

## TEACHING USING COMIC AS A MEDIA TO IMPROVE STUDENT'S VOCABULARY MASTERY AT TENTH GRADE OF SMAN 1 MUNTOK

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### Abstract

The main purposes of this thesis is to know the implementation of Comic as a Media in improving student's vocabulary mastery and to know whether any significant difference or not in improving vocabulary mastery of the students who were taught by using Comic as a Media. In this thesis the researcher uses quantitative approach with quasi-experimental design. The population of the study is all of the tenth grade students of SMAN 1 MUNTOK that consists of 212 students, while the samples of the research are 55 students. The result of the test is analyzed by using statistical analysis of *Paired sample t-test* and *Independent sample t-test*. The researcher uses *Coefficient Correlation* and *Cronbach Alpha* to know the validity and reliability of the test.

There are two research findings in this research. First, there are a significant difference in vocabulary achievement before and after using Comic as a Media. From the result of the paired sample t-test, it is proved that the mean of post-test experimental group (73.81), is higher than pre-test (61.43). The result of t-obtained is 4.11 higher than 2.02 of the critical value of t-table (at the significant level 0.05 in two tailed testing degree of freedom 22). In addition, there is a significant difference experimental group and control group. It shows that from the difference analysis on post-test of experimental and control group. It can be seen from the result of the independent samples t-test. It is found that p-output was 0.000 for sig. (2-tailed). Since the p-output value was lower than 0.05. Thus, the null hypothesis ( $H_0$ ) is rejected and the research hypothesis ( $H_a$ ) is accepted. In other words, there is a significant difference in reading achievement between students' who is taught by Comic as a Media and those who are not. Therefore, Comic as a Media is one strategy that can influence students' vocabulary achievement.

**Keywords:** Vocabulary Mastery, Comic as a Media, Narrative Text.

### A. Background of The Study

There are four skills in English language, namely listening, speaking, reading, and writing. In order to know those four skills, students need to have good vocabulary. The linguist David Wilkins cited in Thornburry stated that without grammar very little can be conveyed, without vocabulary nothing can be

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conveyed”.<sup>2</sup> He added that “we can say very little grammar, but we can say almost anything with words.”<sup>3</sup>

Richard and Renandya are in line with wilkins as they argued, “vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write”.<sup>4</sup> They also confirmed the importance of vocabulary in daily life. Without a wide-ranging of vocabulary and strategies for acquiring new vocabulary. Students often get less than their potential and may be depressed in understanding kinds of information from language learning opportunities around them, such as listening to the radio, listening to native speakers, using language in different context, reading, or watching television.<sup>5</sup>

Considering vocabulary is important to the four skills, vocabulary should be built seriously. Building up a useful vocabulary is central to the learning of a foreign language at primary level.<sup>6</sup> According to Carter and McCarthy cited in Cameron, “now, in recent years, vocabulary has moved to center stage in foreign language teaching backed by substantial and increasing research”.<sup>7</sup> It means that building vocabulary could be through learning and teaching especially in the school.

For the time being, vocabulary teaching and learning seems very crucial in English class. As it is confirmed by Richard and Renandya, “recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching”. In contradiction with the past, he affirmed that, “vocabulary learning was often left to look after itself and received only incidental attention in many text book and language programs”. Those statements show that in this modern era, vocabulary teaching and learning has special attention in teaching English.

Based on preliminary research the researcher had surveyed at tenth grade students of SMAN 1 Muntok, they had problem with their vocabulary. When

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<sup>2</sup> Scott Thornburry, *How to Teach Vocabulary*, (Harlow: Longman, 2002), p. 13.

<sup>3</sup> *Ibid*, p. 14.

<sup>4</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge: Cambridge University press, 2002), p. 225.

<sup>5</sup> *Ibid*, p. 226

<sup>6</sup> Lynne Cameron, *Teaching English to Young Learners*, (Cambridge: Cambridge University Press, 2001), p. 72.

<sup>7</sup> *Ibid*, p. 74

teachers asked them to say something, some of them didn't know what they wanted to say, it seemed hard for them to express it in English language due to their lack of and limited vocabulary. It causes students stressful and they felt under pressure when they were taking test and gave their idea by using English language.

The teacher used conventional method in teaching vocabulary, the teacher only wrote on white board and then asked to memorize the words and pronounced it and go repeat without furthermore explanation. In addition, some students said that in the teaching learning process can make them bored, the teacher didn't explain the whole of text, students to search the difficult words and then open the dictionary to know the meaning. Besides, many students were not interested in learning vocabulary because the teacher didn't use certain strategies to create a more interesting atmosphere in learning vocabulary and also develop the student's vocabulary.

There have studies concerning comic that showed result significant. First, according Hening Yusrika Dewi, ' the use of comic strip was significant to improve student's reading comprehension of narrative text'.<sup>8</sup> Second, Rangga Darmawan point out that " using comic strip was more effective in developing student's ability in writing."<sup>9</sup> Third, Anggun Savora asserts that " using comic strip recount text more effective to improve student's writing ability".<sup>10</sup>

Considering the statements above, the researcher was interested in conducting the research in improving student's vocabulary mastery in senior high school level using by comic as a media, the learning process can be more enjoyable, interesting and challenging, besides that to make the students active in the class.

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<sup>8</sup> Hening Yusrika Dewi, The Use of Comic Strip As Media To Improve The Reading Comprehension of Narrative Text. *Thesis*. University of Muria Kudus. 2012

<sup>9</sup> Rangga Darmawan, "The Use of Comic Strips in Improving Student's Reading Comprehension of Narrative Texts: A Quasi-Experimental Research in Eight Grade Students of SMP 4 Bandung , *Thesis*, Universitas Pendidikan Indonesia, 2010.

<sup>10</sup> Anggun Savora, "Using Comic Strip Recount Writing to Improve the Ability of Graders in SMP 21 Malang , *Thesis*, Universitas Muhamadiyah Malang, 2012.

Based on the background above, the researcher tried to in conduct a research which entitled **“Teaching Using comic as a media to Improve Students Mastery to tenth grade students of SMAN 1 Muntok”**.

#### **B. The Limitation of Problem**

Researcher specified this study on vocabulary which focused on class word or part of speech. Those are nouns, verb, and adjectives. The specifications specially were about identifying the meaning of words.

#### **C. Research Question**

1. How is the implementation of Comic usage in improving student's vocabulary mastery to the tenth grade students of SMAN 1 MUNTOK?
2. Is there any significant difference in vocabulary achievement between the students who are taught by using Comic and that of those who are not?

#### **D. The Concept of Vocabulary**

There are some definitions of vocabulary. According to almasi “vocabulary refers to knowing and understanding word meanings.”<sup>11</sup>

Furthermore, Cameron said that :<sup>12</sup>

1. Vocabulary development is about learning words, but it is about much more than that.
2. Vocabulary is central to the learning of a foreign language at primary level.
3. Vocabulary has moved to center stage in foreign language teaching in recent years, hacked by substantial and increasing research.

Vocabulary as the one of language component has an important role in learning English. Without mastering vocabulary, it is impossible to master English well. The students who get more vocabulary, they can enrich their English easily.

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<sup>11</sup> Janice F. Almasi, Keli Garas- York, and Leigh- Ann Hildreth, *Teaching Literacy in Third Grade*, (New York : Guilford Press, 2007), p. 24.

<sup>12</sup> Lynne Cameron, *Teaching Language to Young Learner*, (Cambridge: Cambridge University Press, 2001),p. 73.

From the definitions above, the researcher was concluding that vocabulary is the important component of English language.

Others can still understand ungrammatical formulation sentence in the occasional of conveying ideas, but the wrong use of vocabulary leads miss communication and misinterpretation. The acquisition of vocabulary is essential for successful second language learning, because without an extensive vocabulary we will unable to use the structure and function we may learn for comprehensive communication.

Building up useful vocabulary is central to the learning of foreign language. At primary level, vocabulary has moved to center stage in foreign language teaching in the recent year.

Children still develop their first language. Vocabulary and this development are intimately tied up with conceptual development. According to French Allen<sup>13</sup>: Each of these beliefs about vocabulary is true to certain extent. It is true that too much time has been devoted to vocabulary in many classrooms. Often so much time goes in to explaining the new words that there seems to be no time for anything else. That of course, is unfortunate. Students who do not learn grammar along with vocabulary will not be able to use the language for communication.

#### **E. The Concept of Teaching Vocabulary**

To master vocabulary, there are some principles which must obey when vocabulary teaching learning is held<sup>14</sup>: they are:

##### **1) Aims**

In the process of teaching learning, the teacher has the clear aims/goals. About how many things of listed to be able to achieve the vocabulary? What kind of word? The aims of vocabulary items, for both teaching vocabulary using comic stories, should be based on the curriculum given

##### **2) Quantity**

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<sup>13</sup> French, A, Virginia, *Techniques in Teaching Vocabulary*, (New York: Oxford University Press, 1983), p. 3.

<sup>14</sup> Wallace, J. Michael, *Teaching Vocabulary*, (London: Brindles Lts, 1998), p. 29.

The teacher has to decide the quantity of vocabulary, which is learned. How many new words in the lesson can the learners learn? If there are too many words, the learner may become confused. Therefore, in teaching vocabulary using comic story, not all words should be learned by the students.

The teacher should limit the number of words or phrases to be learned by underlying words or make a certain mark on the words or phrases occurred on the comic story. For teaching vocabulary without using comic story, the teacher can choose directly the words to be learned.<sup>15</sup>

### 3) Need

The choice of vocabulary according to the aims of course and the objective of individual lesson. It is possible for the teacher, in a sense, to put the responsibility of choosing the vocabulary to be taught for the students. The vocabulary that is needed by the student to communicate each other and get the words they need, as needed those, using a teacher as informant. The teacher is as the informant of the students need about the vocabulary learn, for the both techniques.<sup>16</sup>

### 4) Meaning fill of presentation

The teacher must have clear and specific understanding vocabulary, such as of what it denotes or refers to, i.e. it is meaning although meanings involves many other things as well. The word is presented in such away that is denotation or reference is perfectly or unambiguous.

From those theorists, the teacher must give clear understanding about the words or phrases, give to the students, both using comic stories and explanation technique in teaching vocabulary to the students. It is important for the teacher to hold the principles in teaching vocabulary, no matter what techniques are used.

Some methodologists have promoted techniques of teaching vocabulary, and tried to make them better by giving solution to overcome weakness of each of techniques based on experience they faced on teaching in the classroom on their homework. In some cases with certain students and with certain

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<sup>15</sup> *Ibid*, p.29.

<sup>16</sup> *Ibid*, p. 29.

condition, techniques that are usually favorable might fail. Teacher teaches vocabulary, however, still have responsibility to make their teaching successful.

5) Situational presentation

In teaching vocabulary, the teacher has to explain clearly to the students on how to know the meaning of words in content words is based on many aspects. In addition, the principle modifications are<sup>17</sup>:

- a) Function words were eliminated.
- b) Sets of common item have been fitted out, whether not all of words satisfied requirements.
- c) New items have added and old fashioned or in appropriate ones deleted.
- d) It was assumed that students would recognize and understand word regularly formed from base word on the list, and so many words in earlier list could be eliminated as being automatically covered
- e) Numeral days of the weeks, and months of the year to be eliminated form the word list.

**F. Some Techniques in Teaching Vocabulary**

Brown has defined technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.<sup>23</sup> Gairns and Redman sais that, "There are many techniques of vocabulary teaching. There are: mime and gesture, visual aids, verbal explanation, and contextual guesswork".<sup>18</sup>

1) Mime and Gesture.

In this technique, a teacher can use real object and command. In real object, the teacher can use something available in the classroom such as door, blackboard, chalk, clock, and so on. In using command, a teacher can give command such as open the door; open your book, etc. Another example is teaching part of body, a teacher can give

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<sup>17</sup> *Ibid*, p. 29.

<sup>18</sup> Ruth Grains and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, (New York: Cambridge University Press, 2003), p. 23.

command such as raise your hand, put your left hand on your head, etc.

2) Visual Aids.

In this technique, a teacher can use pictures, photographs, flashcards, and blackboards. One of the visual aids is blackboard. It is a writing the words and their meaning on the blackboard but there are undersized<sup>19</sup> result. Pictures for vocabulary teaching come from many sources. It can be from the magazine, newspaper or the students' handmade. Pictures can be used to explain the meaning of vocabulary items. The meaning of vocabulary is in the students' mind before he is given the English word because he can understand it from the picture which drawn.<sup>20</sup>

3) Verbal Explanation.

In this technique, a teacher should select and provide words will be taught based on the students' level, the aim and the time allocated. A teacher can explain the synonym, antonym, and definition of the words formation. The use of Technique is often a quick and efficient way of explaining unknown words, but usually the students become bored in teaching process.

4) Contextual Guesswork

In this technique, the students learn vocabulary from a text. The students can understand the meaning of difficult words from a text through deducing meaning from context, deducing meaning from form, word association and word formation.

### **G. The Other Strategies in Teaching Vocabulary Comic**

Many English vocabulary that has more than one meaning. For example the word: Date. That is varied. To know the meaning, learners need context.

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<sup>19</sup> Brown, H. Douglas, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, 2nd Ed, (San Francisco: Longman, 2001), p. 16.

<sup>20</sup> Ruth Grains and Stuart Redman, *Working with Words: A Guide to Teaching ...*, p. 23.



Learning contexts can be obtained through the media. Eg reading texts, recorded conversations, and videos containing drama or speech. With the context, then the student is easy to guess the meaning of the word in question. Date will not be interpreted by *Kurma* if found questions What date is it today? Because of the context in question is time. How do I teach English vocabulary appropriate to the context.

Determine the purpose of learning. Example: after the learning process students can find detailed information on the reading.

1. Prepare a reading text.
2. Ask students some words underlined. Teachers can determine the part of speech. For example, students are asked underline verb.
3. Ask the students to look for meaning with the help of a dictionary. If it is too long, create a model to match the word with its meaning.
4. Circle the word that has many meanings. Discuss with students the meaning that matches the topic in literature.

## H. The Principle of Comic

### 1. Definition of Comic

Comics can serve as an intermediate step to difficult disciplines and concepts. Many language arts educators have used comics in this manner with tremendous success. Karl Koenke suggests that comics can lead students toward the discipline of learning.<sup>21</sup>

Comics are an art form using a series of static image in fixed sequence. Written text is often incorporated. The two most common forms of comics are comic strips (as appear in newspaper) and comicbooks (also popularly called “*manga*” when referring to Japanese comicbooks). Comics’ strips are serial comics that are published in a newspaper. Whereas comic books are collection of stories, that have

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<sup>21</sup> Karl Koenke, *The Careful Use of Comic Books*, <http://books.google.id>. Accessed on November 23, 2014.

pictures and consist one or more of title and theme. They are called comic or comic books in Indonesia.

“Comics” in the UK are most likely to be a reference to comic books – the term “comic book” only became popular in the UK as a reference to import US comic books. Collier’s encyclopedia defines comic as term applied to a series or sequence of closely related highly stimulating drawing which differs from the ordinary cartoons in there they are not in necessarily, but some artists make them some serious, mysterious, and adventurous. Sudjana defines, “ comics as a kind of cartoon form expressing character, playing a story in sequences of closely related drawing, and designed to give fun to the readers.”<sup>22</sup> It contains several continued stories. The stories are brief and interesting, completed with action. Comics also appear in newspaper and book. From the various definitions above, it can be concluded that comic is an artwork, which has sequence of stories about characteristics, events in picture form that can be humorous, mysterious, etc.

## **2. Element of Comic**

The elements themselves have a great influence to abstract students’ attention in learning activities. Comic has been spread outwidely as the medium to entertain or give a fun. The colored illustration, simple plot and characterization will attack the person who read.

Sudjana defines, “comics as a kind of cartoon from expressing character and playing a story in sequences of closely related drawing and designed to give fun for the readers.”<sup>23</sup> Comic presents an artistic from of popular, which in society becomes flatten reading in the

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<sup>22</sup> Sudjana, Achmad Rifa’I, *Pengembangan Media Komik Pada Mata Pelajaran Bahasa Indonesia Materi Pokok Penyampaian Cerita Untuk Siswa Kelas VII di SMPN 2 Kunjang*, <http://www.scribd.com/doc/198327281/PENGEMBANGAN-MEDIA-KOMIK-PADA-MATA-PELAJARAN-BAHASA-INDONESIA-MATERI-POKOK-PENYAMPALAN-CERITA-UNTUK-SISWA-KELAS-VII-DI-SMPN-2-KUNJANG>, Accessed on November 23, 2014.

<sup>23</sup> Nana Sudjana, *Media Pengajaran.*, p. 27. <http://www.Petanitangguh.blogspot.com?2010/03>. Accessed on November 23, 2014.

entire world. Devotes of comic consist of various circles without differentiating age, profession and gender. This matter affects comic as communications media, having ability live with remarkable so that it can be used to assort the target. Outside as entertainment amusements.

Reading comic can personate propaganda media, appliance assisted education, and instruction etcetera. Natural comic develops in some modification, some format, contents, technical production, and marketing strategy. Some comics are published along with rolling out of animation screen of cinema as Walt Disney products Donald Parrot, Mickey Mouse, Beauty and Beast, Lion Kings and many more.

Comic is classified into two types, namely, comic strips and comic book. Comic strip or strips are comics, which are loaded by newspaper while comic book is pictorial story corps that consists of story theme and title.<sup>24</sup>

Many popular comic strips in the national press are used to challenge stereotypes and criticize discrimination. You can exploit these aspects of the stories to introduce lessons on these issues in a less formal way.<sup>25</sup>

Many comic strip characters are seen in situations based on misunderstanding. Exploit these features of communication breakdown to discuss how characters speak to each other and what they might say. Devise role plays based on these comic strips to challenge more advanced learners. Get them to act out the next sequence in the story. According to Scott McCloud in his book *Understanding Comics*, comics are juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to

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<sup>24</sup> Radali S. Davis, *Teaching English Using Cartoons Comic Strips*, <http://www.teachingenglish.org.uk/language-assistant/teaching-tips/using-cartoons-comic-strip>. Accessed on November 23, 2014

<sup>25</sup> *Ibid*, p. 25.

produce anaesthetic response in the viewer. By this definition, single panel illustrations are not comics, but instead cartoons.<sup>26</sup>

### 3. Teaching English Vocabulary by Using of English Comic

Teaching vocabulary by using of English comic here means that the students identify and study words from the context on the comic reading. Story from comic offers a whole imaginary world, created by language that students can learn and enjoy. Story from comic is designed to entertain, so the teacher choose and use world with particular care to keep the students and the other space for growth in vocabulary and language development.<sup>27</sup> The teacher has to identify the language use in language that already met.

In order to improve the quality of the material we use in our classes, using authentic material as cartoons and comics may enrich a variety of groups in many teaching environment. There is no person who doesn't like reading something funny or that is appealing, and those learners who are usually reluctant to participate in the classes are the first to discuss comics. Comics require students' thoughts, feelings and opinions about the situation portrayed through visual and linguistic elements and codes. In addition, we can teach vocabulary to help student learning synonym to expand vocabulary and practice formation of different verb tense.<sup>28</sup>

### 4. Techniques In Using Comic

There are some techniques that teacher can to improve vocabulary by using comic. Schmitt suggested the steps to use comic there are:<sup>29</sup>

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<sup>26</sup> Scott, Mc. Loud, *Understanding Comics the Invisible Art*, (Cambridge: Cambridge University Press, 2002). p 20.

<sup>27</sup> Kak Yon, Teaching Vocabulary by using of English Comic, <http://abudand2010.blogspot.com/2010/08/teaching-vocabulary-by-using-of-english.html>. Accessed on November 23, 2014.

<sup>28</sup> Geekyteacher, *Teaching English Through Comics*, <http://geekyteacher.wordpress.com/2009/06/01/teaching-english-through-comics/>. Accessed on November 23, 2014.

<sup>29</sup> Schmitt, *Improving Vocabulary Through Comic*, <http://sknuul.wordpress.com/2009/06/21>. Accessed on November 23, 2014.

- Prepare the comic that with the material to the students.
- Then, the teacher copying the piece of comic that related with the material and share to the students.
- Collect up the vocabulary are you want to teach or revise based on the comic
- Reading, this step to the teacher asks to the students to read the comic.

## I. Method of The Research

The research used quasi-experimental method. Martella mentioned quasi-experimental method differs from true experimental designs in two ways. First, participants are not randomly selected from a specified population. Second, participants are not randomly assigned to experimental and control groups.<sup>30</sup> Not randomly means that the sample of quasi-experimental method is taken from unrandomized technique from population. Nunan stated that quasi-experimental method has some characteristics, those are pre-test and post-test, experimental and control groups, but not random assignment of subjects.<sup>31</sup> In quasi-experimental method both of control and experimental group are given pre-test and post-test but the sample of the study are not randomly selected.<sup>32</sup>

This research involved two groups, first as an experimental group and the second as a control group. Through this way, the writer tried to compare the difference of student's achievement after and before the treatment. According to Sugiono the design was diagrammed as follows.<sup>33</sup>

$$\begin{array}{ccc} O_1 & X & O_2 \\ \hline O_3 & & O_4 \end{array}$$

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<sup>30</sup>Ronald C. Martella, et al, *Research Method: Learning to become A Critical Research Consumer*, ( New York: A Viacom Company, 1999), p. 144.

<sup>31</sup>David Nunan. *Research Methodology Language Learning*, ( New York: Cambridge University Press, 1992), p. 41.

<sup>32</sup>Syamsuddin and Vismaia S. Damaianti, *Metode Penelitian Pendidikan Bahasa*, (Bandung:Rosda,2006), p.23.

<sup>33</sup> Sugiyono, *Metode Penelitian Kuantitatif dan R&D*, (Bandung: Alfabets, 2011), p. 79.

Where:

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$O_1$  : the pre-test of the experimental group.

$O_2$  : the post-test of the experimental group.

$O_3$  : the pre-test of the control group.

$O_4$  : the post-test of the control group.

$X$  : the treatment for experimental group

In doing this research, the researcher gave the pretest to both experimental and control group. Then, the researcher taught both groups 2x40 minutes for each meeting. The whole meetings are 10 meeting, it consists 2 meetings for pretest and posttest and 8 meetings for a treatment. The researcher give special treatment to experimental group for the next day after pretest. The researcher also taught the control group without special strategy for teaching vocabulary. After that, the researcher gave the posttest for the two groups.

## J. Research Findings

The research findings consisted of three parts, they were the implementation of Probable Passage in the experimental group and the implementation of conventional technique in the control group, data distribution, and statistical analyses.

### 1. The Implementation of Comic as a media usage

The researcher would like to explain the implementation of Comic as a media usage in improving students' vocabulary mastery by describing the procedure of teaching learning activity in the experimental group. The researcher applied Comic as a media in experimental group. Here were the procedures of teaching learning activity:

**a. The 1<sup>st</sup> Meeting**

In the first meeting, the researcher gave a pre-test to the experimental group. The researcher asked students to answer a multiple choice questions without seeing the dictionary, the researcher gave time only one hour (40 minutes) because it was based on the researcher gave test of validity test before. Before students did the pre-test, the researcher introduced himself, and checked attendant list of students. After that, students did the pre-test.

**b. The 2<sup>nd</sup> Meeting**

The second meeting, the researcher explained about purpose and characteristics of Comic as a media. After the explanation, the researcher gave the comic was made by researcher related daily (*sport and daily routine*) to students, then, the researcher asked them to answer the meaning of vocabulary that underlined in each text at the comic . The researcher asked them to do by their self as able as possible. First, Students picked one topic (*sport*) to answer. The researcher asked them to make some vocabulary lists as the result.

Then, the researcher asked to submit their exercise. After that, the researcher asked them to evaluate the list. Students evaluated all their vocabularies with the researcher, they felt difficult to guess what vocabulary in the text without seeing the dictionary, the researcher asked them to study about *daily routines* vocabulary as the next meeting.

**c. The 3<sup>rd</sup> Meeting**

In the third meeting, the researcher asked them to evaluate the last vocabularies by discussion together between student and researcher before entering to *daily routine* topic . Afterthat, the researcher gave the comic to students and the researcher asked them to looked for the meaning of vocabulary in the underlined text. The students tried to search the meaning in the underlined text without seeing the dictionary. They only allowed ask the researcher about the difficulty of vocabulary or confused vocabulary, the researcher gave the clue by the other sentence, example the students didn't know what does *orphan* means, then the researcher said "orphan is doesn't have parents anymore" .

**d. The 4<sup>th</sup> Meeting**

In the fourth meeting, the researcher invited the students to inspect the last vocabularies about *daily routine* together with the researcher before entering to the next topic (*hospital*). The researcher allowed the students to asked about previous matter. There was a student asked about previous vocabulary, Susania asked was there any word/synonym from *take a bath*, the researcher asked to students who ever come to hospital and who knows the tools/things in the hospital. The researcher explained about hospital what does the employee did in the hospital such as serve the patients. Then the researcher gave the other word from *take a bath* that was *take a shower*. The researcher gave the comic about *hospital* topic and asked them to read first and do it without seeing the dictionary; they only might ask the researcher about the difficult word.

**e. The 5<sup>th</sup> Meeting**

In the fifth meeting, the researcher asked them to inspect the last vocabularies about *hospital* together with the researcher. Suddenly there was a student who came late to the class. So, the researcher gave the small punishment that was by asked to that students about names animal in the forest. He answered about fifteen animals correctly even leisurely, and then the researcher apologized him and asked him to sit down and asked that students to not came late anymore. After that the researcher gave the comic about *animal in the forest* topic, here the researcher asked them to translate all of word in the text without seeing the dictionary, they only allowed to asked the researcher about the difficult word. In this case, the researcher asked them to make the list and determined where was wild animal and where was doesn't. There was a student named Vigih asked the researcher what was the different between tiger, lion, and cheetah, then the researcher tried to answered detail that tiger and lion was at same species but tiger more bigger than cheetah, but cheetah run quickly than tiger and cheetah's spot was prominent than tiger.

**f. The 6<sup>th</sup> Meeting**

In the sixth meeting, the researcher invited the students to inspect about vocabularies from the last meeting untitled *animal in the forest*. The researcher allowed the students to asked about previous vocabulary, none who asked the



researcher. So, the researcher asked them back, the researcher asked student there was Dhea Amelia and Ayu. The researcher tried to asked both of them again what the different between cheetah and lion, Dhea Amelia answered correctly but not for Ayu who answered contrary with Dhea. But, the researcher reply the explanation again what the different between tiger and cheetah. After that the researcher gave them the comic about *electronic and it function*, the researcher asked them to answer what does the word underlined means and asked them to make the function in every electronic vocabulary that was underlined. Example, refrigerator used to froze the water.

**g. The 7<sup>th</sup> Meeting**

In the seventh meeting, the researcher asked them to remember and inspect what the vocabularies that was taught last meeting untitled *electronic and it usage*. The researcher allowed the students to asked about previous vocabulary matter, there was a student who asked the researcher what was the different refrigerator and icebox. Then the researcher answered that refrigerator usually used in our home or common freezer, while icebox was smaller than refrigerator usually used in the shops to froze the ice cream. After that, the researcher gave the comic about *birthday party*, the researcher asked them to determine what does the underlined word means. There was a student asked the researcher was there any similar between celebrate and celebrity. Then the researcher answered that there wasn't similar between celebrate and celebrity, celebrity was an actor, artist, or a famous person who worked in entertainment world and celebrate was an act such as celebrate id mubarak and it was verb.

**h. The 8<sup>th</sup> Meeting**

In the eight, the researcher invited them to repeat and remember the last meeting about *birthday party* vocabularies by discussion with the researcher. After that the researcher gave the comic untitled *occupation*. The researcher explained kinds of occupation and gave them the motivation in other to be a employee in this era, because now very hard to find the job that comforted to us because the rivalry was sharp. Here, the researcher asked them to added what does their favorite occupation and what their purposed. They only allowed to asked the researcher about the difficult vocabularies in making the sentence (purpose) by

giving clue from the researcher. The researcher asked them to submit the exercises and asked them to reply what their favorite occupation and their purposed.

**i. The 9<sup>th</sup> Meeting**

In the ninth, the researcher remind and gave them the motivations again in other to memorized the vocabulary as many as possible, at least two vocabulary per-day in other to make easy in mastery vocabulary then English become fun, unique, and interested lesson. After that, the researcher gave the comic untitled the *heritage building in Bangka*. The researcher asked them to answer what does the underlined word in the text without seeing the dictionary.

Beside that the researcher explained the history of the heritage building in Bangka and asked them who ever went to history places outside Bangka. half of them have went to Borobudur and Prambanan temple. Last, the researcher asked them to submit their exercises.

**j. The 10<sup>th</sup> Meeting**

At the last meeting, the researcher gave the same test as the post-test. The test contained 17 multiple choice item. Basically, the researcher gave 45 minutes to do that, but the students did it faster than expected. Most of them just took 30 minutes to finish it.

**k. Statistical Analysis in the Experimental Group**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest_Exp	61.43	21	10.856	2.369
	Posttest_Exp	73.81	21	8.201	1.790

Derived from paired sample statistics of the experimental group , the mean of pre-test was 61.43, the standard deviation was 10.856, the standard error mean was 2.369, while the mean of post-test was 73.81, the standard deviation was 8.201 and the standard error mean was 1.790.

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	pretest_Exp & Posttest_Exp	21	.652	.001

Paired sample correlation showed that the correlation between pre-test and post-test of the experimental group was 0.652 with probability score was lower than 0.05.

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest_Exp - Posttest_Exp	-12.381	8.309	1.813	-16.163	-8.599	-6.828	20	.000

The result of paired sample differences showed the mean between pre-test and post-test in experimental group was 12.381, standard deviation was 8.309, standard error mean was 1.813 and t-obtained was 6.828. At the significant level of  $p < 0.05$  for two tailed test and degree of freedom 20, t-table was 2.08. Since the value of t-obtained was higher than t-table, it could be stated that there was a significant difference in students vocabulary mastery before and after the treatment in experimental group.

## K. CONCLUSIONS

After conducting the research entitled Teaching Using Comic as a Media to Improve Student's Vocabulary Mastery at SMAN 1 Muntok in Academic Year 2015/2016. The researcher concluded the result of the implementation in experimental group and the result of test.

Based on the findings of the study, it can be concluded that the 23 students of tenth grade students of SMAN 1 MUNTOK who were taught by using Comic as a media were able to follow the teaching and learning process well. The students were able to follow the time management on time. The major student's vocabulary category also improved from poor to good category and there was significant in vocabulary achievement between the students who are taught by using Comic and who doesn't not especially in vocabulary mastery.

Furthermore, from the result of the test, it can be concluded that the students who were taught using Comic as a media got better score on their post-

test than their pre-test. It can be seen the mean score (73.80) of the post-test in experimental group was higher than the mean score (61.43) of the pre-test in experimental group.

In addition, there was a significant difference between post-test the experimental and control group. It could be seen from the result of the independent samples t-test. It was found that the value of t-obtained 6.828 was higher than value of t-table and the value of p-output was 0.000 for sig. (2-tailed). Since the p-output was lower than 0.05. Thus, it can be inferred that if the p-output (sig.2-tailed) is lower than 0.05, the null hypothesis ( $H_0$ ) was rejected and the research hypothesis ( $H_a$ ) was accepted.

Finally, it can be concluded that Comic as a media was able to improve the student's vocabulary achievement. There are some reasons for this, such as: (1) the students were able to comprehend easily about vocabulary, and they were interested to learnt English more caused different method than the students who did not use Comic as a media. (2) Most of the students who used Comic as a media had significant improvement in content, organization, structure, and mechanics.

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