USING ENGLISH COMIC STRIPS IN TEACHING VOCABULARY MASTERY ON NARRATIVE TEXTS FOR EIGHT GRADE STUDENTS AT MTs NEGERI 1 JEMBER

THESIS

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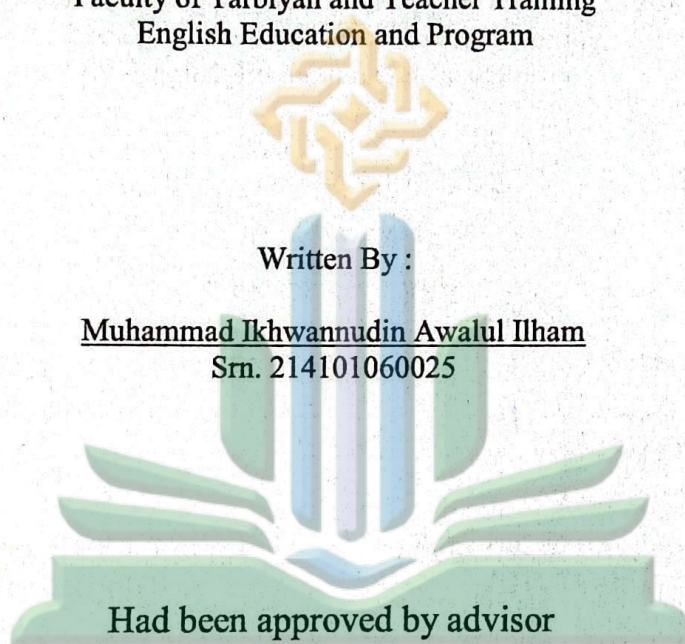ENGLISH EDUCATION PROGRAM
JUNE 2025**

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Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember
To fulfill the requirement of Bachelor Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education and Program

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THESIS

Has been examined and approved as the requirements to obtain a teacher'
To fulfill the requirements of bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

Day : Tuesday

Date : 24 June 2025

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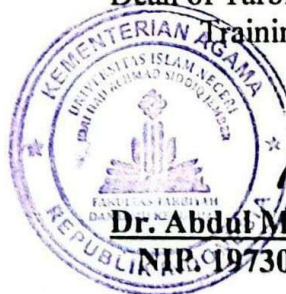
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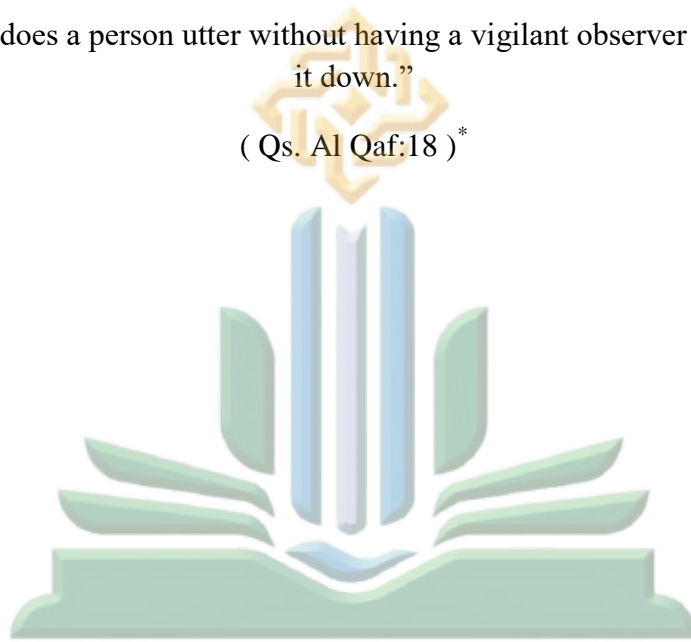NIP. 197304242000031005

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MOTTO

مَا يَلْفِظُ مِن قَوْلٍ إِلَّا لَدَيْهِ رَقِيبٌ عَتِيدٌ ﴿١٨﴾

The meaning :

"Not a word does a person utter without having a vigilant observer ready to write it down."

(Qs. Al Qaf:18)[*]

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[*] Quran.com, (1995), https://quran.com/id/qaf/18

DEDICATION

I would like to dedicate this thesis to :

1. My mother, Elvi Sukaesih, a strong woman who is always patient and never forced me to do anything. Without her, I would never reach this point and My father, Moch Sudariyono, a man who always comforts me and is always there for me.

2. My younger sister, Nazwa Dwi Ainur Rofiah, who has always been my motivation to continue to develop and strive.

3. My family, for my brother, sister, aunt, uncle, grandfather, grandmother, who always gave me encouragement and prayers so that I could complete this thesis.

4. The extended family of the Miftahul Ulum Islamic boarding school.

ACKNOWLEDMENT

Praise and gratitude are always due to Allah SWT, who has given His grace and gifts so that the author can complete the thesis entitled " USING ENGLISH COMIC STRIPS IN TEACHING VOCABULARY MASTERY ON NARRATIVE TEXT FOR EIGHTH GRADE STUDENTS AT MTs NEGERI 1 JEMBER ". Shalawat and greetings are given to the Prophet Muhammad SAW who has brought from darkness to a brightly lit path, especially from a bright future to world civilization. Therefore, the researcher would like to express his gratitude and appreciation to those who have helped the author work on this thesis to completion :

1. Prof. Dr. H. Hepni, S.Ag., M.M. as the Rector of UIN KHAS Jember.

2. Dr. H. Abdul Mu'is, S. Ag., M.Si as the Dean of Education and Teacher Training Faculty of UIN KHAS Jember who has given the permission to do this reaserch

3. Nuruddin, M.Pd.I as the Head of Islamic Studies and Language Education Departement who has given permission to do this research.

4. Dewi Nurul Qomariyah, S.S, M.Pd. as the Head of English education program.

5. Dewi Nurul Qomariyah, S.S, M.Pd. as my thesis advisor, who has given me the guidance, suggestions, and patience.

6. All lecturers in English Education Program who had given me precious knowledge and experience during the entire of the semester.

7. The head of MTs Negeri 1 Jember is Mr. Akhmad Makhin, M.Pd. who has given the permission to conduct this research.

8. Teacher Intan Selly Amanda, S.Pd for guiding me during my research

9. The entire staff of UIN KHAS library, I would like to thank you for helping the researcher in finding many references.

Jember, May 21th 2025

M Ikhwannudin Awalul Ilham
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ABSTRACT

Muhammad Ikhwannudin Awalul Ilham, 2025: *Using English Comic Strips in Teaching Vocabulary Mastery on Narrative Texts for Eighth Grade Students at MTs Negeri 1 Jember*

Keywords: English comic strips, teaching vocabulary, narrative texts

Vocabulary mastery plays a vital role in developing students' English skills, particularly in reading and writing narrative texts. However, many students still struggle to retain and apply new vocabulary effectively. To address this challenge, English comic strips were utilized as a creative learning medium to support vocabulary acquisition through contextual storytelling. This research was conducted in the eighth grade of MTs Negeri 1 Jember using the Indonesian folktale *Timun Mas*, presented both in narrative text and wordless comic strip form.

The objectives of this study are: 1) To describe how the teacher plans to use English comic strips in teaching vocabulary mastery on narrative text at eighth grade student of MTs Negeri 1 Jember. 2) to describe the implementation of English comic strips in teaching vocabulary mastery on narrative texts at MTs Negeri 1 Jember. 3) to describe the evaluation method used by the teacher in assessing students' vocabulary mastery through comic-based learning.
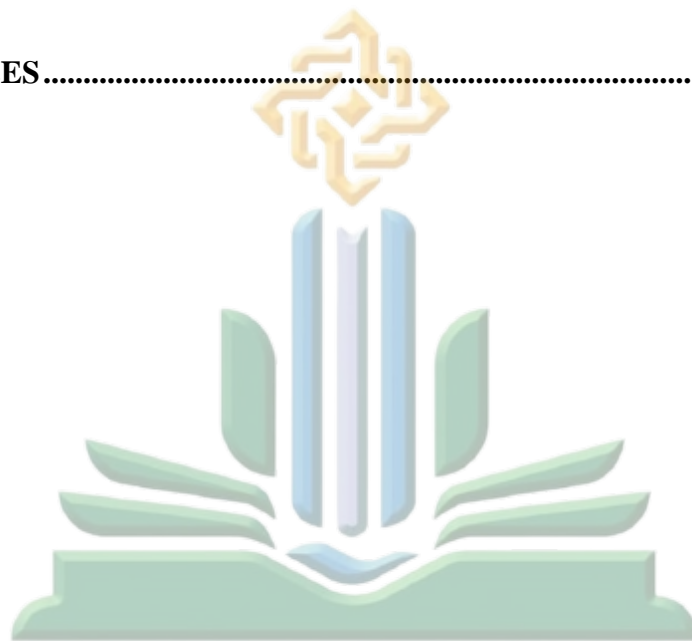
This study employs a qualitative descriptive approach. Data were collected through observation, interviews, and documentation, and analyzed using the Miles and Huberman model: data collection, data condensation, data display, and conclusion drawing. Data validity was ensured through triangulation of sources and techniques.

The results showed that: 1) lesson planning before the use of comic strip media was carried out in a directed and contextual manner by selecting suitable texts, determining focus vocabulary, and preparing supporting strategies to anticipate learning barriers; 2) the use of English comic strips helped students enhance their vocabulary mastery by engaging them in reading, identifying new words, and writing dialog based on visual storytelling; 3) evaluation was carried out through both formative and summative assessments. Formative assessment was done during the learning process through observation, oral questioning, and class participation, while summative assessment was implemented through scoring students' final comic strip works, which were submitted at the end of the session.

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CHAPTER I

INTRODUCTION

In this chapter, an overview of the research is provided, including the background, research focus, research objective, research significance, definition of key terms, and systematic discussion.

A. Background of study

English language learning in schools is now an essential requirement to access global knowledge and support the improvement of education quality. As the main language in academic literature and international learning resources.[1] Mastery of English helps prepare the younger generation to face the challenges of globalization. In Indonesia, English has been taught as a compulsory subject from elementary school to university level.[2] But, many challenges remain. According to the EF English Proficiency Index (EPI) 2024 report, Indonesia ranks 80th out of 116 countries with a score of 468, which is low.[3] This indicates the need for more serious efforts to improve English language skills at various levels of education, formal and non-formal. One of the keys to success in learning English is vocabulary mastery. With adequate vocabulary, students can more easily understand

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[1] Nafisah Deviyanti and Siti Nurazizah, "Penerapan Bahasa Inggris Dalam Dunia Pendidikan," *Karimah Tauhid* 3, no. 4 (2024): 4381–86, https://doi.org/10.30997/karimahtauhid.v3i4.12625.

[2] Kemendikbudristek, "Capaian Pembelajaran Mata Pelajaran Bahasa Inggris Fase A – Fase F" 10, no. 1 (2016): 1–23.

[3] EF, "Ef- Epi," *EF English Proficiency Index*, 2023, 27, https://www.ef.com/wwen/epi//.

texts, speak, write and listen.[4] Vocabulary is a foundation in learning English and is very important in learning a language. Without sufficient vocabulary, people cannot communicate and express their feeling in spoken and written forms effectively.[5] Instead, without a good master of vocabulary, the learning process is hampered. Therefore, strengthening vocabulary learning should be a priority to support the improvement of English language skills in Indonesia.

Teaching vocabulary is an important aspect of language learning that focuses on developing the understanding and use of words in the right context.[6] According to Brown, Teaching vocabulary involves not only the introduction of new words, but also includes strategies to help students associate vocabulary with relevant meanings and situations of use. Effective methods in Teaching vocabulary include the use of rich contexts, where students can see and hear words in real sentences or situations, making it easier for them to remember and use the vocabulary. In addition, techniques such as repetition, word games, and the use of pictures or visual media can also improve students' recall of new vocabulary. With the right approach, vocabulary teaching can help students not only in expanding their vocabulary, but also in improving their overall communication skills.

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[4] Endang Handayani, "Penguasaan Kosa Kata Bahasa Inggris Peserta Didik Di Sekolah Dasar," *Karimah Tauhid* 3, no. 1 (2024): 771–81, https://doi.org/10.30997/karimahtauhid.v3i1.7903.

[5] Moch. Imam Machfudi and Anissa'ul Afidah, "Students' Difficulties in Vocabulary Mastery," *CREW Journal* 1, no. 1 (2022): 01–12, https://doi.org/10.35719/crewjournal.v1i1.1359.

[6] H. DOUGLAS BROWN, *PRINCIPLES of LANGUAGE LEARNING AND TEACHING (FIFTH EDITION)* (PEARSON Longman, 2007).

In Teaching vocabulary, Teacher creativities are important key to developing students' interest and ability to understand and master new vocabulary. To optimally implement teaching vocabulary, teachers need to consider methods that are appropriate to the students' ability level, such as the use of pictures, games, or real-life contexts.[7] Kumalasari said that Indonesian schools exhibit several major obstacles in vocabulary learning, students often have difficulty in remembering and applying new vocabulary, which is exacerbated by the lack of interactive learning approaches.[8] This situation indicates the need for innovation in vocabulary teaching methods that are more effective and involve students actively in the learning process. Therefore, understanding the importance of creativity in teaching vocabulary is an important first step in designing effective learning strategies. one form of creativity in teaching vocabulary is using narrative text. so in this case it not only plays a role as a way to increase vocabulary but also plays a role in improving writing skills.

Narrative text is a type of text that tells a series of events chronologically, in both fiction and nonfiction. It has a structure that includes orientation, complication, and resolution, and aims to entertain or convey a moral message.[9] Narrative text learning in English has several important objectives that contribute to the development of students' language skills.

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[7] Kastam Syamsi, "Metode Pembelajaran Kosakata," *Cakrawala Pendidikan*, 1998.

[8] Maftuhatul Ulumiyah Kumalasari Sari et al., "Upaya Meningkatkan Penguasaan Kosakata Bahasa Indonesia Dengan Menggunakan Permainan Anagram Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 5 (2021): 3614–24.

[9] Titin Indrianti, "IMPROVING WRITING SKILLS ON NARRATIVE TEXTS FOR GRADE VIII E STUDENTS OF SMPN 6 MAGELANG THROUGH COLLABORATIVE WRITING TECHNIQUE IN THE ACADEMIC YEAR OF 2014/2015 A," 2015.

First, the main purpose of this learning is to improve students' language skills, both in speaking and writing. By understanding the structure and elements of stories, students can more easily convey their ideas and feelings through clear and organized narratives. narrative text learning also aims to develop students' creativity. Through writing and analyzing narrative texts, students are encouraged to imagine and create their own stories, which can improve creative thinking ability. It also provides opportunities for students to express themselves in unique ways. Furthermore, narrative texts often reflect certain values and cultures. By studying narrative texts, students can understand different cultural contexts, which is important in building intercultural tolerance and understanding. In addition, this learning also contributes to the improvement of students' reading skills. They learn to analyze and understand more complex texts, which in turn can improve their overall reading ability. For The last many narrative texts contain moral messages or life lessons. By understanding and reflecting on these messages, students can apply these values in their daily lives. Overall, narrative text learning focuses not only on linguistic aspects, but also on character development and students' cultural understanding.[10] Narrative text has a main structure consisting of Orientation, Complication, and Resolution. Orientation introduces the characters, setting, time, and the initial situation of the story. Complication contains the conflict or problem that drives the storyline. Resolution is the resolution of the conflict, either with a happy or sad ending. Some narrative texts also have a

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[10] Siti Badriyah, "Teks Naratif Adalah: Struktur Kalimat, Jenis, Dan Contohnya," GRAMEDIA BLOG, n.d.,

Re-orientation or Coda as a closing that contains a moral message or conclusion.

One approach to overcome the lack of vocabulary in English language learning is through the use of comic strips media in teaching narrative text material. Comic strips are a set of pictures arranged in chronological order to tell a story.[11] Comic strips are an effective learning media because they combine visual and text elements, helping students understand language better. The images in comic strips serve as visual clues that clarify the meaning of new vocabulary and sentence context, making it easier for students to understand the content of the story. In addition, comic strips have their own charm that can increase interest in learning, especially for students who are less interested in reading long texts. With an attractive appearance and a short story, comic strips can make the learning process more fun and interactive. Not only that, the use of comic strips also encourages students to think critically, as they need to analyze the relationship between images, text, as well as the implicit meaning contained in them. Through this process, students can develop their reading skills, understand the structure of the language, and improve their ability to analyze a text more deeply.

Research on the use of English comic strips media in improving vocabulary acquisition skills has been conducted by several researchers. The first study was conducted by Petrus Gito Budiman, Clarry Sada, and Wardah

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[11] Petrus Gito Budiman and Clarry Sada, "Improving Students' Vocabulary By Using Comic Strips in Teaching Narrative Text" 7, no. 9 (2018): 1–8.

from Tanjungpura University, Pontianak, with the aim of investigating the use of comic strips in improving students' vocabulary in narrative text learning. This study used the Classroom Action Research (CAR) method applied to 24 students of class VIII B of SMPN 2 Putussibau in the 2017/2018 academic year. Comic strips were used as learning media with an interactive approach, where students were invited to discuss and analyze the content of the story to improve their understanding. The results showed a significant improvement in vocabulary mastery, from an average score of 59.79 (Poor) in the first cycle to 78.75 (Average) in the second cycle, as well as increased student enthusiasm and engagement in learning.[12] Another study was conducted by Bambang Suwastomo at SMAN 1 Muntok aimed to examine the implementation of comics as media in improving students' vocabulary acquisition. The focus of the study was to analyze the significant difference in vocabulary achievement between students who were taught using comics and those who were not. Using a quantitative approach and a quasi-experimental design, the study involved 55 students from a total population of 212 tenth grade students. Data were analyzed using Paired Sample t-test and Independent Sample t-test, as well as Correlation Coefficient and Cronbach Alpha to test the validity and reliability of the instruments. The results showed that the average post-test score (73.81) was higher than the pre-test (61.43), and the t-test proved the significant effect of using comics in vocabulary learning. In addition, the p-output value of 0.000

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[12] Gito Budiman and Sada.

(<0.05) confirmed that the use of comics as learning media is significantly more effective than conventional methods in improving students' vocabulary acquisition.[13] Research has also been conducted by Juliana at the Academy of Nursing Kesdam Iskandar Muda, Banda Aceh, the use of comic strips proved effective in increasing students' motivation in mastering vocabulary. Using the experimental method, this study involved 21 students of class IIA at Al-Manar Modern Islamic Boarding School Banda Aceh, where data were collected through observation, interviews, and pre-test and post-test. Comic strips were used as learning media with an approach that involved matching vocabulary with its meaning in short stories, which helped to increase student engagement. The results showed that students' motivation increased along with the use of comic strips, evidenced by the higher post-test scores compared to the pre-test. In addition, students became more eager and active in learning, despite facing challenges such as limited time and difficulty in recognizing and remembering new words. Overall, this study concludes that comic strip is an effective media to improve students' vocabulary acquisition in English learning.[14]

Based on three previous studies, there are several gaps that can be identified in the study of the use of English comic strips as a medium for vocabulary learning. The research conducted by Petrus Gito Budiman et al.

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[13] Bambang Suwastomo, "Teaching Using Comic As a Media To Improve Student'S Vocabulary Mastery At Tenth Grade of Sman 1 Muntok," *Studia* 1, no. 1 (2016): 1–22.
[14] Juliana, "The Effect Of Comic Strips On Students' Motivation In Mastering Vocabulary Academy of Nursing Kesdam Iskandar Muda Banda Aceh, Indonesia," 2022, 65–71, https://ejournal.unida-aceh.ac.id/index.php/jetli.

(2017/2018) focuses on the use of comic strips in narrative text learning through the Classroom Action Research (CAR) method, with the results showing a significant increase in vocabulary acquisition and student engagement. However, the study was still limited to a classroom action research model that focused more on improvements in the learning cycle without a stricter control comparison. Furthermore, Bambang Suwastomo examined the effectiveness of comics as vocabulary learning media through a quantitative approach with a quasi-experimental design, which showed significant differences between the experimental and control groups. However, this study was conducted at the high school level, so it is not possible to describe the effectiveness of this method for junior high school students who have a different level of language comprehension. Meanwhile, Juliana's study highlights how comic strips can increase students' motivation in mastering vocabulary in a boarding school environment, but it does not highlight the concrete aspects of vocabulary acquisition in the context of narrative texts. According to there gaps, This study offers novelty in several key aspects. First, this study does not only examine the use of comic strips to increase learning motivation or simply compare the results between the control and experimental groups, but also specifically explores how this media can help in vocabulary mastery in narrative texts at the junior high school level. Second, the approach used in this study more systematic by considering not only the quantitative results of vocabulary improvement but also the learning strategies that can maximize the use of comic strips in

narrative contexts. Third, this study conducted at the junior high school level, filling the gap left by previous studies which were mostly conducted at higher education levels or in different learning environments. Thus, this research is expected to provide a new contribution in the development of comic strips-based vocabulary learning methods that are more relevant for junior high school students in understanding narrative texts.

Observations in grade 8 of MTs Negeri 1 Jember revealed a unique phenomenon where students showed a good understanding of grammatical structures and pronunciation, but experienced significant difficulties in vocabulary acquisition. This was evident during narrative text learning where more than 70% of students actively asked about vocabulary when writing stories. Through direct observation in Grade 8, the researcher found that students often stopped mid-sentence due to limited vocabulary despite understanding the structural concepts of narrative text well. Interviews were also conducted by researchers with several English teachers at MTsN 1 Jember which aimed to strengthen the observational findings. The teachers stated that students are good enough in understanding grammar but are often hampered in language production due to limited vocabulary.[15] Mrs. diamond in particular revealed that "almost all students have understood the material about narrative text but have difficulty in applying it to English due to the lack of vocabulary. most students also have a habit of memorizing vocabulary only for the purposes of certain exams or assignments. Once the exam is over, they tend to forget the vocabulary." This phenomenon indicates a problem in

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[15] Observation, Jember 23-24th april 2025

sustainable vocabulary mastery that hinders students' ability to learn narrative text, w here students understand the structure of the text but struggle in the practice of writing it. To overcome these problems, one of the solutions evaluated is the use of English comic strips media in learning. This media is considered effective because it presents visual context and interesting stories, making it easier for students to understand the meaning of vocabulary naturally and contextually. Evaluation of the use of comics showed that students became more interested and active, and were better able to understand and use vocabulary in narrative contexts. However, the effectiveness of this media also depends on the selection of comics that are suitable for students' ability and interest levels, because comics that are too complex can be confusing. Overall, English comic strips can be a potential medium in improving vocabulary acquisition and motivating students to write narrative texts more confidently and creatively.

Therefore, this study entitled **" Using English Comic Strips In Teaching Vocabulary Mastery On Narrative Texts For Eight Grade Students At Mtsn 1 Jember "** aims to explore how the use of English Comic Strips as a learning media can help improve students' vocabulary mastery, particularly in the context of narrative texts. This research focus on how English comic strips can be used as a tool to teach new vocabulary to students, as well as analyze its impact on their writing skills, especially in write narrative texts that are rich in word variations and proper structures. With this creative approach, it is expected that students can more easily

understand and master the vocabulary needed to compose a good narrative text.

B. Research Question

Based on the background of the research above, the researcher presents the research Focus as follows :

1. How does teacher plan to use english comic strips in teaching vocabulary mastery on narrative text for eighth grade studemts at MTs Negeri 1 Jember ?

2. How does the teacher implement English comic strips in teaching vocabulary mastery on narrative text at eighth grade student of MTs Negeri 1 Jember ?

3. How does the teacher evaluate the use of English comic strips in teaching vocabulary mastery on narrative text at eighth grade student of MTs Negeri 1 Jember ?

C. Research Objective

Based on the research focus above, the aims of the research above are:

1. To describe how the teacher plans to use English comic strips in teaching vocabulary mastery on narrative text at eighth grade student of MTs Negeri 1 Jember.

2. To describe how the teacher implements English comic strips in teaching vocabulary mastery on narrative text at eighth grade student of MTs Negeri 1 Jember.

3. To describe how the teacher evaluates the use of English comic strips in teaching vocabulary mastery on narrative text at eighth grade students of MTs Negeri 1 Jember.

D. Research Significance

The researcher hopes that this study can provide benefits for the teaching and learning process of English, especially in teaching vocabulary. This research has theoretical and practical benefits which is described as follows :

1. Theoritical

The results of this study are expected to contribute to the knowledge of English, especially in vocabulary learning through English comic strips on narrative text. This research can enrich and increase knowledge about strategies in the teaching and learning process.

2. Practical

   a. For other researcher

   For other researchers, this study can be used as a reference for learning strategies that are more fun and less

boring in learning new vocabulary, especially in learning narrative texts.

b. For readers

For readers, this study provides a deep insight into how the use of creative media such as English comic strips can be an effective tool in vocabulary learning, particularly in the context of narrative text. Readers, especially educators, can understand how this strategy not only improves students' vocabulary skills but also provides a more interactive and engaging learning experience.

c. For teachers and students

The findings of this study can be a solution for teachers and students in teaching and learning, especially when the learning process of English vocabulary is still less interactive

E. Definition of key terms

The definition of key terms is about understanding important terms that are the focus of researchers in the research title. The aim is to avoid misunderstandings in interpreting the contents intended by the researcher. These terms are :

1. English comic strips

English comic strips are short English comics that usually consist of several panels and feature dialogue or short narration.

Comic strips often contain humor, a short story, or a specific message delivered through a combination of text and images. In the context of English language learning, comic strips are used as a media to improve reading skills, understand vocabulary, and develop an understanding of language structure and expression in everyday communication. Due to their concise and engaging format, comic strips can help students understand the meaning of words and phrases through visual clues, thus accelerating the language learning process in a more fun and interactive way.

2. Teaching Vocabulary

Teaching vocabulary is the process of helping students acquire, understand, and use words accurately and effectively in communication. This process includes teaching word meanings, pronunciation, spelling, and how to use words in different contexts. Vocabulary learning is essential for improving reading comprehension, writing skills, and overall language proficiency.There are several methods used in vocabulary teaching. One common approach is explicit instruction, where teachers directly explain the meanings of words, provide examples, and encourage students to use them in sentences. Another effective strategy is contextual learning, where students learn new words naturally through reading, listening, and engaging in real-life

conversations.Repetition and reinforcement are also crucial in helping students remember new words.

3. Narrative Text

Narrative text is a text that tells an event or series of events in the form of fiction or nonfiction. This text has a structure that consists of the introduction of characters and settings, the development of conflicts, and the resolution of the story.
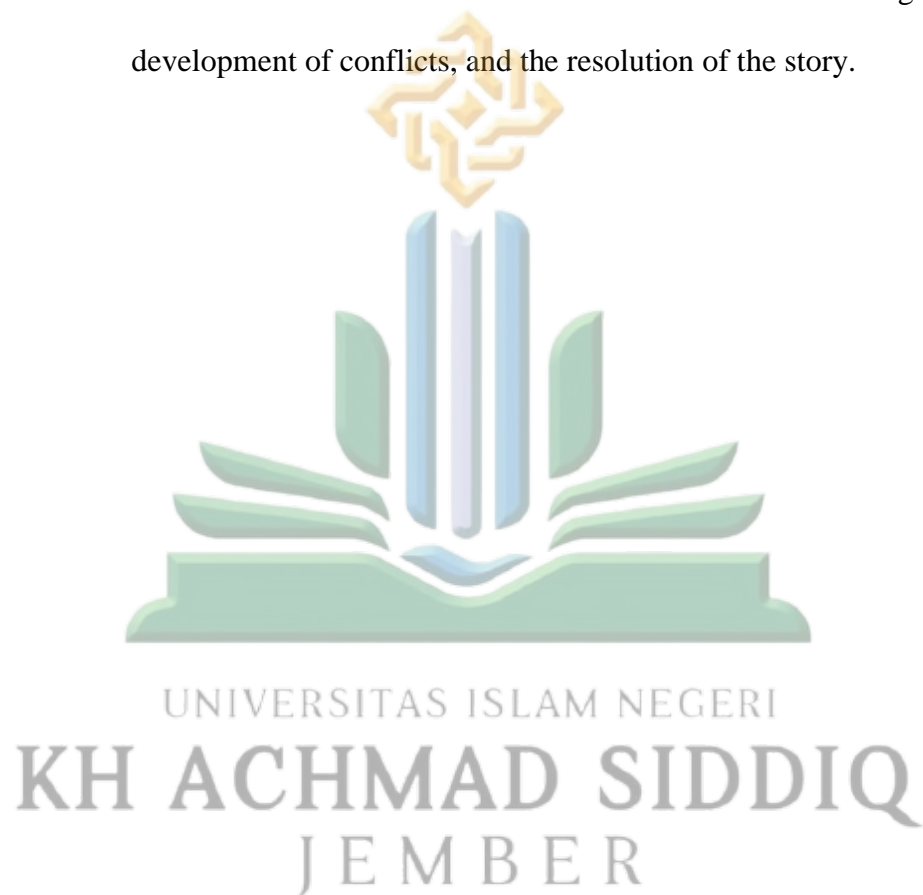
CHAPTER II

LITERATUR REVIEW

In this chapter, the author presents several previous studies that are relevant to the research conducted. These studies are included to support and strengthen the author's writing. The selected research comes from theses, articles, or journals, with a focus on summarizing the similarities and differences between previous research and the current research.

A. Previous research

1. Gito Budiman and Sada, "Improving Students' Vocabulary By Using Comic Strips in Teaching Narrative Text."

   The first study was written by Petrus Gito Budiman, Clarry Sada, and Wardah, and conducted at SMPN 2 Putussibau, Pontianak, with the title "Improving Students' Vocabulary by Using Comic Strips in Teaching Narrative Text". The problem in the study was that students at SMPN 2 Putussibau had difficulty in understanding the new vocabulary taught. They found it difficult to express their ideas and opinions in English, which resulted in low communication skills. The main objective of this study was to investigate the effectiveness of using comic strips in improving students' vocabulary in the context of teaching narrative texts. Therefore, the researcher here used comic strips media containing local folktales such as Malin Kundang and Rapunzel. The method

used is Classroom Action Research (CAR) which consists of two cycles, with the research subjects totaling 24 students from class VIII B. The results showed a significant increase in students' average score, from 59.79 in the first cycle to 78.75 in the second cycle, indicating improvements in vocabulary and text comprehension.The conclusion of this study is that the use of comic strips proved effective in improving students' vocabulary.The implication of this study suggests that teachers use comics as learning media to attract students' interest and improve their learning outcomes.[16]

Based on this study, there are similarities in the use of comic strips as learning media to improve vocabulary acquisition in narrative texts and both highlight its effectiveness in helping students understand and remember new vocabulary. In addition, the purpose of the research is the same to increase students' interest and engagement in English learning. However, there are some differences, such as the location of the research, where the previous research was conducted at SMPN 2 Putussibau, while this research conducted at MTs Negeri 1 Jember. The method used is also different; the previous study applied Classroom Action Research (CAR) with two cycles, while this study is planned to use a qualitative method in accordance with the objectives and

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[16] Gito Budiman and Sada, "Improving Students' Vocabulary By Using Comic Strips in Teaching Narrative Text."

conditions of the study. The previous study focused on students' difficulties in expressing ideas and opinions in English, while this study focus more on vocabulary acquisition in the context of narrative texts.

2. Suwastomo, "Teaching Using Comic As a Media To Improve Student'S Vocabulary Mastery At Tenth Grade of Sman 1 Muntok."

   The next study was written by Bambang Suwastomo and conducted at SMAN 1 Muntok, with the title "Teaching Using Comic as a Media to Improve Student's Vocabulary Mastery at Tenth Grade of SMAN 1 Muntok" This study aims to find out the implementation of comics as a media in improving students' vocabulary mastery and to evaluate whether there is a significant difference in vocabulary mastery between students who are taught using comics and those who are not. Before using comics, students experienced problems in vocabulary acquisition, where they found it difficult to remember and use new words in the right context. The method used was quasi-experimental with two groups, namely experimental and control groups, consisting of 55 students. The learning media used were comics relevant to the material taught, which helped students in understanding new vocabulary. The results showed that there was a significant difference between the students' pre-test and post-test scores in the experimental group,

with the post-test average reaching 73.81, higher than the pre-test average of 61.43. The conclusion of this study is that the use of comics as learning media is effective in improving students' vocabulary mastery. The implication of this study is that teachers can use comics as an interesting teaching strategy to improve students' motivation and learning outcomes.[17]

This study also has similarities in the use of comic as learning media to improve vocabulary acquisition in English, and both highlight their effectiveness in helping students understand and remember new vocabulary. In addition, the purpose of the research is also the same, which is to increase students' interest and engagement in English learning. However, there are some differences, such as the location of the research, where the previous research was conducted at SMAN 1 Muntok, while this research conducted at MTs Negeri 1 Jember. The method used is also different, the previous study used a quasi-experimental method with experimental and control groups, while this study is planned to use a qualitative method in accordance with the objectives and conditions of the study. The previous study highlighted the difference in results between students who were taught with comics and those who were not, while this study focus more on the effectiveness of using comic strips in understanding narrative text.

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[17] Suwastomo, "Teaching Using Comic As a Media To Improve Student'S Vocabulary Mastery At Tenth Grade of Sman 1 Muntok."

3. Juliana, "The Effect Of Comic Strips On Students' Motivation In Mastering Vocabulary Academy of Nursing Kesdam Iskandar Muda Banda Aceh, Indonesia."

The third study was written by Juliana and conducted at Al-Manar Modern Islamic Boarding School, Banda Aceh, with thr title "The Effect of Using Comic Strips on Students' Motivation in Mastering Vocabulary ". This study aims to investigate whether the use of comic strips is effective in increasing students' motivation in mastering vocabulary as well as to find the obstacles students face when using comic strips. Before the application of comic strips, students experienced problems in learning motivation, where they felt bored and less interested in vocabulary learning, as well as difficulties in remembering and recognizing new words. The methodology used was experimental research with a population of 215 students and a sample of 21 students. Data were collected through observations, interviews, and tests. The learning media used was a comic strip containing interesting stories that can help students in understanding new vocabulary. The results showed that students' post-test scores were higher than the pre-test, and the use of comic strips proved effective in increasing students' motivation. The conclusion of this study is that the use of comic strips can increase students' motivation in mastering vocabulary. The implication of this study is that teachers can use comic strips as an

interesting teaching aid to increase students' engagement in the learning process.[18]

This study also has similarities in examining the use of comic strips as a learning media to improve students' vocabulary acquisition and shows that this media is effective in helping students understand and remember new vocabulary. However, there are some differences, such as the location of the research, where the previous research was conducted at SMPN 2 Putussibau and Al-Manar Modern Islamic Boarding School, while this research be conducted at MTs Negeri 1 Jember. In terms of research methods, the previous study used Classroom Action Research (CAR), while this study used a qualitative design. In addition, the previous study focused on improving vocabulary and student motivation, while this study focus more on vocabulary mastery in narrative texts.

4. Veranda Amir, Sitti Maryam Hamid, and Awalia Azis, "The Use of Comic Strip as Media to Increasing the Students' Vocabulary Mastery at SMKN 4 Pangkep,"

The fourth study was conducted by Veranda Amir, Sitti Maryam Hamid, and Awalia Azis entitled " THE USE OF COMIC STRIP AS MEDIA TO INCREASING THE STUDENTS' VOCABULARY MASTERY AT SMKN 4 PANGKEP " aims to

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[18] Juliana, "The Effect Of Comic Strips On Students' Motivation In Mastering Vocabulary Academy of Nursing Kesdam Iskandar Muda Banda Aceh, Indonesia."

determine the effectiveness of using comic strip media in improving vocabulary comprehension of grade XI students at SMKN 4 Pangkep, Indonesia. Prior to the application of this media, students had difficulty in understanding vocabulary and reading, which resulted in their low vocabulary mastery. The methodology used in this study was pre-experimental with a one-group design, where students underwent a pre-test and post-test. The results showed a significant increase in students' average score from pre-test (56.29) to post-test (75.74), indicating that the use of comic strip media was effective in improving vocabulary comprehension. The conclusion of this study confirms that comic strip media can improve students' vocabulary comprehension, as well as providing important implications on the use of engaging media in English language teaching to improve students' motivation and learning outcomes.[19]

This research has similarities in examining the use of comic strips as a learning media to improve students' vocabulary acquisition and demonstrate its effectiveness in helping students' understanding and engagement in learning English. However, there are some differences, such as the location of the research, where the previous research was conducted at SMKN 4 Pangkep, while this research conducted at MTs Negeri 1 Jember. the previous

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[19] Veranda Amir, Sitti Maryam Hamid, and Awalia Azis, "The Use of Comic Strip as Media to Increasing the Students' Vocabulary Mastery at SMKN 4 Pangkep,"

research used a pre-experimental research method with a one-group design involving pre-test and post-test, while this research uses a qualitative research design. the previous research also focused on using comic strip media as a tool to improve vocabulary comprehension in the context of reading, while this research uses comic strip media as a medium for teaching vocabulary in narrative text.

5. Sherliane Trisye Poai, "TEACHING ENGLISH VOCABULARY USING COMIC STRIPS Sherliane Trisye Poai,"

The last study written by Sherliane Trisye Poai entitled "TEACHING ENGLISH VOCABULARY USING COMIC STRIPS" explains the use of comic strips in teaching English vocabulary to seventh grade students at SMPN 3 Poso, Indonesia. Before the application of comic strips, students found it difficult to learn English, especially in mastering vocabulary, which made them consider English difficult to learn. This study used a qualitative approach with data collection through observation during the learning process. The results showed that 27% of students reached the excellent category, 63.6% good, and 9% fair after using comic strips in learning. The conclusion of this study states that comic strips help students in remembering vocabulary and increase their engagement in learning. The implication of this

study recommends that teachers use comic strips in vocabulary teaching to increase students' interest and participation.[20]

This previous research also has similarities in examining the use of comic strips as a learning media to improve students' vocabulary mastery and demonstrate its effectiveness in improving students' understanding, interest and involvement in learning English. In terms of phenomena, there are also similarities, namely students feel difficulties in learning English, especially in mastering vocabulary, which makes them feel that English is difficult to learn. the research method used also be the same, namely using qualitative research methods. However, there are some differences, such as the location of the research, where the previous research was conducted at SMPN 3 Poso, Indonesia, while this research conducted at MTs Negeri 1 Jember. the previous research also focused on the use of comic strip media as Comic strips are used as a medium for teaching vocabulary, with pictures and text that complement each other, while this research uses comic strip media as a medium for teaching vocabulary in narrative text.

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[20] Sherliane Trisye Poai, "TEACHING ENGLISH VOCABULARY USING COMIC STRIPS Sherliane Trisye Poai," *SintuwumarosoJET, Vol. 4, No. 1, August 2018*, n.d.

Table 2.1

Similarities and differences of previous research

No.	TITLE	Similarities	Differences
1.	" Improving Students' Vocabulary by Using Comic Strips in Teaching Narrative Text " was conducted by Petrus Gito Budiman, Clarry Sada, dan Wardah	1. Both use comic strips as learning media to improve vocabulary in narrative text 2. Highlight the effectiveness of comic strips in helping students understand and remember new vocabulary. 3. Aim to increase students' interest and engagement in English learning. 4. the previous research is at SMPN 2 Putussibau, while the new research is at MTs Negeri 1 Jember.	1. The research methods are different: the previous research used Classroom Action Research (CAR) with two cycles, while the new research used qualitative methods. 2. The previous research focused on students' difficulties in expressing ideas in English, while the new research focuses more on vocabulary mastery in narrative texts.
2.	" Teaching Using Comic as a Media to Improve Student's Vocabulary Mastery at Tenth Grade of SMAN 1 Muntok " was conducted by Bambang Suwastomo	1. Both use comic strips as learning media to improve vocabulary acquisition. 2. Aim to increase students' interest and involvement in English learning.	1. The previous research was at SMAN 1 Muntok, while the new research was at MTs Negeri 1 Jember. 2. the previous study used quasi-experimental with experimental and control groups, while the new study used qualitative methods. 3. The previous study highlighted the difference in outcomes between students who were taught with comic strips and those who were

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			not, while the new study focused more on the effectiveness of comic strips in understanding narrative text.
3.	" The Effect of Using Comic Strips on Students' Motivation in Mastering Vocabulary " was conducted by Juliana	1. Both use comic strips to improve vocabulary acquisition. 2. Shows that this media is effective in helping students understand and remember new vocabulary.	1. the previous research was at Al-Manar Modern Islamic Boarding School, Banda Aceh, while the new research was at MTs Negeri 1 Jember. 2. the previous study used experimental methods, while the new study used qualitative methods. 3. The focus of the previous study was on increasing motivation and vocabulary acquisition, while the new study focused more on vocabulary acquisition in narrative texts.
4.	" The Use of Comic Strip as Media to Increasing the Students' Vocabulary Mastery at SMKN 4 Pangkep " was conducted by Veranda Amir, Sitti Maryam Hamid, dan Awalia Azis	1. Both use comic strips to improve vocabulary acquisition. 2. Aim to increase students' understanding and engagement in English learning.	1. The previous research used pre-experimental method with one group design (pre-test and post-test), while the new research used qualitative method. 2. The previous research was at SMKN 4 Pangkep, while the new research was at MTs Negeri 1 Jember. 3. The focus of the previous study was on vocabulary comprehension in the context of reading, while the new study used comic strips as a medium in teaching vocabulary in narrative texts.

5.	" Teaching English Vocabulary Using Comic Strips " was conducted by Sherliane Trisye Poai	1. Both use comic strips to improve vocabulary acquisition. 2. Showed that comic strips helped students in remembering vocabulary and increased their engagement in learning. 3. Used the same qualitative method as the new study.	1. The previous research was at SMPN 3 Poso, while the new research was at MTs Negeri 1 Jember. 2. The previous study used comic strips as teaching media with complementary images and text, while the new study emphasizes its use in narrative text.

B. Theoretical Framework

1. Teaching vocabulary

   Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills.[21] Teaching vocabulary is an instructional process that aims to help students understand and use new vocabulary effectively.[22] This process involves a variety of techniques and strategies designed to improve students' ability to recognize, understand and use words in appropriate contexts. Teaching vocabulary also involves creating situations where students feel the need to learn new words, so that they can use

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[21] Alwan Faiz et al., "The Effect of Using Game on Students' Motivation in Learning Vocabulary" 2 (2022): 1–8.

[22] Virginia French Allen, *Techniques in Teaching Vocabulary (Teaching Techniques in English as a Second Language)* (Oxford University Press, 1983).

them in everyday communication. Teaching vocabulary requires the use of various techniques, such as visual aids, games and interactive activities, to make teaching vocabulary more interesting and effective, because vocabulary is a key element in learning English as a second language. Teachers' experience shows that students need to learn thousands of words used by English speakers and writers.

According to Allen, teaching vocabulay should not be done in isolation, but should involve students in real or relevant situations where the words are used. Contextualized teaching helps students to associate new words with their experiences, resulting in deeper understanding and retention of vocabulary. Allen also points out the importance of repetition and repeated use of new words in different contexts. This encourages students to become familiar with the vocabulary taught and use it actively in communication. For example, in vocabulary teaching on recount text, students can be asked to write or discuss their personal experiences using the newly learned vocabulary. This makes the vocabulary teaching more relevant and easier to remember.are some challenges faced by teachers in teaching vocabulary to students. Especially for students who are still at an earlier stage of cognitive development. In addition, teachers also have to face the challenge of making vocabulary teaching more interesting and

interactive, so that students do not feel bored and can understand vocabulary better.

Teaching vocabulary is elaborated in depth through some fundamental principles. First, it is important to understand that vocabulary is a key element in language learning, and students should feel a need to learn new vocabulary. This can be achieved by linking vocabulary to real experiences and relevant contexts in students' daily lives. Secondly, vocabulary teaching should be done contextually, where students not only learn the meaning of the word, but also how the word functions in the sentence. Allen emphasizes that a deep understanding of how words work in sentence structure is essential for effective communication. Third, the use of multiple senses in the learning process, such as seeing, hearing and touching, can improve students' recall of the vocabulary taught, thus creating a more holistic learning experience.

Allen also suggests that there are techniques in teaching vocabulary that include the use of visual aids, such as pictures and flannelgraphs, which can help students understand the meaning of words better. Allen also recommends active repetition techniques, where students are expected to use new vocabulary in sentences or dialogues, so that they can internalize the words. In addition, the use of games and group activities can create a fun and interactive

learning atmosphere, so that students are more motivated to learn. Another method emphasized is the use of dictionaries, especially dictionaries designed for learners, which allow students to discover the meaning of words independently and understand the use of words in a wider context. The importance of creating real communication experiences, where students can use new vocabulary in relevant situations.

Teachers not only function as conveyors of information, but also as facilitators who create a conducive learning environment. Teachers must be able to recognize students' needs and level of understanding, and adjust the teaching methods used. In addition, teachers are also responsible for providing constructive feedback and encouraging students to actively participate in the learning process. In this context, teachers are expected to utilize techniques that have been proven effective in vocabulary teaching, as well as adapt their approach based on classroom dynamics. Thus, teachers act as guides who help students develop their language skills independently, so that they can continue to learn and use new vocabulary in various contexts. Allen emphasizes that the success of vocabulary teaching depends largely on positive interactions between teachers and students and on the application of techniques that suit the needs of students. There are various challenges faced by teachers in teaching vocabulary to students, especially in

creating an effective environment for understanding and using new words. Allen also identifies some key challenges in vocabulary teaching that can affect the effectiveness of learning, including :

a) Large amount of vocabulary to learn

Students are expected to learn thousands of words, which can lead to a sense of overwhelm and frustration.

b) Lack of a Sense of Need

Students often feel no need to learn new vocabulary because they already have words in their native language that fulfill their communication needs.

c) Differences in Comprehension Levels

Variations in ability and learning experiences among students require different approaches to vocabulary teaching.

d) Difficulties in Teaching Meaning

Word meanings are often complex and cannot always be taught directly, especially when words have multiple meanings or nuances.

e) Using Vocabulary in Context

Students may have difficulty applying new vocabulary in real situations, which is essential for effective language acquisition.

f) Time Limitations

Limited time in the classroom often hinders teachers' ability to teach vocabulary in depth and thoroughly.

g) Student Motivation

Maintaining students' motivation to learn new vocabulary can be challenging, especially if they don't see the relevance of the vocabulary in their daily lives.

h) Effective Use of Aids

Selecting and using appropriate aids to teach vocabulary can be difficult, especially when resources are limited.

The selection of appropriate methods in vocabulary teaching is very important to achieve effective results. Appropriate methods can help students feel more engaged and motivated to learn. For example, the use of visual aids, games and communication activities can make vocabulary learning more interesting and relevant to students. In addition, appropriate methods can also help students overcome the challenges they face in learning new vocabulary, such as creating a sense of need to use the words in real contexts. Therefore, teachers need to consider

students' characteristics and the learning context when choosing vocabulary teaching methods.

2. Formative and Summative Assessment in Language Learning

According to Brown, assessment in language learning can be divided into two main categories, namely formative assessment and summative assessment. Both have different but complementary roles in the learning process. Formative assessment is an assessment carried out during the learning process with the aim of monitoring student progress and providing feedback that is useful for improving learning. This assessment is informal and can be done through observation, oral questioning, class discussion or teacher notes on student engagement. Formative assessment aims to help students realize their strengths and weaknesses during the learning process, as well as giving teachers the opportunity to adjust teaching strategies flexibly. In the context of language learning, this assessment is particularly important to capture students' learning processes that are not always visible in the final results, such as speaking courage, participation in discussions, or vocabulary use in context

Meanwhile, summative assessment is an assessment conducted at the end of a learning period to determine the extent to which students have achieved the set learning objectives. This assessment is formal and usually takes the form of a final product

or outcome, such as a test, written assignment or project. In language learning, summative assessment can take the form of essay writing, dialog composition, or presentation, which reflects students' mastery of the material that has been taught. Brown emphasizes the importance of using both types of assessment equally in language learning. Formative assessment helps teachers understand the students' learning process more deeply, while summative assessment provides an overview of the final results that have been achieved. Combining the two can create a more holistic and accurate evaluation system of students' abilities.[23]

3. Comic strips

   a) Definition of comic strips

   Comic strip is a form of comic that consists of a series of images arranged in panels, usually accompanied by text or dialog that explains the story. Comic strips are often considered interesting and can motivate children to read, as the attractive visuals can grab their attention and get them more involved in the story.[24] This format is very effective in children's vocabulary development, as they can learn new words through a clear visual context. When students see a picture depicting an action or emotion along

[23] BROWN, H. DOUGLAS, *LANGUAGE ASSESMENT Principles and Classroom Practices*.

[24] Marshall Arlin and Garry Roth, "Pupils' Use of Time While Reading Comics and Books," *American Educational Research Journal* 15, no. 2 (1978): 202-203, https://doi.org/10.3102/00028312015002201.

with the corresponding word, they can more easily understand and remember the meaning of the word. Each comic strip has a variety of stories, which can be humor, action, mystery, thriller, adventure, and so on. Comic strips also often affect students' emotions and feelings when understanding the story. Comic strips are a fun medium for students and also develop their imagination. Comic strips also often use varied and repetitive vocabulary, providing opportunities for students to strengthen their understanding of newly learned words through natural repetition in the storyline.

b) Differences between comic book and comic strips

There are two commons form of comic, They are comic strip and comic book. According to Gavigan and Tomasevich, a comic strip is a short form of comic that usually consists of three to eight panels. This type of comic can generally be found in newspapers. Meanwhile, comic books refer to paperback-format comic publications with many pages that are usually published monthly. When talking about Japanese comic books, the term used is manga. Manga has gained great popularity and has a widespread fan base in various countries around the

world.[25] The following are four differences between comic strips and comic books explored by Duncan & Smith in terms of the in terms of art form perspective :

Table 2.2

Differences between comic book and comic strips

Comic book	Comic strip
Many panels	Few panels
Units of encapsulation include the page, the two-page spread and inset panels	The panel is the only unit of encapsulation
Layout can be creative	Layout is normally rigid.
Composition can be complex	Composition is usually simple

Unlike comic books, comic strips have a much more compact format. Comic strips feature only a few panels because they are designed to be read in seconds or minutes.[26] comics do not show every moment of a story, but only key moments are captured-a process known as encapsulation. In comic strips, the panel is usually the main encapsulation unit. On the other hand, comic books offer a wider variety of encapsulation units than comic strips, including not only panels, but also pages, spreads,

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[25] Gavigan, K. W., & Tomasevich, M. (2011). Connecting comics to curriculum.

[26] Duncan, R., & Smith, M. J. (2009). *The power of comics: History, form and culture*. A&C Black.

and inset panels. Comic books also generally feature more complex and sophisticated layouts and compositions.

c) Advantages of comic strips

The use of comic strips in classroom learning offers many advantages as an effective educational media. Attractive graphic visualization, short dialogue, and simple and easy-to-understand content make comics liked by various age groups, so that it can increase students' interest in English lessons.[27] it shows that comics can increase students' motivation in completing tasks from teachers, creating a focused, smooth, and comfortable teaching-learning process according to ideal classroom standards. Despite the proliferation of audio-visual media, comics have survived because they are permanent and can be read anywhere, allowing students to learn independently at home. In addition, comic strips also have a close relationship with entertainment, being a refresher for readers after reading serious news in the mass media, and can be entertainment in the classroom while still conveying educational values, moral messages, and behavioral skills, making it easier for teachers to teach

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[27] Atik Rokhayani, Aisyah Ririn, and Perwikasih Utari, "The Use of Comic Strips As an English Teaching Media for Junior High School Students," *LANGUAGE CIRCLE Journal of Language and Literature* VIII, no. 2 (2014): 143.

while maintaining students' attention and focus on the learning process.

d) Procedure of using comic to improve student's vocabulary

To effectively implement the English comic strips media, teachers need to design and follow structured steps. This procedure ensures that the use of the media runs smoothly and achieves the expected learning objectives. The following are the procedural steps that can be followed in implementing the use of English comic strips media in teaching vocabulary on narrative texts.

1) Prepare the comic that with the material to the students.

2) Then, the teacher copying the piece of comic that releated with the material and share to the students.

3) Collect up the vocabulary are you want to teach or revise based on the comic.

4) Reading, this step to the teacher asks to the students to read the comic.[28]

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[28] 29 Schmitt, Improving Vocabulary Through Comic, http://skuul.wordpress.com/2009/06/21. Acessed on November 23, 2014.

CHAPTER III

RESEARCH METHOD

This chapter examines the current research method, which consists of the research approach and design, the research location, the research subject, the data collection technique, data triangulation, the data analysis technique, the validity of the data, and the research procedure.

A. Research approach and design

This research design uses qualitative method. Qualitative research is a way of understanding social problems by collecting data from participants, analyzing it, and interpreting its meaning in a flexible report.[29] One type of qualitative research is descriptive research. descriptive research is a research method that aims to describe social or cultural phenomena in depth and detail. This research focuses on understanding the experiences, views, and meanings given by individuals or groups to a phenomenon.[30]

The purpose of using this technique is to gain a thorough understanding of how the strategy of using English comis strip is used to teach English vocabulary. This study aims to describe how students interact and respond to English comic strip-based vocabulary learning in English class on narrative text. In addition, this study also examines

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[29] John W. Creswell, "Qualitative, Quantitative, and Mixed-Methods Research," *Microbe Magazine* 3 (2009), 4

[30] Mouwn Erland, *Metodologi Penelitian Kualitatif. In Metodologi Penelitian Kualitatif*, *Rake Sarasin*, 2020.

students' perceptions, their level of engagement, and the problems they face when using English comic strips as learning media. This research, through careful observation and interviews, shows that English comic strips can be helpful in vocabulary learning.

B. Research Location

This research was conducted at MTsN 1 Jember which is located at Jalan Imam Bonjol No. 1 Jember, Kedungpiring Tegal Besar Village, Jember Regency. the researcher chose this location because at MTsN 1 Jember school the teachers have an innovative and interesting approach to learning English, especially in English subjects. Especially in the context of vocabulary learning. Another factor that was taken into consideration was the students' enthusiasm in learning English. Based on initial observations, grade 8 students at MTsN 1 Jember show a high interest in English. However, on the other hand, students also face challenges in learning English, especially in terms of vocabulary acquisition. This vocabulary limitation directly affects their understanding of English texts, both in the reading and writing aspects. Although they show great enthusiasm in attending lessons, as well as eagerness to try writing and speaking in English, they often struggle to find the right words to convey their ideas. This was evident during the narrative text writing process, where most students stopped writing in the middle of a sentence and asked the teacher, as recorded in one of the observation sessions in one of the meetings: "Miss, how to say '*Berkelana*' in English?" or " What is

'mendengar suara aneh' in English?" This situation occurred repeatedly and was experienced by the majority of students. In addition, the results of interviews with several English teachers also reinforce this finding. Mrs. Intan stated that "children actually understand the material and structure of narrative text, but the problem is that they often get stuck because they don't know certain vocabulary." With the combination of the high level of enthusiasm of students, the enthusiasm of teachers in exploring new approaches, and the existence of real problems related to low vocabulary mastery in grade 8, the researcher feels that MTs Negeri 1 Jember is the right place to conduct research. The dynamic learning environment, concrete learning challenges, and the openness of the school to learning innovations are strong reasons why this school is very suitable as a research location to find the right solution in improving students' vocabulary mastery, especially in the context of narrative texts.

C. Research Subject

Research subjects are defined as entities that are the focus of study, which can be individuals, groups, organizations, or certain objects. This research subject serves as a source of data relevant to the problem under study. In qualitative research, research subjects are not only considered as objects to be observed, but also as active participants who provide in-depth information and perspectives on the phenomenon being studied. Therefore, the selection of research subjects is very important, because the data

obtained from these subjects will shape the researcher's understanding of the broader social and cultural context.[31]

Basically, research subjects are participants who provide data sources related to the focus of research accompanied by volunteers and data collection methods. Informants or participants used in this study include :

1. The English teacher of eighth grade at MTs Negeri 1 Jember

    Although the researcher has conducted observations and interviews, the 8th grade English teacher was also chosen to be the subject of this study. With the aim of obtaining data related to the use of English comic strip towards vocabulary teaching. The selection of teachers as research subjects is based on the consideration that teachers are direct practitioners who understand the characteristics of students and the dynamics of learning in the classroom.

2. The students of eighth grade at MTs negeri 1 jember

    The next subjects were the eighth grade students. The selection of grade VIII students as research subjects is based on the fact that students are at the critical cognitive development stage which allows them to start thinking abstractly but still in the

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[31] Zuchri Abdussamad, *Metode Penelitian Kualitatif*, *Sustainability (Switzerland)*, vol. 11 (CV. Syakir Media Press, 2021),
http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI.

process of forming language skills. They have mastered the basics of English but have not yet reached an advanced level, creating the perfect moment to observe the language acquisition process. Grade 8 students' communication skills are developed enough to express their thoughts clearly, while the variety of abilities within one class provides a rich spectrum of data for research. They are also more open to new learning methods than older students, and choosing this group allows for potential longitudinal research to track language development over the long term

D. Data Collection

Data collection is a systematic process of gathering information from various relevant sources to answer predetermined research questions.[32] Data collection is a crucial stage in a research that involves a systematic process to collect, measure, and analyze information from various relevant sources. This process is carried out to answer the research questions that have been formulated and achieve the research objectives that have been set. The data collection techniques which were utilized in this current research included :

1. Observation

    Observation is a data collection method in qualitative research that involves researchers observing the behavior, interactions, and social context of individuals or groups in their

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[32] Stamatina Th Rassia, "Research Data Collection," *SpringerBriefs in Public Health* 04, no. 9783319534435 (2017): 33–39, https://doi.org/10.1007/978-3-319-53444-2_6.

natural environment. Through observation, researchers can collect in-depth and contextual information about the phenomenon under study, which cannot always be obtained through interviews or questionnaires. The observation procedure in qualitative research involves several important steps that must be followed to ensure effective and valid data collection. First, the researcher needs to clearly formulate the purpose of the observation, including the specific phenomenon or behavior to be observed. After that, the researcher must choose the right location and context to conduct the observation, ensuring that the environment is relevant to the research topic. Researchers should also decide whether to use a participatory observation approach, where they are directly involved in the activities being observed, or non-participatory observation, where they only observe without getting involved. Next, researchers should prepare data collection tools, such as field notes, audio or video recordings, and other instruments needed to document the findings. During the observation process, researchers should carefully record all relevant details, including the context, interactions, and behaviors of the participants. Once the observation is complete, the researcher then analyzes the data collected to identify patterns, themes, and meanings that emerge from the observation. This process allows the researcher to gain deep insight into the phenomenon under study and to develop a

better understanding of the social context that influences individual or group behavior.[33]

2. Interview

Interview is a data collection method in qualitative research that involves direct interaction between researchers and participants. Through interviews, researchers can explore in-depth information about participants' experiences, views and feelings regarding the phenomenon under study. Interviews can be conducted in a variety of formats, including structured, semi-structured or unstructured interviews, depending on the research objectives and the desired level of flexibility.[34] Qualitative interviews are conducted when the researcher asks general, open-ended questions to one or more participants, then records their responses. The data obtained entered into a computer file for further analysis. Having decided to collect data through qualitative interviews, the researcher needs to reflect on the concept of the interview which help in understanding the underlying phenomenon as well as answering the research questions.

One English teacher who teaches all grade 8 classes was selected as an informant to obtain information from the educator's perspective regarding students' abilities, challenges and learning characteristics related to vocabulary acquisition. In addition, three

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[33] John W. Creswell, "Qualitative, Quantitative, and Mixed-Methods Research.",9

[34] John W. Creswell.10

students from grade 8 were also selected as informants using a purposive sampling technique, taking into account different ability categories, namely highly able, moderately able and less able. This selection aims to obtain direct perspectives from students regarding the difficulties they experience in mastering vocabulary, so that the data collected can describe the learning conditions more comprehensively.

3. Document Review

Document review is a data collection method in qualitative research that involves analyzing documents relevant to the research topic. These documents can be reports, notes, archives, letters, or other written materials that can provide additional information about the phenomenon being studied. Through document analysis, researchers can gain deeper insights and a broader context regarding the research subject.[35]

Researchers collect documents, including written, physical, and visual objects, such as public documents or private documents, during the research process. . In this study, the researcher needed some documents as follows:

a) Student Photographs, Observation and Interviews

b) Learning Module

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[35] John W. Creswell.11

E. Techniques of analized data

Techniques of Analyzed data refers to the systematic process of organizing, interpreting, and analyzing data derived from various sources, such as observations, documentation, and wawancara. Its goal is to comprehend the social phenomena that are studied and produce knowledge that can be applied.[36] In qualitative research, data is analyzed in three steps such as data mining, data presentation and conclusion drawing and verification.[37] The method of data analysis in qualitative research is described here. It include reviewing and analyzing a lot of data from many sources, such as field notes, interview transcripts, audio recordings, video footage, and documents, as well as forming and validating conclusions.

1. Data condensation

Data condensation is the initial stage including selecting, focusing, simplifying, modifying data from research topics such as field notes, interview transcripts, papers, and other empirical materials. From the data collected, the researcher summarizes the findings of the data collection. Next, the researcher condenses the summary results and proceeds to data display. Therefore, the researcher condensed the data by re-reading the interview and observation reports because it can make it easier for researchers to categorize various things related to the research focus.

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[36] Mastang Ambo Baba, *Analisis Data Penelitian Kualitatif*, 2017, http://repository.iain-manado.ac.id/415/.

[37] Johnny Saldaña Matthew B. Miles, A. Michael Huberman, *Analysis Qualitative A Methods Sourcebook Edition 3*, *Nursing Standard (Royal College of Nursing (Great Britain) : 1987)*, n.d., https://doi.org/10.7748/ns.30.25.33.s40.

2. Data display

Data analysis in this stage focuses on organizing the data that has been collected in the form of descriptions to gain a deeper understanding of the phenomenon under study. By organizing the data in a structured way, the writer or researcher can identify patterns, trends, or relationships between data, which will help in determining the next steps. In this process, data presentation is carried out so that the information obtained can be seen more clearly and in detail. For example, if the data is related to the teaching and learning process between educators and students, then researchers group the data according to the research objectives. Thus, the data presented facilitate researchers in drawing relevant conclusions or recommendations in accordance with the findings of the analysis process.

3. Conclusion and drawing verification

Drawing conclusions is the final stage in the data analysis process, which is carried out after the data is presented and understood in depth. In this stage, researchers try to connect the data that has been collected with theory or previous research and new relevant data, to strengthen the conclusions obtained.

F. Validity data

Validity of data refers to the extent to which an instrument or measurement method actually measures what it is intended to measure. It includes different types of validity, such as content validity, construct validity, and criterion validity.[38]

1. Source triangulation

The technique is defined as checking data from different sources using the same method. The aim is to test the credibility of the data by comparing information from different sources to ensure the consistency and accuracy of the data.

2. Techniques triangulation

The technique is defined as checking data on the same source using different methods. The aim is to test the credibility of the data in a more diverse manner in order to obtain more valid and comprehensive results.

G. Research procedure

The research methodology, which includes preparatory research, design development, current research, and report presentation, centers on the researcher's research summarization strategy. According to the above research methodology, this research consists of three steps that the researcher must complete on the research procedure form :

1. Pre field stage

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[38] John W. Creswell, "Qualitative, Quantitative, and Mixed-Methods Research.",9

The Pre-Field Stage is the initial preparation stage before researchers go to the field to collect data. This stage includes various important activities aimed at ensuring that the research runs smoothly and the data obtained is accurate and reliable. Some aspects of the pre-field stage include :

a) Developing the research design

The researcher's plan after considering factors such as research title, research reason, research focus, objectives, advantages, subjects, and research method.

b) Selecting research field

A researcher must first choose a research field before starting to conduct research. MTsN 1 jember was chosen as the research field

c) Processing of permits

Before the researcher conducts research, the researcher takes care of licensing through the university website, visits the research location to get permission, then begins the process of research stages.

d) Asses the stage of the field

After obtaining permission, researchers began to conduct in-depth field research and evaluation to better understand the past of the object of research. This is done

to facilitate data collection for researchers. Prepare research equipment.

2. Field research stage

Research data was collected at this stage. Three methods were used by the researcher to collect data for this study: document review, interviews, and observation.

3. Post field stage

After researchers collected data from observations, interviews, and document reviews, the miles Huberman and Saldana model was used to analyze the data. Then the data was detailed in the form of a report and consulted with the supervisor. Furthermore, the making of research results in the form of a thesis in accordance with applicable provisions and requirements. This was done in accordance with university policy in terms of writing. After all is done, the research is tested and revised for the last time after the exam.

CHAPTER IV

FINDING AND DISCUSSION

A. Description of research subject

1. The history of Madrasah Tsanawiyyah Negeri 1 Jember

   MTsN 1 Jember, or Madrasah Tsanawiyah Negeri 1 Jember, is a public junior high school located in Jember, East Java. The school was established to provide quality education by combining general curriculum and religious education. The school was established on February 1, 1969, at the initiative of the Founding Board of the IAIN Jember Pembina Foundation. Initially, the school was named Madrasah Tsanawiyah School of the State Islamic Institute of Jember (MTs IAIN Jember) and was located at Jalan WR. Supratman Street No. 1 Jember, within the complex of the Faculty of Tarbiyah IAIN Jember. In 1978, through a Decree of the Minister of Religious Affairs, the name of this school was officially changed to Madrasah Tsanawiyah Negeri (MTsN) Jember 1. Since its inception, MTsN 1 Jember has been committed to producing a generation that is not only academically intelligent, but also has good morals. The school continues to grow with better facilities and professional teaching, thus becoming the first choice for people in Jember and surrounding areas. In addition, MTsN 1 Jember is also active in various extracurricular activities and

competitions, helping students develop talents in various fields. Currently, this madrasah continues to strive to improve the quality of education and services to produce a quality generation in the modern era.

2. School Identity

Name : Madrasah Tsanawiyah Negeri 1 Jember

School Statistic Number : 121135090001

NPSN : 20581496

Address : Jl. Imam Bonjol No. 1 Jember \

Village / Sub-district : Kedungpiring, Tegal Besar

Regency : Jember

Province : East Java

Sub-district : kaliwates

Phone No. : (0331)337146

Postal Code : 68133

Email : mtsn_jember1@yahoo.com

School Status : State

Accreditation : A

3. Vision

The vision of MTsN 1 Jember generally focuses on creating a generation that is superior, noble, and has high academic competence. The school strives to integrate general education and religious education, so that students are not only intellectually

intelligent, but also have strong moral values. Its vision is Innovative, Smart, Independent and Islamic.

4. Mission

a) Realizing fair and equitable education

b) Play a role in building an education-conscious society

c) Realizing students who excel in multi-competencies

d) Realizing a quality, efficient and relevant curriculum system

e) Realizing a madrasah that runs an Integrated Quality Management System.

f) Realizing a madrasah that has a compact and smart teamwork.

g) Realizing madrassas that have a good management transparency system.

h) Realizing madrasah that has a good monitoring and evaluation system for all aspects of madrasah support.

i) Realizing an accountable madrasah

j) Realizing madrasah that is able to produce students who excel in academic or non-academic fields at the regional, national and international levels.

k) Realizing madrasahs that have effective communication media.

l) Realizing madrasah that has a high level of participation of madrasah and community members.

m) Realizing a madrasah culture and environment that is Islamic, comfortable, safe, shady, beautiful, clean.

B. Data presentation and analysis

       The data collection process in this study was conducted systematically through several stages to obtain accurate and relevant information regarding the use of English comic strips media in teaching vocabulary mastery in narrative texts. The researcher used a descriptive qualitative approach, with a primary focus on the implementation process and evaluation of the teaching strategies applied by English teachers at MTs Negeri 1 Jember. Before data collection was conducted, the researcher first obtained permission from the school authorities and coordinated with the English teacher to determine a suitable observation schedule. Data collection was conducted in april 2025, involving eighth-grade students who had received narrative text material. Three main techniques were used in this data collection, namely: observation, interviews, and documentation. These three techniques were chosen to provide a comprehensive overview of the use of comic strips, students' responses to the media, and the development of their vocabulary mastery during the learning process. During the observation phase, the researcher directly recorded classroom learning activities related to the use of comic strips in vocabulary teaching. After that, interviews were conducted with the teacher and several selected students to obtain in-depth information about their learning experiences. In addition, the researcher also reviewed supporting documents such as student worksheets, comic strip assignment results, and the teaching modules used by the teacher.

1. **The Plan before implementing the use of English comics in teaching vocabulary acquisition on narrative texts for eighth grade students at MTs Negeri 1 jember**

    Based on the result of interviews with 8th grade English teachers at MTs Negeri 1 Jember, of lesson planning activities carried out by the 8th grade English teacher at MTs Negeri 1 Jember, It is known that before applying comic strip media in learning vocabulary in narrative text, the teacher first develops a lesson plan that focuses on achieving learning objectives contextually. The teacher, in this case Mrs. Selly, explained that the main purpose of the plan was for students to not only recognize new vocabulary in narrative texts, but also to be able to use it actively in context, one of which was through writing dialogues in comic strips. To support the achievement of this goal, the teacher chose the Timun Mas folktale as the main teaching material. The selection of this story is based on the consideration that Timun Mas is a story that most students are familiar with, so they have no difficulty in understanding the storyline and can focus more on learning the vocabulary. The teacher then compiled a condensed version of the narrative text in English and prepared an illustrated comic strip sheet without dialogue, which visually illustrated the Timun Mas storyline. In the lesson plan, the teacher also determines a number of foreign vocabulary that the focus of

learning and is written on the blackboard during the learning process. The vocabulary is chosen based on its contextual occurrence in the story and the relevance of its use to the learning objectives. In addition, the teacher also prepares a list of simple sentences as an alternative support if students have difficulty in composing dialog. The teacher stated that she also prepared a direct mentoring strategy during the dialog writing activity, as well as a question and answer session at the end of the lesson as a form of reinforcement if the learning objectives had not been fully achieved. The planning conducted shows that the teacher not only prepares learning materials and media, but also designs anticipatory steps for possible learning obstacles experienced by students. Thus, the planning process is not only technical, but also reflective and responsive to students' learning needs.

The following are the results of interviews with 8th grade English teachers

"Before I use comic strips, of course I make a plan first, especially about the objectives to be achieved. I want students to not only recognize new vocabulary from narrative stories, but also be able to use it in context, for example by writing it down in dialog in the comic. So I chose the Timun Mas story because the story is simple and familiar to the students, so that they can focus more on the vocabulary, not confused with the content of the story. I also prepare some foreign vocabulary that I will write on the board and I also prepare some alternatives if students find it difficult, for example by preparing a list of simple sentences. I am also ready to help them directly during the dialog writing process. So if the initial goal has not been

achieved, I can redirect them through in-class guidance or question and answer at the end of the lesson.".[39]

2. **The implementation of using English comic strips in teaching vocabulary mastery on narrative text for eighth grade student at MTs Negeri 1 jember**

a) The Material of using English comic strips in teaching vocabulary mastery on narrative text for eighth grade student at MTs Negeri 1 jember.

Based on the results of observations in classes on May 2-3, 2025 in VIII A and VIII B at MTs Negeri 1 Jember with a total of 60 students, it is known that the vocabulary learning material in narrative text using English comic strip media takes a folk story entitled *Timun Mas*. This material was compiled and developed independently by the teacher, Mrs. Selly, in two forms, namely the narrative text of the *Timun Mas* folklore in English and the comic strip sheet without dialogue. The *Timun Mas* story used is a condensed version, but still includes the complete structure of the narrative text, namely orientation, complication, and reorientation. In this version of the text, all parts of the story are presented in English adapted to the students' ability level, but still contain infrequent vocabulary to expand students' word acquisition. The main focus of the

[39] Intan shely Amanda, S.pd, interviewed by Muhammad ikhwannudin awalul ilham, jember, june 26th 2025

learning material is the introduction and understanding of foreign vocabulary that is rarely used in daily conversation, but is relevant in the context of folklore. Some examples of vocabulary taught by Ms. Selly include giant, trap, escape, magic cucumber, shrub, shrimp paste, and widow. These words appear contextually in the Timun Mas text and are the main learning materials in that day's activity. After students read the text, the teacher writes the foreign vocabulary on the board and explains its meaning in Indonesian, including its use in the context of the sentence. The teacher then asks the students to understand the meaning of the words and rewrite the vocabulary in their notebooks. The comic material distributed to students by Mrs. Selly consists of a series of pictures that visually depict the Timun Mas storyline without any accompanying text or dialog. The comic strip is designed to encourage students to use the vocabulary learned from the previous text and arrange it into appropriate conversations creatively according to their own ideas as long as it does not change the storyline. This comic strip not only reinforces the understanding of vocabulary visually, but also provides an opportunity for students to apply the words in a communicative context through their self-made dialog. Thus, the materials used not only serve as a means of understanding

the content of the story, but also as an active practice tool in developing students' vocabulary acquisition.[40]

This is also in accordance with the answer of Mrs. Selly when interviewed by researchers the materials for teaching vocabulary by using english comic strip media are:

> " I chose the folklore material *Timun Mas* to teach vocabulary in narrative text using comic strip media. I chose this story because it is already known by most students, so they can more easily understand the plot and focus on mastering the vocabulary. In addition, *Timun Mas* has a clear story structure, including orientation, complication, and resolution, which is in accordance with the learning objectives of narrative text. The story also contains quite a lot of vocabulary relevant to the adventure context, such as shrimp paste, bushy, giant, widow etc. I feel that by choosing this material, students can learn new vocabulary in the context of an interesting story that is easily visualized through comic strips ".[41]

It was supported by jallaludin from eighth class, he said:

> "At that time, Mrs. Selly used the *Timun Mas* story in the form of text and comic strips. First, we were told to read the text, then we were told to find difficult or unfamiliar words. Mrs. Selly wrote the meaning of the words on the board. After that, we were given comic strips that contained only pictures, no writing. We were asked to make our own dialog in English based on the story we had read. Then some of our friends came forward to present their dialog results".[42]

Azzam also added :

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[40] Observation, Jember 23-24th april 2025

[41] Intan shely Amanda, S.pd, interviewed by Muhammad ikhwannudin awalul ilham, jember, May 2nd 2025

[42] Jallaludin Hilmi, interviewed by Muhammad ikhwannudin awalul ilham, jember, May 2nd 2025

" The material was the *Timun Mas* folktale. Mrs. Selly gave us two sheets, one containing the text of the story, the other a picture comic without writing. We read the text first to understand the story and find new words. Mrs. Selly helped explain the meaning on the board. After that, we filled in the blank comics with our own sentences and conversations. It was fun, because we could make up dialog according to our imagination. Then we were told to read the results in front of the class ".

Other student of eighth class namely bagas also explained :

" When studying with Mrs. Selly, we used the *Timun Mas* story to learn vocabulary. First, we were told to read the *Timun Mas* text in English, then we found words that we didn't know the meaning of. Mrs. Selly helped explain them. After that, we were given *Timun Mas* comic strips but there was no writing, just pictures. We wrote our own dialog on it, according to the storyline ". [43]

Based on the results of interviews with teachers and three grade VIII students at MTs Negeri 1 Jember, it is known that the material used in vocabulary learning through comic strip media is the folklore *Timun Mas*, which is presented in the form of narrative text and illustrated comic sheets without dialog. The teacher chose the material because the plot is easy to understand and has a lot of contextually relevant vocabulary to learn. During the lesson, students read the text to understand the content of the story and identify foreign vocabulary, then fill in the dialog in the blank comic strip based on their understanding, and present the results in front of the class. This

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[43] Bagas ariyanto, interviewed by Muhammad ikhwannudin awalul ilham, jember, May 2nd 2025

activity provides a fun, challenging learning experience and encourages students' active involvement in the creative use of vocabulary.

b) The Procedures of using English comic strips in teaching vocabulary mastery on narrative text for eighth grade student at MTs Negeri 1 Jember

Procedures are phases or processes created by the teacher to help pupils grasp the material gradually and methodically. Related to observations on May 2, 2025 at MTs Negeri 1 Jember, researchers found that in learning activities that took place in class 8 MTs Negeri 1 Jember, researchers observed that teachers implemented comic strip media through several systematic and structured stages. Learning begins with reading prayers together, then continued with greetings and ice breaking in the form of light games that introduce connecting words. After the class atmosphere was more conducive and students' attention was focused, the teacher reviewed the material about the structure of narrative text that had previously been taught. Next, the teacher introduces the learning topic of the day, which is the *Timun Mas* folktale. The teacher distributes two types of teaching materials, namely an English narrative text entitled *Timun Mas* and an illustrated comic strip sheet without dialog. In the initial stage, students

are asked to read the text independently and mark the vocabulary that is considered unfamiliar or not understood. The teacher then wrote some of the vocabulary on the board and explained its meaning classically, as well as giving examples of its use in sentences. After the reading session and vocabulary exploration are finished, the teacher asks the students to identify the text structure in the form of orientation, complication, and resolution of the *Timun Mas* story that has been read. Then, the teacher distributes blank comic strip sheets that only contain illustrations without text. Students were given time to write dialog in English on the available conversation balloons, based on the storyline and vocabulary learned from the previous text. During the process of filling in the comics, the teacher went around the class, providing guidance and helping students who were having difficulties, both in terms of vocabulary selection and sentence construction. After all students had completed their tasks, some of them were asked to present the results of their dialogs in front of the class by reading out the contents of their comics. The activity ends with a reflection session, where the teacher asks about some vocabulary words that have been discussed previously, such as giant, magic cucumber, and trap. The teacher invites students to define or use these words in simple

sentences orally. During this session, the teacher also gives oral feedback on students' answers, including correcting wrong pronunciation, clarifying meaning. In addition, feedback is also given on the comic strip assignment, especially on the accuracy of vocabulary use and sentence construction in the dialog.[44]

The results of this observation are also clarified by a statement expressed by Mrs. Selly as the eighth grade English teacher during an interview with the researcher.

> " I start the steps by reading the prayer, greeting the students, then ice breaking using connecting vocabulary. After that, I review a little about the structure of narrative text. I divided two sheets, one is the text of the *Timun Mas* story, the other is a comic strip without dialog. I ask students to read the text first and look for vocabulary that they don't understand, then I explain it on the board. After that, I direct them to fill in the dialog in the comic based on the story. I guide them while they write, then some students come forward to present their results. Finally, I close with a reflection and review the vocabulary that has been learned ".[45]

To further strengthen the findings, researchers also interviewed 3 students from class 8. one of the students named Zifa stated :

> " During the lesson, Mrs. Selly told us a story about *Timun Mas*, but in English. We were told to read it first, then find the difficult words. After that, we were

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[44] Observation, Jember 23-24th april 2025

[45] Intan shely Amanda, S.pd, interviewed by Muhammad ikhwannudin awalul ilham, jember, May 2nd 2025

given a comic strip, but it was blank, with no dialog. We were asked to write our own dialog in English. It was fun, because we could make up our own dialog but still fit the story. ”[46]

Narendra also gave his explanation :

“ I remember when Mrs. Selly taught vocabulary through the *Timun Mas* story. First, we read the story, then Ms. Selly asked if there were any words that we didn't understand. After that, we were given a comic picture, and told to make our own conversation on it. We can be creative, but still connect with the storyline. I like it because we can use the new words that have been explained earlier. “[47]

It's also supported by fayad :

“ That time we learned using comics. So at first we were given a reading, then after understanding the story and the difficult words explained by Mrs. Selly, we went to the blank comic sheet. There we had to make a conversation according to the picture. There were friends who were confused too, but they were helped by Ms. Selly. Then, those who have finished, can come forward to read in front of the class. “[48]

Based on interviews with the teacher and some students, it is known that the learning steps start with reading a narrative text entitled Timun Mas to introduce vocabulary. After that, students are asked to mark the words they do not understand and the teacher explains the meaning of the vocabulary. Next, students fill in the dialog on the blank comic strip based on the story they have read. The activity ends with student presentations reading their dialog results and a

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[46] Zifa putri, interviewed by Muhammad ikhwannudin awalul ilham, jember, May 22th 2025

[47] Narendra, interviewed by Muhammad ikhwannudin awalul ilham, jember, May 22th 2025

[48] Muhammad fayad, interviewed by Muhammad ikhwannudin awalul ilham, jember, May 22th 2025

reflection session from the teacher. Each step is implemented in stages and involves students actively in the learning process.

3. **The evaluation of using English comic strips in teaching vocabulary mastery on narrative text for eighth grade student at MTs Negeri 1 jember**

Procedures are stages or processes made by the teacher to help students understand the material gradually and methodically. Related to observations on May 2-3, 2025 in class VIII A and class VIII B at MTs Negeri 1 Jember with a total of 60 students. the evaluation process in vocabulary learning using English comic strips media was carried out in a planned manner and was divided into two approaches, namely formative evaluation and summative evaluation. During the lesson, the class atmosphere was quite lively. The teacher was actively moving from one table to another while paying attention to the students' work. Some students were seen discussing and asking each other about the English words they wanted to use in the comic strip. The teacher occasionally stopped and provided assistance to students who seemed to be struggling. There was no formal assessment sheet in sight, but the teacher was seen carrying a small notebook and occasionally writing something down after observing students' work or interactions in groups. Assessment seems to be done directly in the classroom by noticing how students work together and how active they are in following

the activities. At the end of the lesson, after all students had finished filling in the dialog in the comic strip, the teacher asked some students to come forward and read out their work.Some students looked confident, while others still looked shy.The teacher still gave support, smiled, and occasionally gave praise after the students read out their dialogs.After the presentation session is over, the teacher invites all students to reflect by asking some vocabulary that has appeared before in the narrative text.The questions were asked orally to the whole class, and students answered spontaneously. Some students answered fluently, while some seemed hesitant. The teacher did not immediately correct the answers, but provoked other students to help. After the lesson ended, the teacher collected all the comic strips that the students had filled in. She mentioned that the results would be checked outside of class time. There was no specific explanation of the assessment aspects used, but from the conversation with the teacher earlier, it was mentioned that she paid attention to the accuracy of vocabulary use, the suitability of the dialog content with the story, and the sentence structure used by students. The teacher also mentioned that the assessment is done in combination between the process and the final product, so students' involvement

during learning becomes an important part of the evaluation process.[49]

Mrs. Selly, as the 8th grade English teacher, stated that in evaluating the use of English comic strips media, she found that :

" In evaluating students' understanding of vocabulary taught through English comic strips, I usually observe their process during the activity and also see the final results of their assignments. When they are filling in the dialogue in the comic, I walk around, paying attention to who is actively discussing, who can use the vocabulary correctly, and who is still confused. That is part of my formative assessment, so I record their involvement and development directly in class. After that, I collect the comics that have been filled with dialogue for me to assess further outside the class. There I see whether they can use the vocabulary that has been learned correctly and according to context. I also pay attention to how they construct sentences in English whether the sentence structure is correct or not. So the assessment method is a combination of formative and summative. I assess their process and also their final product. In addition, I also usually reflect at the end of the lesson by asking again about some vocabulary to make sure they really understand, not just copying or making up" .[50]

Those above was strengthened in jallaludin's statement, he confirmed that :

" At the end of the lesson, Mrs. Selly usually asks questions about the vocabulary we have learned. So it's like a quick question and answer, so we remember the meaning again. Then the results of the comics that we fill in are also collected for assessment. She said that it was judged by the use of words and whether it was in accordance with the story or not. "[51]

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[49] Observation, Jember 23-24th april 2025

[50] Intan shely Amanda, S.pd, interviewed by Muhammad ikhwannudin awalul ilham, jember, May 2nd 2025

[51] Jallaludin Hilmi, interviewed by Muhammad ikhwannudin awalul ilham, jember, May 2nd 2025

Meanwhile, Zifa also explained about the evaluation that had been carried out by Mrs. Selly, she said :

> " Mrs. Selly usually closes the lesson by asking questions about the vocabulary that has been discussed before. We are told to answer directly in class. In addition, the comics that we've given the dialog are also collected. Ms. Selly said she would grade the words we use and how we construct the sentences. "[52]

Based on the results of observations and interviews, the evaluation carried out by teachers on students' vocabulary understanding through comic strip media includes formative and summative assessments. Formative assessment is conducted orally at the end of the lesson through question and answer to find out the extent to which students understand the vocabulary that has been taught. Meanwhile, summative assessment is carried out through the results of comic strip assignments that have been filled with dialog, by assessing the use of vocabulary, sentence structure, and the suitability of the content to the story. These two forms of evaluation complement each other, as the teacher not only assesses the final result, but also the students' learning process. The evaluation provides a comprehensive picture of students' ability to master vocabulary in a contextualized manner.

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[52] Zifa putri, interviewed by Muhammad ikhwannudin awalul ilham, jember, May 2nd 2025

Table 4.1

Data presentation and analysis

No	Focus	Finding
1	The Plan before implementing the use of English comics in teaching vocabulary acquisition on narrative texts for eighth grade students at MTs Negeri 1 jember	Before using comic strips, the teacher (Mrs. Selly) first develops a lesson plan that focuses on achieving learning objectives contextually. The goal is that students not only recognize new vocabulary from narrative texts, but are also able to use it in context, such as through writing dialog in comic strips. The material chosen is the Timun Mas folktale because it is familiar to students, so they can focus more on vocabulary learning. The teacher prepared a short version of the story in English as well as an illustrated comic strip sheet without dialog. Key vocabulary was written on the board and adapted to the context of the story. In anticipation of students' difficulties, the teacher also provides a list of simple sentences and a direct mentoring strategy during the dialog writing activity, as well as a question and answer session at the end of the lesson. This planning demonstrates a technical approach that is both reflective and responsive to students' learning needs.
2	The implementation of using English comic strips in teaching vocabulary mastery on narrative text for eighth grade student at MTs Negeri 1 jember	The results show that the material used in vocabulary learning through English comic strips media is the *Timun Mas* folktale, which is presented in two forms: English narrative text and illustrated comic strip sheets without dialog. The teacher starts the learning with prayer, greeting, and vocabulary ice breaking, followed by reading the Timun Mas text, identifying foreign

		vocabulary, and discussing the text structure. After that, students fill in the dialog on the comic strip based on their understanding of the story and the vocabulary they have learned. The learning process was closed with the presentation of students' work and reflection through vocabulary question and answer. This activity shows that the implementation of comic media is carried out through coherent steps and involves students actively in the use of vocabulary contextually and creatively.
3	The evaluation of using English comic strips in teaching vocabulary mastery on narrative text for eighth grade student at MTs Negeri 1 jember	Based on observations and interviews, teachers evaluate learning through a combination of formative and summative assessments. Formative assessment is seen from observations of students' activeness, cooperation while working on the comics, as well as oral questions and answers to test vocabulary understanding at the end of the lesson. Summative assessment is done through students' work in the form of comic strips that have been filled with dialog, focusing on the use of vocabulary, sentence structure, and the suitability of the content with the storyline. This evaluation provides an overall picture of the students' learning process and outcomes.

C. Discussion

This stage outlines the discussion of research findings regarding the use of English comic strips media in teaching vocabulary of narrative

texts to eighth-grade students at MTs Negeri 1 Jember. The discussion is conducted by linking the findings obtained in the field through observation, interviews, and documentation with the theories presented in the literature review in Chapter II as well as the results of previous research. This discussion is structured based on three main focuses: the objectives, implementation, and evaluation of using English comic strips as media in vocabulary learning.

1. **The implementation of using English comic strips in teaching vocabulary mastery on narrative text for eighth grade student at MTs Negeri 1 jember**

   Based on the results of research conducted in eight class MTs Negeri 1 Jember, the implementation of English comic strips media in vocabulary learning on narrative text is carried out through planned steps and contextualized activity-based. The process begins with opening activities that create a conducive learning atmosphere, followed by reading the narrative text of *Timun Mas*, exploring foreign vocabulary, and filling in dialog in illustrated comic strips without text. The activity ended with the presentation of student work and joint reflection. The whole process shows students' active involvement and provides space for them to use vocabulary in a visual and communicative context. The implementation is in line with the principles presented by Virginia French Allen in vocabulary teaching. Allen emphasizes that

effective vocabulary teaching should involve students in meaningful contexts, not done separately from its use in communication. In this learning activity, students are not only asked to memorize the meaning of words, but also to use them in sentences and dialogues that they make themselves. This shows a direct application of the principle of contextualized vocabulary learning, where students learn vocabulary while arranging it in the context of a story that they understand visually and narratively.[53]

In addition, the use of comic strips as a teaching medium shows strong relevance to the ideas put forward by Karen W. Gavigan in Connecting Comics to Curriculum. Gavigan highlights the role of comics in increasing student engagement through visual literacy and contextualized learning. In classroom practice, blank comic strips give students the opportunity to fill in and build their own dialog based on the pictures, which indirectly encourages them to think critically and creatively in using the vocabulary they have learned. This media also proved to change the classroom atmosphere to be more active and collaborative, as students seemed more excited and focused while working on the task.[54]

Learning activities with comic strips also support the use of multiple senses in the learning process, as suggested by Allen. When students see the illustrations, hear the teacher's explanation,

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[53] Allen, *Techniques in Teaching Vocabulary (Teaching Techniques in English as a Second Language)*.
[54] Gavigan, K. W., & Tomasevich, M. (2011). Connecting comics to curriculum.

students' memory of the vocabulary learned as they relate it directly to the stories and pictures they have created themselves. This multisensory learning experience provides an opportunity for students to build a deeper and longer-lasting understanding of the English vocabulary they learn. Overall, the implementation of English comic strips media in vocabulary learning not only helps students understand and use new vocabulary, but also creates a learning environment that supports active engagement, creativity and contextual understanding. This is in line with the view that language learning is not only about memorizing words, but about using language in real, relevant and meaningful contexts.

In the implementation of vocabulary learning through English comic strips media, teachers are faced with real challenges related to the effectiveness of students' vocabulary acquisition. Although the use of comics has been proven to increase students' enthusiasm and engagement during the learning process, it has not been fully followed by a significant increase in their in-depth understanding of vocabulary. One of the main challenges is the tendency of students to understand vocabulary superficially, only to the extent of translation or literal meaning without understanding its function and use in the context of the sentence. This is in line with Virginia French Allen's view that vocabulary teaching should not be done in isolation, but should be given in a

meaningful context so that students can internalize its meaning functionally.[17] Learning using comic media is fun and visual, but the limited learning time makes the deepening of the meaning and use of vocabulary often not optimal. Most of the time is spent reading stories, discussing word meanings, writing dialogs, and doing presentations, while there is not enough applicative and reflective practice on vocabulary. Allen emphasizes the importance of repetition and re-use of new vocabulary in various contexts, which unfortunately is not optimal in this lesson.

Another challenge is the different abilities of students. Some students are able to understand and use new vocabulary quickly, while others show confusion even when given explanations. This imbalance meant that teachers had to work extra hard to ensure that all students were at the same level of understanding. In addition, the distraction of the visual aspect of the comics made some students focus too much on the pictures or storyline without giving full attention to the language elements being learned. This goes against Allen's principle that students should feel the need for new words and be encouraged to use them in real or near-real situations. teachers need to develop advanced strategies that support the principle of contextualized vocabulary

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[17] Allen, *Techniques in Teaching Vocabulary (Teaching Techniques in English as a Second Language)*.

learning. One approach is to provide additional exercises that involve not only recognizing the meaning of words, but also applying the words in sentences, conversational situations, or other short stories. Activities such as completing sentences, creating short dialogs outside of comics, or answering contextual multiple choice questions can help strengthen understanding. Furthermore, teachers also need to apply vocabulary recycling strategies as suggested by Allen, which is reintroducing the same vocabulary in a different context at the next meeting. Providing a word bank or mini glossary can also be a tool for students to learn independently. Evaluation can also be expanded, not only from the comic products that students have made, but also through periodic quizzes, vocabulary journals, or reflection tasks that require the reuse of learned words.

2. **The evaluation of using English comic strips in teaching vocabulary mastery on narrative text for eighth grade student at MTs Negeri 1 jember**

    The results show that the evaluation of the use of English comic strips media in vocabulary learning is carried out by teachers formatively and summatively. Formative assessment is seen during the learning process, when the teacher directly observes students' involvement in discussing, composing dialog, and answering questions. The teacher records the level of students' participation as

well as their cooperation in completing the comic assignment. At the end of the lesson, the teacher continues the evaluation with an oral reflection, which is asking back some of the vocabulary that has been learned in the *Timun Mas* text. In addition, the teacher also conducts summative assessment by assessing students' work in the form of comic strips that have been filled with dialog, which are collected after the activity ends.

The evaluation approach taken by the teacher is in line with the concept proposed by Brown regarding formative and summative assessment in language learning. According to Brown, formative assessment serves as a tool to monitor students' progress during the learning process and provide immediate feedback. In the context of this study, formative evaluation is seen in how the teacher provides attention and assistance when students compose dialogs, as well as creating discussion spaces to test vocabulary understanding. This evaluation is conducted informally, but has a direct impact on the students' learning process.[18]

Meanwhile, summative assessment serves to assess students' final achievement of learning objectives. In practice, teachers assess the results of students' comic assignments based on several aspects such as the accuracy of vocabulary use, sentence structure, and the suitability of dialog with the content of the story.

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[18] BROWN, H. DOUGLAS, *LANGUAGE ASSESMENT Principles and Classroom Practices*.

Brown explains that summative assessment is usually conducted at the end of the learning cycle and is used as the basis for evaluating overall learning outcomes. In this kind of project-based learning, students' work reflects their understanding of the vocabulary material and their ability to apply it contextually. The evaluation applied by the teacher also shows a comprehensive assessment approach, where both process and outcome are equally considered. This supports the principle of evaluation in language learning which not only assesses students' cognitive aspects, but also affective and social aspects, such as engagement, creativity, and courage in conveying ideas. By using comic strip media, teachers can directly observe how students understand and use vocabulary in real forms of communication, and assess their work as a final product that reflects their thinking and learning process.Thus, the evaluation conducted by the teacher through English comic strips media shows the integration between process and outcome assessment. This approach is in line with the practice of authentic assessment in language learning, where students are not only tested through questions, but also through meaningful activities that reflect their ability to use language contextually.

CHAPTER V

CONCLUSION

A. Conclusion

1. The plam before implementing the use of English comic strips in teaching vocabulary mastery on narrative text for eighth grade student at MTs Negeri 1 jember

   Lesson planning before the application of comic strip media was carried out in a directed and contextual manner. Teachers design learning with the aim that students not only recognize new vocabulary in narrative texts, but also can use it actively in real contexts, one of which is through writing dialogue in comics. The selection of the Timun Mas story as teaching material was done with consideration of the simplicity of the story and students' familiarity with its content, so that students can focus more on vocabulary learning. In addition to preparing the story text and comic media, teachers also determine the vocabulary to be focused on, compile a list of simple sentences as additional support, and design direct guidance strategies and question and answer sessions as a form of anticipation if the learning objectives have not been fully achieved. This planning shows that teachers not only prepare materials and media technically, but also pay attention to possible learning barriers and students' needs reflectively.

2. The implementation of using English comic strips in teaching vocabulary mastery on narrative text for eighth grade student at MTs Negeri 1 jember

The implementation of English comic strips in teaching vocabulary mastery was carried out through structured and student-centered activities. The teacher used a narrative text titled *Timun Mas*, presented in both full-text and wordless comic strip formats. Students were first asked to read and understand the text, identify unfamiliar vocabulary, and then apply the vocabulary in writing dialogues for the comic strip based on the storyline. The steps encouraged active engagement, contextual vocabulary use, and creative expression. The process aligned with principles of vocabulary teaching by Allen and demonstrated that comic strips can effectively support vocabulary development through contextual and visual learning.

3. The evaluation of using English comic strips in teaching vocabulary mastery on narrative text for eighth grade student at MTs Negeri 1 jember

The evaluation of students' vocabulary learning through English comic strips was conducted using both formative and summative assessments. During the learning process, the teacher observed students' participation, collaboration, and responses,

providing feedback and support as needed. At the end of the session, the teacher conducted a short oral reflection and collected students' comic strip tasks to assess vocabulary use, sentence structure, and relevance to the story. This evaluation strategy reflects Brown's concept of balanced assessment, where both the learning process and outcomes are valued. It allowed the teacher to monitor student progress holistically and ensure meaningful vocabulary acquisition.

B. Suggestion

1. For teacher

   Teachers are advised to continue using English comic strips as a variation in vocabulary learning, as they have been proven to enhance students' understanding, participation, and interest in learning. To address the differences in students' abilities, teachers can provide early guidance on story structure and vocabulary usage. In addition, it is also important to create a supportive learning environment where students feel safe to be creative and are not afraid of making mistakes.

2. For other researcher

   The next researcher is expected to develop this study at different levels or materials, such as descriptive texts or procedures. Further research could also focus on the long-term effects of using

comic media on students' vocabulary mastery, as well as examining the integration of digital or interactive comics in English language learning. Involving a larger sample is also recommended to make the research results more representative.

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Appendix 1

Matrix

Title	Variable	Indicator	Data Sources	Research Method	Research Questions
USING ENGLIS COMIC STRIPS IN TEACHING VOCABULARY MASTERY O N NARRATIVE TEXT FOR EIGHTH GRADE STUDENTS AT MTs NEGERI 1 JEMBER	1.Teaching Vocabulary	1. Plan of Teaching Vocabulary 2. Steps by Steps of Teaching Vocabulary (By Harmer) 3. evaluation in Teaching Vocabulary	1. Primary data: English Teacher at eighth grade of MTs Negeri 1 jember 2. Secondary data: Students' at eighth grade of MTs Negeri 1 jember	1. Research approaches : a. Qualitative 2. Research Design : a. Qualitative Descriptive 3. Data Collection: • Observation • Interview • Document review 4. Data analysis : Miles and Huberman: • Data Condensation • Data display • Conclusion 5. Validity of data: Source triangulation and technique triangulation	1. How does teacher plan to use english comic strips in teaching vocabulary mastery on narrative text for eighth grade studemts at MTs Negeri 1 Jember ? 2. How does the teacher implement English comic strips in teaching vocabulary mastery on narrative text at eighth grade student of MTs Negeri 1 Jember ? 3. How does the teacher evaluate the use of English comic strips in teaching vocabulary mastery on narrative text at eighth grade student of MTs Negeri 1 Jember ?
	2. ENGLISH COMIC STRIPS	Comic strips 1. make the dialog 2. Translating the Vocabulary 3.Drawing the Voca bulary			

Appendix 2

Learning Module

MODUL AJAR

BAHASA INGGRIS

INFORMASI UMUM

1	SATUAN PENDIDIKAN	MTs NEGERI 1 JEMBER
2	MATA PELAJARAN	BAHASA INGGRIS
3	KELAS	VIII
4	MATERI PELAJARAN	Narrative Text
5	MODEL PEMBELAJARAN	PJBL (Project based learning)
6	METODE PEMBELAJARAN	English Comic Strips
7	ALOKASI WAKTU	2 JP (90 Menit)
8	PROFIL PELAJAR	Mandiri, Kreatif Dan Bernalar Kritis

KOMPONEN UTAMA

1	CAPAIAN PEMBELAJARAN	Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh,

		mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.
2	**ELEMEN**	Menulis - Mempresentasikan
3	**TUJUAN PEMBELAJARAN**	1. Mengidentifikasi struktur dan unsur kebahasaan teks naratif. Siswa mampu memahami cerita dari teks berbasis komik/percakapan dengan memperhatikan fungsi sosial, struktur teks naratif (orientation, complication, resolution), serta unsur kebahasaan seperti vocabulary, tenses, dan konjungsi. 2. Merencanakan dan menulis cerita naratif dalam bentuk komik strip. Siswa mampu mengubah dialog (percakapan) dalam komik menjadi teks naratif sederhana menggunakan struktur dan unsur kebahasaan yang sesuai. 3. Menyajikan atau mempresentasikan. Siswa mamaparkan cerita mereka berdasarkan komik strip yang telah dibuat.
4	**ALOKASI WAKTU**	2 X 45 MENIT (1 pertemuan)

5	**PERTANYAAN PEMANTIK**	1. Do you like reading ? 2. What kind of story that you like?

KEGIATAN PEMBELAJARAN

SET INTRODUCTION (10 MINUTES)
1. The teacher greeting the students 2. One of the students lead for prayers 3. The teacher check the attendance list 4. The teacher conducts ice breaking 5. Teacher convey the learning objectives today

MAIN ACTIVITIES (70 MINUTES)
1. The teacher divides the students into small groups (2 people per group, i.e. my peers).. 2. Each group receives one folklore narrative text (worksheet). 3. Students read and understand the content of the story by marking new or important vocabulary. 4. Students discuss together the meaning of the story and identify the text structure (orientation, complication, resolution). 5. The teacher distributes blank comic strip sheets (without text). 6. The students' task is to write narration and dialog into the comic strip based on the folktale they read, with their own creativity. 7. Students are given the freedom to choose the language style and expression as long as it is still in accordance with the content of the story. 8. The teacher provides guidance and assistance in terms of vocabulary and

sentence structure.

9. Each group presented their comic strip in front of the class.

10. Other students give appreciation and the teacher gives feedback on vocabulary, sentence structure, and idea delivery.

CLOSING (10 MINUTES)

1. Students mention 3 new vocabularies they learned that day.

2. The teacher conveys the next material

3. The teacher closes the class with greetings and prayers

REFLEKSI

What interesting things did you find while learning today's material?

Are there any difficulties in learning today's material?

What did you do to maximize your learning outcomes?

INSTRUMEN REFLEKSI PESERTA DIDIK

Jawablah pernyataan di bawah ini dengan (Like/Dislike)

a. Saya merasa senang saat disajikan COMIC STRIP ketika pembelajaran materi Narrative Text dimulai.

b. Saya lebih mudah memahami materi Narrative Text dengan penggunaan COMIC STRIP

c. Saya mudah memahami materi narrative text dengan berdiskusi bersama teman kelompok.

d. Saya merasa pembelajaran Bahasa Inggris materi narrative text hari ini menyenangkan

Sumber/Media

- Comic Strip
- Whiteboard
- Board marker
- Papper

Penilaian

1. Penilaian Sikap

Kriteria Sopan	Poin
Selalu bertindak sopan saat mengikuti materi pembelajaran ini	4
Sering bertindak sopan saat mengikuti materi pembelajaran ini	3
Terkadang bertindak sopan saat mengikuti materi pembelajaran ini	2
Tidak pernah bertindak sopan saat mengikuti materi pembelajaran ini	1

Kriteria Percaya Diri	Poin
Selalu percaya diri dalam menggunakan bahasa Inggris di kelas dan berani presentasi didepan kelas	4
Sering percaya diri dalam menggunakan bahasa Inggris di kelas dan berani presentasi didepan kelas	3
Terkadang percaya diri dalam menggunakan bahasa Inggris di kelas dan berani presentasi didepan kelas	2
Tidak pernah percaya diri dalam menggunakan bahasa Inggris di kelas dan berani presentasi didepan kelas	1

Kriteria Tanggung Jawab	Poin
Selalu melaksanakan tugas individu atau tugas kelompok dengan Baik	4
Sering melaksanakan tugas individu atau tugas kelompok dengan Baik	3
Terkadang melaksanakan tugas individu atau tugas kelompok dengan baik	2
Tidak pernah melaksanakan tugas individu atau tugas kelompok dengan baik	1

Pedoman Penilaian Sikap

$$\frac{Jumlah\ skor\ yang\ diperoleh}{Skor\ Maksimal} \times 100$$

Catatan:

Kode nilai / predikat

4 = Sangat baik (A)

3 = Baik (B)

2 = Cukup Baik (C)

1 = Kurang (D)

2. **Penilaian Keterampilan**

ASPEK	KETERANGAN	SKOR
Pronunciation	Sangat tepat dalam menggunakan kosa kata	5
	Ada beberapa kesalahan namun tidak mempengaruhi makna	4
	Ada beberapa kesalahan dan mempengaruhi makna	3
	Banyak kesalahan dan mempengaruhi makna	2
	Terlalu banyak kesalahan dan mempengaruhi makna	1
Fluency	Sangat lancar tanpa mengalami kesulitan	5
	Lancar	4
	Cukup lancer	3
	Kurang lancer	2
	Tidak lancar dan kesulitan dalam melafalkan kata	1
Accuracy	Sangat teliti	5
	Lancar	4
	Cukup lancer	3
	Kurang lancer	2
	Tidak lancer	1

Teknik penilaian : tes tulis dan praktik

Tes tertulis : worksheet (written test)

ASPEK	KETERANGAN	SKOR
Vocabulary	Sangat tepat dalam menggunakan kosa kata	5
	Tepat dalam menggunakan kosa kata	4
	Terkadang menggunakan kosa kata yang tidak tepat dan mempengaruhi makna	3
	Banyak kesalahan dalam menggunakan kosa kata dan mempengaruhi makna	2
	Terlalu banyak kesalahan dalan mempengaruhi makna	1
Grammar	Hampir sempurna	5
	Ada beberapa kesalahan namun tidak mempengaruhi Makna	4
	Ada beberapa kesalahan dan mempengaruhi makna	3
	Banyak kesalahan dan mempengaruhi makna	2
	Terlalu banyak kesalahan dan memoengaruhi makna	1

Tes praktik   : presentatation (oral test)

Pedoman penilaian

$$\frac{Jumlah\ skor\ yang\ diperoleh}{Skor\ Maksimal} \times 100$$

Skor Penilaian

No	Huruf	Angka
1.	Sangat Baik	86-100
2.	Baik	71-85
3.	Cukup	56-70
4.	Kurang	<55

MATERI

Definition

Narrative text is a text that tells a story and aims to entertain or teach the reader a lesson.

1. **Social Function**

   To amuse or entertain the reader or listener

2. **Generic Structure**

   Orientation: Who, where, and when the story takes place.

   \   Complication: The problem or conflict that arises in the story.

   Resolution: How the problem is resolved or what happens at the end.

3. **Language Features**

   Use of past tense (formula of past tense).

   Adverb of time (e.g., once upon a time, one day, long time ago, etc)

   Time conjunctions (e.g., when, then, after).

   Using Direct and Indirect Speech

4. **Types of Narrative**

   ➢ Fictional narrative

   A fictional narrative is a story that is not based on real events or real people. It can be a novel, short story, fable, or fairy tale.

   ➢ Legend

A legend is kind of a folklore. It's a traditional story that has been passed on for generations – it often explains the origins of a particular culture or society.

Examples of Narrative Text: The story of "The Wild Boar & the Fox"

Narrative Text: The story of "The Wild Boar & the Fox"

The Wild Boar & the Fox

A Wild Boar was sharpening his tusks busily against the stump of a tree, when a Fox happened by. Now the Fox was always looking for a chance to make fun of his neighbors. So he made a great show of looking anxiously about, as if in fear of some hidden enemy. But the Boar kept right on with his work.

"Why are you doing that?" asked the Fox at last with a grin. "There isn't any danger that I can see."

"True enough," replied the Boar, "but when danger does come there will not be time for such work as this. My weapons will have to be ready for use then, or I shall suffer for it."

Timun Mas

Name : _____

Class : _____

No : _____

Orientation

Panel 1:

In a quiet village, a lonely old widow desperately wishes for a child. One day, a terrifying giant appears before her and offers a magical cucumber seed. He promises it will grow into a child - but only if she agrees to give the child back when she turns seventeen.

Panel 2:

The widow plants the seed. A few days later, a huge golden cucumber grows in her garden. When it is ripe and cut open, a beautiful baby girl is found inside. Overjoyed, the widow names her Timun Mas and raises her lovingly as her own daughter. Timun Mas grows up to be kind, strong, and loved by all in the village.

Complication

Panel 3:

Years pass. Timun Mas grows into a kind and beautiful young girl. On the eve of her seventeenth birthday, the widow grows anxious. She remembers her promise to the giant and secretly gives Timun Mas a bundle containing four magical items: cucumber seeds, salt, needles, and shrimp paste. She explains that these will help her escape if the giant comes.

Panel 4:

The next day, the giant returns to claim Timun Mas. Terrified, she runs into the forest as fast as she can. The giant, furious and determined, chases her through rivers, trees, and hills. The chase becomes more intense as Timun Mas tries to stay ahead.

Panel 5:

As the giant gets closer, Timun Mas throws the magical items one by one. First, cucumber seeds turn into a dense cucumber field. Then, salt creates a vast sea. The needles transform into a sharp bamboo forest. Each item slows the giant, but he keeps coming.

Resolution

Panel 6:

Finally, Timun Mas throws the last item - shrimp paste. The ground shakes and turns into a pool of boiling mud. The giant is trapped, struggles to escape, and finally sinks. With the danger gone, Timun Mas returns home safely. She and her mother embrace and live happily ever after, free from fear.

Appendix 3

Research Instrument

Interview with Mrs. Intan Shely amanda as English Teacher of eighth students at MTsN 1 Jember

R : Assalamu'alaikum warahmatullahi wabarakatuh, Mrs. Selly. Thank you for your time and willingness to be interviewed in the context of preparing my thesis.

T : Wa'alaikumussalam warahmatullahi wabarakatuh. You're welcome, please, I hope it can help.

R : First of all, I would like to ask, why did you choose to use English comic strip media in learning vocabulary in narrative text?

T : I chose comic strip media because in my opinion, this media can make learning more interactive and not boring. Especially for junior high school students, they tend to like visuals. Comics can also help them understand the story more easily because there are pictures. In addition, comics provide space for students to be creative, especially in composing dialog using the vocabulary they have learned.

R : For the material used in the lesson, can you explain in more detail?

T : The material I used was the Timun Mas folktale. I made a short version of it in the form of an English narrative text, but it's still complete-there are orientation, complication, and resolution parts. In addition to the narrative text, I also made a comic strip containing pictures of the Timun Mas story without text or dialog. So students can fill in the dialog themselves after reading and understanding the story.

R : How about the vocabulary taught? Is that part of the learning focus?

T ; Yes, that's right. I focus on foreign vocabulary that they rarely encounter in daily conversation, but is relevant in the context of folklore. For example, words like giant, trap, magic cucumber, shrimp paste, widow, and bushy. After students read the text, I ask them to mark the difficult words. Then I write some on the board and explain their meaning and use in sentences.

R : Then what are the learning steps, ma'am?

T : I start by reading the prayer together, then greeting the students and doing some light ice breaking. I usually introduce connecting vocabulary or common words first to reactivate their knowledge. After that, I briefly review the narrative text material, then I distribute two sheets: one is the English version of the Timun Mas story text, the other is a blank illustrated comic. I ask students to read the text and mark the words they don't understand. I help explain them on the board.

R : After students understand the story and vocabulary, what happens next?

T : I direct them to start filling in the dialog balloons on the blank comic based on the storyline and the vocabulary they have learned. They write in English in group . I go around the class, helping students who are struggling, both in choosing vocabulary and constructing sentences.

R : Is there a presentation session on the students' work?

T : There is. After everyone is finished, I ask some students to read the dialog from their comics. Some were confident, some were shy, but I supported them and gave them praise to encourage them.

R : As for the evaluation itself, how do you do it?

T : I do formative and summative evaluation. During the process, I pay attention to who is active, who is cooperating, and who is struggling. I record that in my little book, which is part of the formative assessment. Then after the comic assignments are collected, I assess the content-I see if the vocabulary they use is appropriate for the context, the sentence structure is correct, and the content of the dialog does not deviate from the story. That's part of the summative assessment.

R : Is there a reflection activity at the end of the lesson?

T : Yes, I end with an oral question and answer session. I mention some of the vocabulary we learned earlier, then I ask students to explain the meaning or make example sentences. If there are mistakes, I help correct them or ask their friends to help answer. This is also a kind of reinforcement for them.

R : Thank you very much, Ms. Selly. Your explanation was very useful and helped me understand the implementation of the lesson that I was researching.

T :You're welcome, I hope the research goes well.

Interview with jallaludin azzam and bagas as students of eighth class

R : Assalamu'alaikum. Thank you for joining the interview today. I want to ask you about yesterday's English lesson that used comic strips. May I?

Jallaludin: Wa'alaikumussalam, okay, Sir.

Azzam : Yes, please.

R : Do you still remember what material Ms. Selly used?

Jallaludin: Yes, at that time Ms. Selly used the story of Timun Mas, but in English.

Azzam: We were given two sheets. One was the text of the story in English, the other was a comic picture but it was blank, there was no dialog.

Bagas: So we read the text first, then look for words that we don't know the meaning of.

R : What are the words that you find difficult or unfamiliar?

Jallaludin: I found the words giant, trap, and magic cucumber.

Azzam: I also just learned the words shrimp paste and bushy. Ms. Selly wrote them on the board and explained them one by one.

Bagas: There's also widow, sis. We were told to copy it and understand it, then later use it in the dialog.

R : After reading the text and learning the vocabulary, what is the next activity?

Jallaludin : After that we were given blank comics, which only contained pictures from the Timun Mas story.

Azzam : We were told to make our own dialog in the comic, using English and the vocabulary that we had explained earlier.

Bagas : The dialog must match the story. So you can't just make it up, but you can use your own words.

R : Did you work alone or in groups?

Jallaludin : We work in groups Ms. Selly also goes around to help.

Azzam: Yes, Ms. Selly really pays attention one by one. Sometimes she helps me find words or correct sentences.

Bagas: At that time there were also friends who were confused, but Mrs. Selly helped them directly.

R : After the comic is finished, what do you do?

Jallaludin : Some friends were told to read the dialog.

Azzam : Me too. It was fun, although a bit nervous. But I practiced speaking too.

Bagas : I didn't go forward, but I listened to others read. Ms. Selly also praised me if I did well.

R : At the end of the lesson, is there any evaluation or question and answer?

Jallaludin: Yes, Ms. Selly asks again about the words that have been learned. It's like a small test, but oral.

Azzam: Like, "What does trap mean?" or "Try to make a sentence using giant." We answer together.

Bagas : Then the comics that have been filled in are also collected to be assessed, he said that he looked at the vocabulary and the content of the dialog.

Researcher : Do you think learning with comics is fun or not?

Jallaludin : It's fun, because it's not just reading or memorizing. We can try to make dialogs too.

Azzam: I like it because we can be more active and it's not as boring as usual.

Bagas: It's easier to remember the words too, because we use them immediately.

R : Thank you very much, Jallaludin, Azzam, and Bagas. Your answers are very helpful for my research.
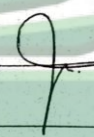
All Students: you are welcome sir

Appendix 4

Research Journal

RESEARCH JOURNAL

USING ENGLISH COMIC STRIPS IN TEACHING VOCABULARY MASTERY ON NARRATIVE FOR EIGHTH GRADE STUDENTS AT MTs NEGERI 1 JEMBER

No.	Day / Date	Activity	Signature
1.	19th of February 2025	The researcher confirms the research permission	
2.	23th of Maret 2025	Observe how the teacher implements English comic strips in teaching vocabulary mastery on narrative text at eighth grade student of MTs Negeri 1 Jember.	
3.	24th of April 2025	Observe how the teacher evaluates the use of English comic strips in teaching vocabulary mastery on narrative text at eighth grade students of MTs Negeri 1 Jember.	
4.	2nd of May 2025	Interview with the English teacher of eighth grade of MTs Negeri 1 jember	
5.	2nd of May 2025	Interview with the students of eighth grade of MTs Negeri 1 jember	
6.	14th of May 2025	Complete the research data and document review	
7.	22nd of May 2025	The researcher ask a letter of research finishing	

Jember, 22 Mei 2025

Mengetahui,

Kepala Madrasah

Akhmad Makhin, M.Pd
NIP. 197102142005011004

Appendix 5

Research Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH 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 Email: tarbiyah.iainjember@gmail.com

Nomor : B-10575/In.20/3.a/PP.009/02/2025
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Negeri 1 JEMBER
Jln. Imam Bonjol No. 1, Jember

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

NIM   : 214101060025
Nama   : MUHAMMAD IKHWANNUDIN AWALUL ILHAM
Semester   : Semester delapan
Program Studi   : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Penggunaan media scrapbook terhadap pengajaran pemahaman kosakata pada materi teks rekon di MTs negeri 1 jember tahun ajaran 2024/2025" selama 60 (enam puluh) hari di lingkungan lembaga wewenang Ibu Enike Kusumawati, S.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 19 Februari 2025
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix 6

Research Compliment Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH TSANAWIYAH NEGERI I
Jalan Imam Bonjol Nomor. 1 Jember Telpon 0331-337146
Website: www.mtsnjember1.sch.id Email: mtsn_jember_1@yahoo.com

SURAT KETERANGAN SELESAI PENELITIAN
Nomor :B-334/Mts.13.32.01/05/2025

Yang bertandatangan di bawah ini :

Nama	:	Akhmad Makhin ,S.Pd
NIP	:	197102142005011004
Jabatan	:	Kepala Madrasah

menerangkan bahwa :

Nama	:	MUHAMMAD IKHWANNUDIN AWALUL ILHAM
NIM	:	214101060025
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan/Prodi	:	Tadris Bahasa Inggris
Universitas	:	Universitas Islam Negeri KH Achmad Siddiq Jember

Telah selesai melaksanakan penelitian di Madrasah Tsanawiyah Negeri 1 Jember dari tanggal 19 Feruari 2025 s.d 22 Mei 2025 dengan judul "PENGGUNAAN KOMIK STRIP BAHASA INGGRIS DALAM PENGUASAAN KOSAKATA PADA TEKS NARATIF UNTUK SISWA KELAS DELAPAN DI MTs NEGERI 1 JEMBER ."

Demikian surat keterangan ini, untuk dipergunakan sebagaimana mestinya.

Jember, 22 Mei 2025
Kepala,

AKHMAD MAKHIN

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik
yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara

Appendix 7

Documentation

Observation in the class

Group discussion

Interview with english teacher

Interview with students

Appendix 9

Letter of Plagiarism

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 PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama	: M IKWANNUDIN A I
NIM	: 214101060025
Program Studi	: Tadris Bahasa Inggris
Judul Karya Ilmiah	: Using English Comic Strips In Teaching Vocabulary Mastery On Narrative Text For Eighth Grade Students At Mts Negeri 1 Jember

Telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 9,4%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

BAB I	= 10%
BAB II	= 10%
BAB III	= 25%
BAB IV	= 2%
BAB V	= 0%

Jember, 22 Mei 2025
Penanggung Jawab Cek Plagiasi
FTIK UIN KHAS Jember

(Ulfa Dina Novienda, S. Sos. I., M. Pd.)
NIP. 19830811202321201

Appendix 10

Declaration of Authorship

DECLARATION OF AUTHORSHIP

The undersigned below:

Name	: Muhammad Ikhwannudin Awalul Ilham
Place, date of birth	: Lumajang, December 22, 2003
Address	: Dsn. Karang rejo, Ds. Kaliwungu, Kab. Lumajang
Faculty	: Education and Teacher Training
Program	: English Education

State that thesis entitled **"Using English Comic Strips In Teaching Vocabulary Mastery On Narrative Text For Eighth Grade Students At Mts Negeri 1 Jember"** is truly my authentic word. Except for those cited in quotation and references, it does not include my writing publications that have previously been authored or published be another person. Due the fact, I handle the thesis, if there is any objection or claim for other.

Jember, June 24, 2025
Author

Muhammad Ikhwannudin Awalul Ilham
NIM. 214101060025

Appendix 11

Researcher's Biography

Personal Information:

Full name : MUHAMMAD IKHWANNUDIN

AWALUL ILHAM

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Kaliwungu kec. Tempeh Kab. Lumajang

Religion : Islam

Department/majors courses: Language Education/ English Department

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- SMP NEGERI 2 KUNIR
- SMK SYARIFUDDIN