di buka dan dirancang dapat mengarahkan dan mempersiapkan siswa belajar?			2	Apakah Materi dan Bahan Ajar yg disajikan sesuai kemampuan awal peserta didik?				
No	Pernyataan	Ya/Tdk	RTL												
1	Apakah kegiatan awal pembelajaran di buka dan dirancang dapat mengarahkan dan mempersiapkan siswa belajar?														
2	Apakah Materi dan Bahan Ajar yg disajikan sesuai kemampuan awal peserta didik?														

	3	Apakah Prolem Based Learning strategy efektif untuk di lakukan?		
	4	Apakah aktivitas pembelajaran yang dirancang sudah memberi ruang siswa untuk berlatih bernalar kritis/berfikir kritis?		
	5	Apakah model pembelajran yang dilakukan dapat menumbuhkan perubahan cognitif siswa?		
	6	Apakah teknik pengelolaan kelas yang digunakan sudah mengatasi masalah dan memotivasi peserta didik?		
Remidial dan Pengayaan	<p>Remedial Test: Di berikan kepada peserta didik yang membutuhkan bimbingan pemahaman materi atau pembelajaran mengulang, sedangkan Pengayaan: Di berikan kepada peserta didik dengan capaian tinggi agar dapat mengembangkan potensinya secara optimal.</p>			
Glosarium	<p>1. Narrative Text: A form of writing that tells a story, usually involving characters, events, and a plot. It can be fiction or non-fiction.</p> <p>2. Manga: a style of Japanese comic books and graphic novels, typically aimed at adults as well as children</p> <p>3. Vocabulary: All the words that exist in a particular language.</p>			
Daftar Pustaka	https://www.manganelo.cc/			
Materi Pembelajaran				
<p>- What is Manga? A style of Japanese comic books and graphic novels, typically aimed at adults as well as children</p> <p>- What Is a Narrative Text? A narrative text is a piece of writing that tells a story. It can pertain to a true story or a fictional one. Narratives are usually told from a first-person perspective. It describes events in succession that lead to an outcome. Narrative elements are the building blocks of any story or piece of writing that aims to tell a tale. The Purpose of Narrative Text is to amuse or to entertain the reader with a story. There are kinds of Narrative Texts: fable, folktales, fairy tales, myths, and legends.</p> <p>- Generic Structure of Narrative Text</p> <ul style="list-style-type: none"> • Orientation: It is about the opening paragraph where the characters of the story are introduced. • Complication: Where the problems in the story developed. • Resolution: Where the problems in the story are solved. • Coda/reorientation (optional) - a lesson from the story/moral value <p>- Language Features of Narrative Text or manga</p> <ul style="list-style-type: none"> • Past tense • Adverb of time • Time conjunction 				

- Specific character. The character of the story is specific, not general.
- Action verbs. A verb that shows an action.
- Direct speech. It is to make the story lively. Direct speech uses the present tense.

-Penilaian:

Teknik Penilaian

1. Penilaian Sikap: Rubrik penilaian diskusi yang terdiri dari sikap kerja sama, aktif, percaya diri
2. Penilaian Pengetahuan: Kebeneran menjawab dari LKPD
3. Penilaian Keterampilan: Rubrik penilaian pengamatan selama presentasi.

Lembar Kerja Peserta Didik 3

Nama Kelompok	1.
	2.
	3.
	4.
	5.

Tujuan Pembelajaran:

1. Peserta didik dapat menyampaikan unsur kosa kata dan pendapat dalam diskusi dan presentasi dari narrative text dalam bentuk manga.

Activity 1

Choose and read one of the following manga with your group! (10 minutes)

<https://www.manganelo.cc/chapter/1820/blue-lock-1>

<https://www.manganelo.cc/chapter/9047/haikyuu-400>

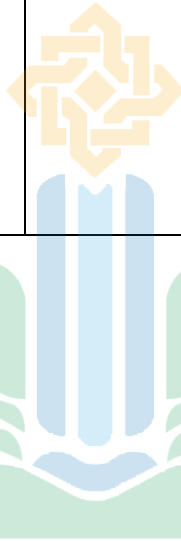
<https://www.manganelo.cc/chapter/1987/jujutsu-kaisen-245>

<https://www.manganelo.cc/chapter/3295/boku-no-hero-academia-415>

<https://www.manganelo.cc/chapter/3606/one-piece-1109>

<https://www.manganelo.cc/chapter/245/mission-yozakura-family-1>

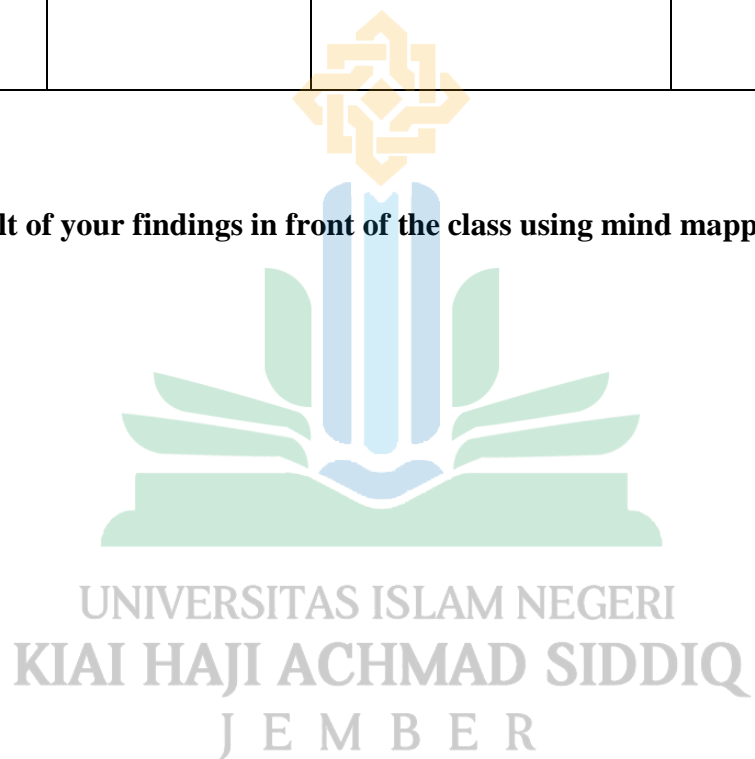
Activity 2**Based on activity 1, fill in the blank below! (10 minutes)**

Title	Write the reason as to why you choose this manga.	Summarize the story	Write down the type of vocabulary (Nouns and Verbs)	Give an examples based on the noun and verb
			Nouns:	Noun:

			Verbs:	Verb:
--	--	--	--------	-------

Activity 3

Present the result of your findings in front of the class using mind mapping! (20 minutes)



Appendix D

DOCUMENTATION



Reading digital comics via handphone activity



Students writing the Nouns and Verb from the digital comics they have read

Appendix E

SURAT PERMOHONAN IZIN PENELITIAN

**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-6277/In.20/3.a/PP.009/04/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTsN 1 Lumajang

Jl. Citandui No. 75, Rogotrunan, Kecamatan Lumajang, Kabupaten Lumajang

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 202101060015
Nama : DWI CAHYA RAMADIANSYAH
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Implementing Task-Based Digital Comics to Enhance Secondary School Students Vocabulary in Reading Class" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Jailani, S.Ag

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 21 April 2024

Dekan,

Yakni Dekan Bidang Akademik,

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER



HOTIBUL UMAM

Appendix F

SURAT KETERANGAN SELESAI PENELITIAN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LUMAJANG
MADRASAH TSANAWIYAH NEGERI 1

Jalan Citandui 75 Kotak Pos 103 Telp. (0334) 881463
 Website: mtsnlumajang.sch.id / E-mail: mtsn_lumajang@yahoo.co.id

SURAT KETERANGAN

Nomor : 377/Mts.13.05.01/08/2024

Yang bertanda tangan dibawah ini :

- | | | |
|-----------------------|---|------------------------------|
| 1. N a m a | : | Jailani, S.Ag |
| 2. NIP. | : | 197504092007011020 |
| 3. Pangkat / Golongan | : | Penata Tk. 1 (III/d) |
| 4. Jabatan | : | Kepala MTs Negeri 1 Lumajang |

Dengan ini menerangkan bahwa :

- | | | |
|-------------------|---|--|
| 1. N a m a | : | Dwi Cahya Ramadiansyah |
| 2. NIM | : | 202101060015 |
| 3. Status | : | Mahasiswa Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember |
| 4. Jurusan/ Prodi | : | Tadris Bahasa Inggris |
| 5. Judul Skripsi | : | Implementing Task – Based Digital Comics To Enhance Secondary School Students Vocabulary in Reading Class di MTs Negeri 1 Lumajang |

Telah melakukan Penelitian/Riset di MTs Negeri 1 Lumajang guna menyelesaikan tugas skripsi, terhitung mulai tanggal 02 Mei 2024 sampai dengan 31 Juli 2024.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Lumajang, 15 Agustus 2024

Kepala

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R




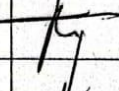

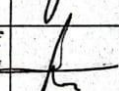
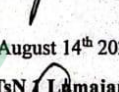
JAILANI

Appendix G

JURNAL KEGIATAN PENELITIAN


Appendix G

JOURNAL OF RESEARCH

No	Time	Research Subject	Informant	Signature
1.	April, 22 nd 2024	Sending the permission letter to do research	Headmaster of MTsN 1 Lumajang	
2.	May, 2 nd 2024	Classroom observation activity	English Teacher	
3.	May, 16 th 2024	- Classroom observation activity - Interview activity with some students of 8I	Students of 8I	
4.	May, 20 th 2024	- Classroom observation activity - Interview activity with some students of 8I	Students of 8I	
5.	August, 14 th 2024	Received letter of completion of research	Administration of MTsN 1 Lumajang	

Lumajang, August 14th 2024

The Headmaster of MTsN 1 Lumajang


 Jailani, S.Ag.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix H



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
 Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Dwi Cahya Ramadiansyah

NIM : 202101060015

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : Implementing Task-Based Digital Comics to Enhance
 Secondary School Students' Vocabulary in Reading Class

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember
 dengan skor akhir sebesar (12,2%)

1. BAB I : 12 %

2. BAB II : 10 %

3. BAB III : 21 %

4. BAB IV : 7 %

5. BAB V : 11 %

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 9 September 2024

Penanggung Jawab Turnitin

FTIK UIN KHAS Jember



(ULFA DINA NOWIENY S.SOs.I.MPd)

NIP: 1983082312212019

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix I

CURRICULUM VITAE

Personal Information

Full Name : Dwi Cahya Ramadiansyah
 NIM : 202101060015
 Gender : Male
 Place & Date of Birth : Lumajang, Desember 2nd 2001
 Address : Ditotrnan - Lumajang
 Religion : Islam
 Department/Major Course : FTIK/ English Department
 Email Address : dwicahyaramadiansyah@gmail.com

Educational Background

2009 – 2014: SD Negeri Citrodiwangsan 02

2015 – 2017: SMP Negeri 3 Lumajang

2018 – 2020: SMA Negeri 3 Lumajang