
The Effectiveness of Comic Media toward Student Achievement in Learning English Vocabulary

INFO PENULIS

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Abstrak

Penelitian ini bertujuan untuk mengetahui efektifitas media comic dalam pembelajaran vocabulary bahasa inggris di sekolah menengah atas (SMA Negeri 1 Darul Imarah). Penelitian ini menggunakan metode penelitian quasi-experimental. Pengumpulan data dilakukan melalui test. Dalam penelitian ini peneliti mengambil 30 siswa dari kelas XI 1 Darul Imarah sebagai subjek penelitian. Hasil penelitian menunjukkan bahwa 30 siswa kelas XI SMAN 1 Darul Imarah yang diajarkan dengan menggunakan media Komik mampu mengikuti proses belajar mengajar dengan baik. Siswa juga mampu mengikuti manajemen waktu tepat waktu. Penguasaan kosa kata siswa meningkat dari kategori buruk menjadi baik dan ada peningkatan penguasaan kosa kata yang signifikan antara siswa yang diajarkan dengan menggunakan Komik dan yang tidak diajarkan dengan media komik terutama dalam penguasaan kosa kata. Siswa yang diajar menggunakan media Komik mendapat nilai lebih baik pada posttest mereka dari pada pre-test mereka. Terlihat bahwa nilai rata-rata (73,80) post-test kelompok eksperimen lebih tinggi daripada nilai rata-rata pre-test kelompok eksperimen (61,43).

Kata Kunci: *Efektifitas, Media komik, Pembelajaran Vocabulary*

Abstract

This study aims to determine the effectiveness of comic media in learning English vocabulary in senior high schools (SMA Negeri 1 Darul Imarah). This study uses a quasi-experimental research method. Data collection is done through tests. In this study, researchers took 30 students from class XI 1 Darul Imarah as research subjects. The results showed that 30 class XI students of SMAN 1 Darul Imarah who were taught using comic media were able to follow the teaching and learning process well. Students are also able to follow time management on time. The students' vocabulary mastery increased from the bad to the good category and there was a significant increase in vocabulary mastery between students who were taught using comics and those who were not taught using comics, especially in vocabulary mastery. Students who were taught using Comic media scored better on their posttest than their pre-test. It can be seen that the average value (73.80) of the post-test of the experimental group is higher than the average value of the pre-test of the experimental group (61.43).

Keywords: *Effectiveness, Comic Media, Vocabulary Learning*

A. Introduction

There are four skills in English language, namely reading, listening, speaking and speaking. In order, to know those four skills, students need to have good vocabulary. In this case, the writer wants to improve their vocabulary mastery using comic media.

Vocabulary is one of the language subs kills. Words are sign or symbol for ideas. The more words are learn, the more ideas he or she should have so that she or he can communicate the ideas effectively. Vocabulary contains words. It can defines as the total number of word which make up of language, it is clear that vocabulary is very important in foreign language acquisition. J. Charles Alderson and Lyle F. Bachman say, "Vocabulary is asset of lexemes including single words, compound words and idioms".

Many factors influence the result of the language teaching. We can not express an idea an opinion without kneeling English vocabulary. Mastering vocabulary is people necessity to understand a reading material, conversation, or article in English language. Without vocabulary, nothing can be conveyed. However, in fact, some of students in senior high school have not enough in mastering vocabulary.

Many factors contribute to poor satisfaction for vocabulary in English achievement, one of which was students inadequate or boring way of delivering materials. Objects abstract are easier to understand when introduced with objects concrete such as comic media, since concrete can be more visible than it can be seen in form, but it can also help students to understand difficult concepts and can enhance student achievement in learning English.

It if often a criticism now, that the quality of education in English especially vocabulary in general is especially lacking in satisfaction. Some criticisms of the quality of education point for students in which it is said that

Students are incapable of concrete thinking to solve a problem. This is fully appreciated, so efforts must be made to improve the quality of vocabulary.

English is one of the difficult fields of study for students especially vocabulary. Many students who learn vocabulary must force themselves to think abstractly in their studies, so that what is learned easily fades from memory. One way to overcome this is by using teaching media. Hamalik says (in Azhar Arsyad 1997:15) suggests that using media in teaching and learning process can evoke new desires and interests, generate motivations and stimulating learning activities and even bring psychological effects on students. Teacher must be able to stimulate and encourage and cultivate students activities and styles of discipleship, so that there is a dynamic in the learning and teaching process.

Based on the observations made on SMA N 1 Darul Imarah, students are required to achieve the desired purpose of learning, so that their performance of vocabulary is still less fulfilling. Students at school find the concept of learning English difficult and one way to overcome it is by using comic media in vocabulary.

Based on the above description, there is a problem for researcher, namely would using comic media in English vocabulary studies enhance student learning at SMA N 1 Darul Imarah ?to get the answer out of the question, the researcher are interested in the study is : The Effectiveness Of Comic Media Toward Student Achievement in Learning English vocabulary at SMA Negeri 1 Darul Imarah.

B. Methodology

This research used an experimental qualitative research. Arikunto (2006) states that qualitative research is a kind of research that requires the use of number, ranging from the data collection, data interpretation and the appearance of the result. Population of this research was all of the second year students of SMA Negeri 1 Darul Imarah. In this research the data is collected by using pre test and post test.

In analyzing the data, t-test is used to find out the effectiveness of English comic media. 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.

C. Finding and Discussion

Researchers applied comics as a learning medium in the experimental group. Following are the procedures for teaching and learning activities that have been carried out by researchers during the research:

a. The 1st 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 2nd 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 3rd 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. After that, 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 4th 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 5th 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 those 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 6th 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 ask 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 7th 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 ask 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 *ied mubarak* and it was verb.

h. The 8th 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 9th 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 10th 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.

D. Conclusions

Based on the findings of the study, it can be concluded that the 30 students of eleventh grade students of SMAN 1 Darul Imarah 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 posttest 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 learn 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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